



Co-funded by the  
Erasmus+ Programme  
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**D.3.2**

**Train the Trainers Toolkit**

**SMART-Y**

## Coordinated by:



## In Partnership with:



## Co-funded by:



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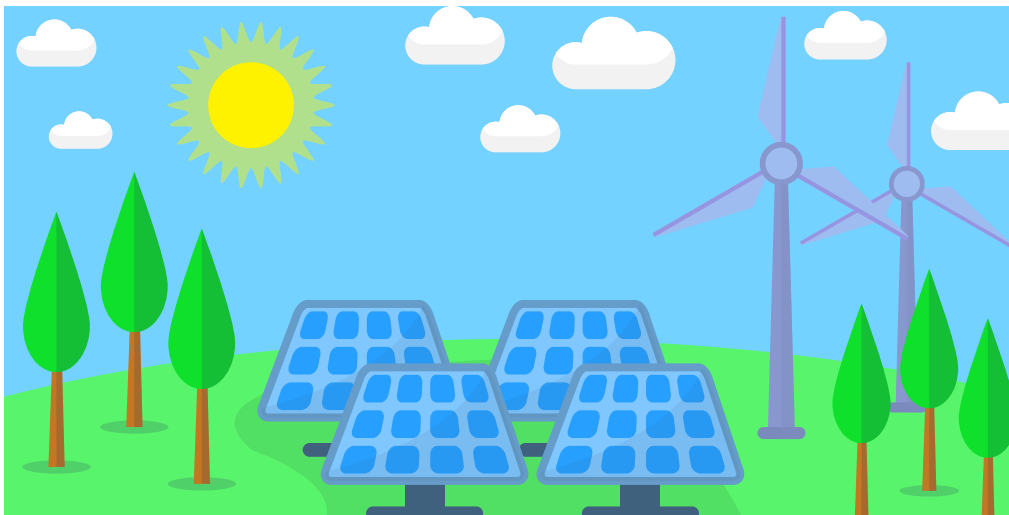
# Introduction



## SMART-Y Project

Youth in rural areas appear generally uninterested in politics, undermining cohesion and sustainable development of the future European society. COVID-19 crisis exacerbated this situation, also affecting youth civic engagement. This is the ratio behind the development of “Youth together for green and sustainable European smart villages” (SMART-Y), a 2-year project funded in the frame of the Erasmus+ programme of the European Union.

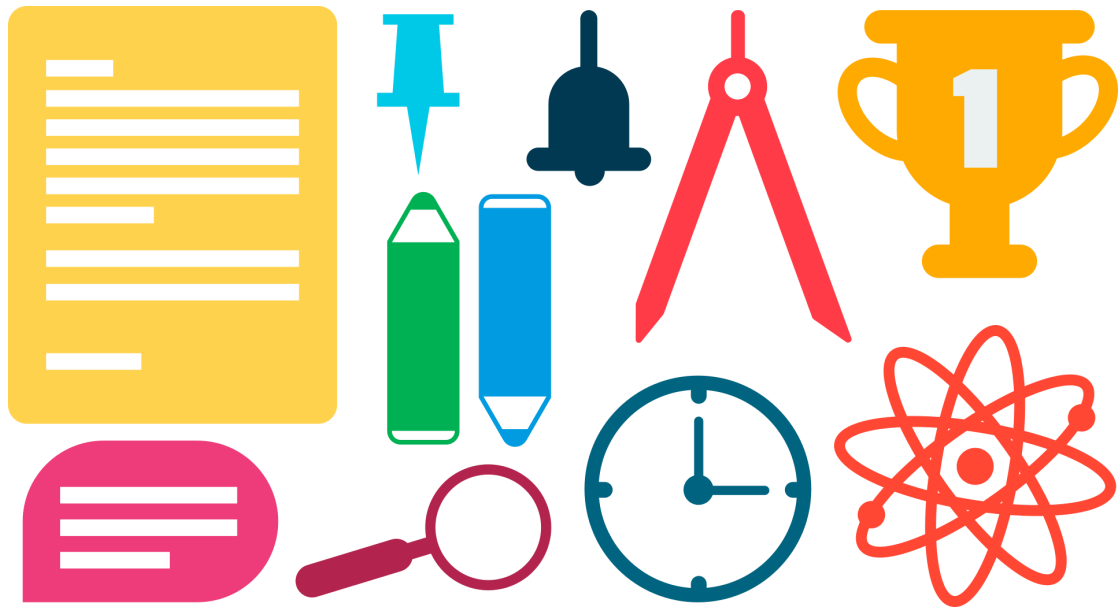
SMART-Y will start up a multi-nationality network of youth grassroots organisations active in EU rural areas and able to Engage, Connect and Empower vulnerable young people (aged 18-30), towards the co-creation of European smart villages.



Triggering youth with decision makers will back the realization of the European Youth Goal 10: Green Sustainable Europe.

The project's ratio is rooted in a preliminary needs analysis addressed to the EU rural contexts; to the target groups (young people, youth workers, policy makers) active there; to the state of the art of relevant EU policies.

A paradigm shift is needed towards a shared policy programming at local level in the EU, involving youth as protagonists of change: the cross-border initiatives envisaged will enhance the capacity of youth organizations to collaborate transnationally around specific EU policy issues considered relevant for the youth field, while contributing to make youngsters environmentally active, educated and able to make a difference in their everyday lives, as well as to tackle major challenges of EU rural territories.



The approach is:

- **Participatory:** youth participation to local policy programming in green and sustainability is fostered since the beginning via local living labs (WP4) gathering their specific priorities among those preliminarily analysed; the virtual hackathon (WP5), large-scale cross-border mobilities (WP6) and the national policy roundtables (WP7) will ease the co-creation of civic action projects, responding to the "Smart villages strategy" and the "EU Green Deal".
- **Practical:** concrete youth-driven projects will catalyst empowerment and awareness, encouraging youth to take charge of their lifestyles' impact on the World.
- **Policy oriented:** the project strategy embraces youth on specific civic and political challenges to be tackled by the EU in these years. Its experience will be transferred in the form of evidence-based, context-related policy recommendations, in multiple linguistic versions (WP8).

# The Train the Trainers Toolkit (D 3.2) in the frame of WP3

Having designed the methodology and didactic materials for their respective work packages, in November 2021 the project partners met in Slovenia where some partner organisations (YouthfullyYours, AELV and STEP) trained the others on how to implement the activities with young people in their respective countries.

Youth workers (min. 2/country) experimented the whole process of the different activities, providing feedback, which have been collected by CIAPE in a training report (D 3.1).

The didactic materials tested in Ljubljana as well as the templates and methodologies outlined are assembled in the Train the Trainers Toolkit, formed by 3 different modules corresponding to the same WPs (1. Living Labs, 2. Virtual Hackathons and 3. Idea Development & Prototyping workshops).

The TTT represents thus an important deliverable to be transferred to like-minded organisations willing to implement, adapt and replicate the methodologies tested during the project in their work with young people. The deliverable takes the form of an electronic document to widen its transferability potential to other contexts.

# **The Train the Trainers Toolkit**





## Suggested programme

	Day 1	Day 2
<b>Morning (9.00 - 10.45)</b>	The profile of the youth worker and the learning objectives	EU Virtual Hackathon presentation of the methodology
<b>Morning (11.15 - 13.00)</b>	Local Living Labs presentation of the methodology	EU Virtual Hackathon testing
<b>Afternoon (14.00 - 15.45)</b>	Local Living Labs testing	Idea development and prototyping workshops presentation of the methodology
<b>Afternoon (16.15 - 17.30)</b>	Local Living Labs testing	Idea development and prototyping workshops testing

## Methodology

Smart-Y, in order to ENGAGE, CONNECT and EMPOWER young people, comprises a set of activities, which follow well-defined working methodology.

- Youth participation to local policy programming in green and sustainability starts via Local Living Labs, which are organised in different countries/areas and are meant to gather specific priorities/challenges;
- The EU Virtual Hackathon aiming at identifying solutions to the identified challenges;
- Three idea development and prototyping workshops, which consist in transnational workshops in which solutions are transformed into ideas and real prototypes ready to be shared with relevant policy-makers and local development stakeholders.

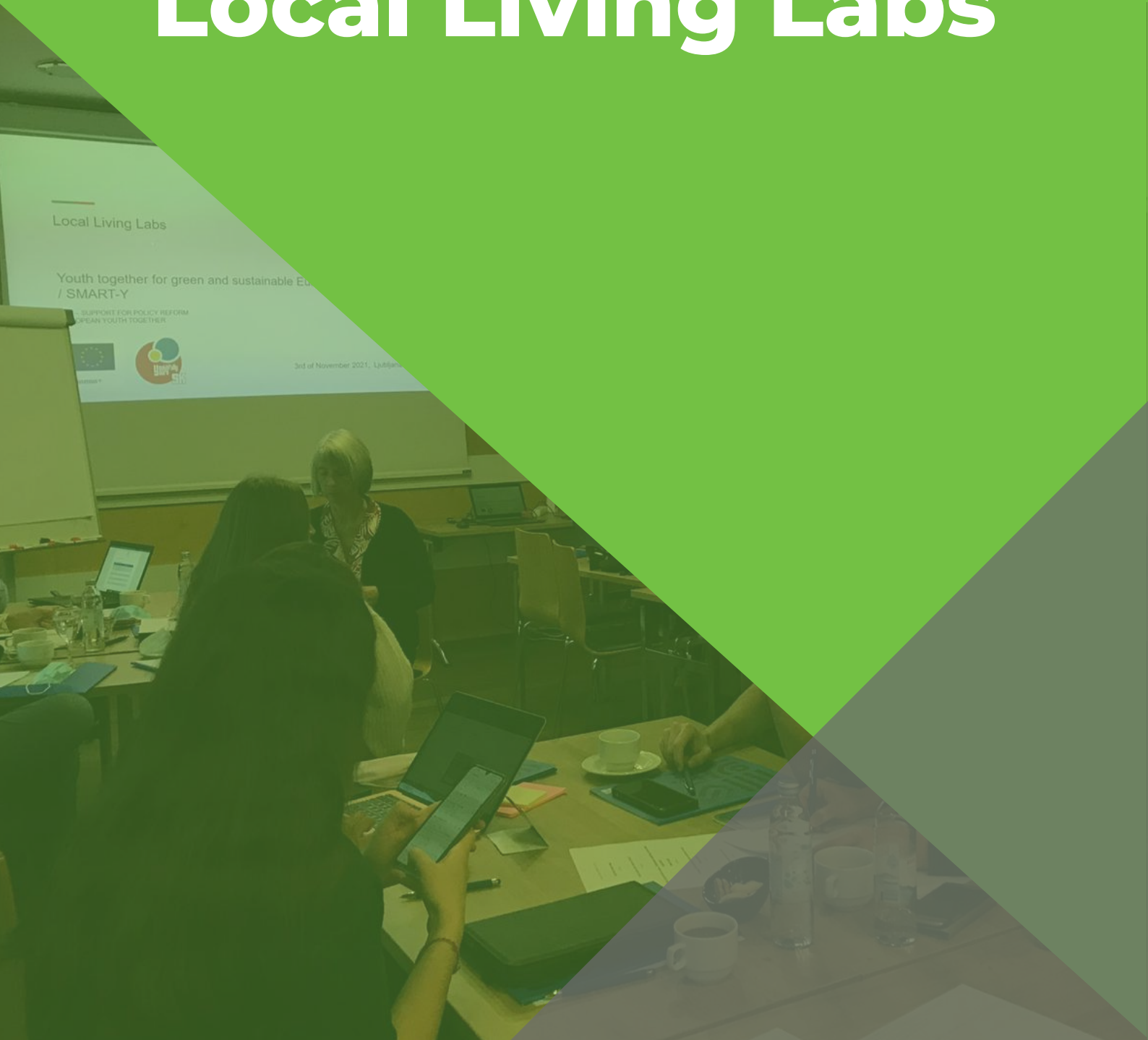


## Tips for Trainers

- **Create a non-judgmental environment**
- **Make people feel comfortable and not afraid**
- **Shift paradigm from convincing to active**
- **Set clear rules**
- **Encourage friendly atmosphere**
- **Embrace different perspectives**
- **Recognize and appreciate different people**



# Local Living Labs



# Suggestions to prepare the activity

- **Create a safe environment supporting fruitful cooperation among youth and stakeholders during living labs.**
- **Have brief preparatory meetings with both groups: young people and stakeholders. Explain to them the structure of living labs and what their role will be.**
- **Run trust-building and ice-breaking activities before the living lab sessions.**
- **Encourage sharing of different opinions and perspectives.**
- **At the beginning of the living lab, assist the group in setting clear rules.**
- **Clarify participants' expectations from the living lab activities.**

# Activities

Activity 1	
Overall info	
<b>Name</b>	DEFINITIONS - Living Labs
<b>Purpose of the activity</b>	To widen participants knowledge about Living Labs and their characteristics.
<b>Target group</b>	Youth workers.
<b>Group briefing</b>	The trainer asks leaders of small groups to present their ideas about Living Labs and how labs can be implemented in local communities.
<b>Estimated type and size of the group</b>	Ideally 8-24 participants; the activity can be conducted with larger groups, yet it will require more experienced trainers and might be more time consuming.
<b>Learning outcomes/objectives</b>	Knowledge: The “living lab” concept, its main characteristics and phases.
Activity outline	
<b>Goal</b>	To get a common understanding of what Living Labs are and their key features within the group of participants.
<b>Duration</b>	45 – 60 min.

<b>Task description</b>	<p>Participants are asked to write down their associations with the terms LIVING LABS on a post-it and place it in the middle of the training room. They are asked to use 1-max. 3 words and capital letters.</p> <p>After participants finish, the trainer reads the associations out loud. Participants are listening to associations.</p> <p>If they agree and find the association very relevant, they are asked to move closer to the circle. On the contrary, if they disagree or don't feel the term is much connected, they are asked to step out of the circle.</p> <p>Moderated discussion follows; trainer asks participants about the most relevant terms.</p> <p>After the discussion is finished and the most relevant associations are clarified, participants are split into small working groups.</p> <p>Their task is to work together and produce the common definition of "Living Labs" using only words currently present on the post-its. Groups work 15 min.</p> <p>Afterward, they present their definitions and discuss them in the circle. Others provide feedback on why they agree or disagree with the provided definition of Living Labs. The trainer summarises the common characteristics of the definitions presented. The theoretical inputs from the trainer follow.</p> <p>Participants are provided with the definition of the term and its characteristics according to supporting materials.</p>
<b>Remarks</b>	<p>Suggested debriefing questions: Have you heard some new perspectives / Have you gained some new ideas during this activity? How can we use Living labs in our community for young people we work with? What needs to be adjusted?</p>
<b>Supporting materials</b>	
Post-it, pens.	

## Activity 2

### Overall info

<b>Name</b>	DEFINITIONS – Youth Participation.
<b>Purpose of the activity</b>	To widen participants knowledge about terms: youth participation / youth civic engagement.
<b>Target group</b>	Young people aged 18-30, preferably with experience in youth participation.
<b>Group briefing</b>	The facilitator opens the discussion on the topic: what forms of youth participation could react to “sustainability” and “Green Europe” issues.
<b>Estimated type and size of the group</b>	Ideally 8-24 participants; activity can be conducted with a larger group; yet will require a more experienced facilitator and might be more time consuming.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• youth participation concept</li> <li>• different forms of youth civic engagement</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• communication skills</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• accepting other’s opinion</li> <li>• finding common ground within the group</li> </ul>

Activity outline	
Goal	To get a common understanding of the concept of “youth participation” within the group of participants.
Duration	60-90 min.
Task description	<p>The group is divided into 3-4 smaller groups depending on the overall number of participants. Each smaller group receives a marker with a different colour.</p> <p>Each group is facing its own Flipchart paper with the term "YOUTH PARTICIPATION" written on it. Each group sends a delegate, one by one, to come to the paper and to write 1 association the person has with the term. The association should start or contain some of the letters of the headline.</p> <p>The group that covers all the letters with associations as the first wins. The facilitator can let other groups finish or proceed to the next steps - depending on the time available.</p> <p>The groups are asked to switch positions among themselves - each group facing a flipchart from their colleagues. One by one, participants are coming to the flipchart making dots /or other signs/ next to the association they think is most relevant for the term "Youth participation". Moderated discussion follows; facilitator asks participants about the most relevant terms and why they have chosen them.</p> <p>After the discussion is finished and the most relevant associations are clarified, the groups receive the following task: write the common definition of Youth participation - using only words currently present on the flipchart.</p> <p>Depending on the group and its dynamic, another small task could be added (e.g. to create a living statue of participation, draw a poster of youth participation, etc...).</p> <p>Groups work 15-20 min. Afterward, they present their definitions and discuss them in front of the big group. Others provide feedback on why they agree or disagree with the provided definition of the term.</p>

	<p>After all groups present, the facilitator summarizes the common characteristics of definitions provided.</p> <p>The theoretical inputs from the trainer follow. Participants are provided with the definition of the term according to supporting materials.</p>
<b>Remarks</b>	<p>Suggested debriefing questions:</p> <p>Why is it important to share different perspectives on such a broad term? Have you heard some new ideas? Have you learned something new during this activity? Could you explain the term to your friend/colleague?</p>
<b>Supporting materials</b>	
Flipchart, pens.	

<b>Activity 3</b>	
<b>Overall info</b>	
<b>Name</b>	The Valet.
<b>Purpose of the activity</b>	To help young people identifying and outlining different needs of peers in their community that are clearly connected with sustainability and environmental protection.
<b>Target group</b>	Young people 18-30 years of age, preferably with experience in youth participation. It is highly beneficial if the group is composed by different stakeholders (e.g., representatives of municipalities, local authorities, etc..)
<b>Group briefing</b>	The facilitator asks participants what helped them identifying their peers' needs during the activity. Do they see some principles they have applied?

	How these can be implemented when assessing the needs of young people in the community - particularly those connected with sustainability and environmental protection.
<b>Estimated type and size of the group</b>	Ideally 8-24 participants; activity can be conducted with a larger group yet will require more experienced facilitators and might be more time consuming. In case of more than 40 participants, starting another group with another facilitator is recommended.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>identifying the needs of our peers,</li> <li>finding common values with them.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>interest in identifying needs of others.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	<p>To understand how to identify the needs of our peers and to find common values with them.</p> <p>To support cooperation between young participants of living labs and representatives of public / private sector.</p>
<b>Duration</b>	45 min.
<b>Task description</b>	<p>Participants work in pairs presenting themselves to each other using the valets. At the beginning of the activity, the facilitator asks them to think about the valets they have on them - what are the things they use the most, what are the things they use sporadically- what the valet says about them. When one person in the pair presents, the other listens carefully.</p> <p>After all pairs finish sharing, the trainer asks participants to grab a sheet of paper and draw an ideal Valet for their colleague.</p>



	<p>During this task, they should take into consideration all the data they have received during the conversation. After the creative part is over, pairs present the valets to each other. Depending on time and group dynamics, they can do it in front of the group.</p> <p>The trainer starts the discussion within the group: what helped them identifying their colleague's needs? What additional data would they need to achieve better results? How can they get them?</p>
<b>Remarks</b>	<p>Suggested debriefing questions:</p> <p>How can we assess the needs of our peers in our community?</p> <p>Where can we find relevant data?</p>
<b>Supporting materials</b>	
n/a	

<b>Activity 4</b>	
<b>Overall info</b>	
<b>Name</b>	Statements.
<b>Purpose of the activity</b>	To raise awareness on participants' own attitudes and limitations in working on issues of youth participation.
<b>Target group</b>	Young people 18-30 years of age, preferably with experience in youth participation. It is highly beneficial if the group is composed of different stakeholders (e.g., representatives of municipalities, local authorities, etc..)

<b>Group briefing</b>	The facilitator asks participants what they have found out about themselves. Have they changed their initial attitudes? If yes, what helped them? What did they realise about the others? The facilitator asks young people if they have noticed anything particular about stakeholders. Then, he/she asks stakeholders what they have noticed on statements of young people.
<b>Estimated type and size of the group</b>	Ideally 8-24 participants, activity can be conducted with a larger group; yet will require a more experienced facilitator and might be more time consuming.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• complexity and dimensions of youth participation</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• expressing ideas and opinions</li> <li>• persuasion skills</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• recognizing the importance of young people active involvement in actions and decisions that affect them.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To broaden participants' perspectives and approaches in dealing with youth participation.
<b>Duration</b>	45 min.
<b>Task description</b>	<p>The training room is split into two zones:</p> <ul style="list-style-type: none"> <li>• Yes, I agree</li> <li>• No, I disagree</li> </ul> <p>The facilitator is reading a set of statements related to youth participation.</p>

	<p>If a participant absolutely agrees with the statement, he/she should position him/herself to the end of the "Yes" zone. Contrary, if absolutely disagree - to the end of the "No" zone. If not sure, he/she can position him/herself in the middle of the room.</p> <p>After reading each statement, the facilitator asks participants to find their position. After they find their ground, the discussion starts. The facilitator asks if some of the participants want to share why they agree or disagree with the statement. When several participants share their opinions, facilitators enable the group to change their opinion and move. The space for the next round of discussions opens.</p> <p>Activity is great for groups combining different stakeholders. It shows that despite different positions or roles, participants might have very similar attitudes.</p>
<b>Remarks</b>	<p>Suggested statements:</p> <ul style="list-style-type: none"> <li>• Young people are not interested in civic engagement;</li> <li>• Young people care about sustainability and the environment just because it is trendy; they do not have a real interest in those topics;</li> <li>• Young people care about public affairs only if they have their own problems and seek help;</li> <li>• Authorities support participation only if it is convenient for them;</li> <li>• Authorities do not care about the opinions of young people;</li> <li>• The decision not to participate is also a form of participation;</li> <li>• Young people have enough info on how to influence policy-making processes in their community;</li> <li>• Young people are invited in public decision-making processes in their community;</li> <li>• If young people want to be involved in public decisions, the initiative should come from them;</li> <li>• Young people have enough info about the work of youth organizations and how they can join them;</li> </ul>

	<ul style="list-style-type: none"> <li>• Young people have enough info about the work of youth organizations and how they can join them;</li> <li>• The role of youth organizations in increasing "Youth participation" is negligible;</li> <li>• The education towards youth civic engagement in our community is on the appropriate level;</li> <li>• When building trust among authorities and young people, the first steps should come from authorities;</li> <li>• The dialogue among young people and authorities is crucial for participation.</li> </ul>
<b>Supporting materials</b>	
2 posters stating "YES I agree" and "NO I disagree", List of statements.	

<b>Activity 5</b>	
<b>Overall info</b>	
<b>Name</b>	Green key to Participation.
<b>Purpose of the activity</b>	To identify the most important green and sustainability issues in the local community.
<b>Target group</b>	Young people 18-30 years of age, preferably with experience in youth participation. It is highly beneficial if the group is composed of different stakeholders (e.g., representatives of municipalities, local authorities, etc..).
<b>Group briefing</b>	The facilitator asks the leaders of small groups to access their group work. Was the voice of each participant's heard? Did everybody participate during the discussion? Was it easy to find common ground? Have all participants agreed on the final outcomes of the group work?

<b>Estimated type and size of the group</b>	Ideally 8-24 participants, activity can be conducted with a larger group yet it will require a more experienced facilitator and might be more time consuming.
<b>Learning outcomes/ objectives</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• communication skills;</li> <li>• expressing ideas and opinions;</li> <li>• persuasion skills;</li> <li>• advocating;</li> <li>• consensus finding;</li> <li>• negotiation skills.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To help participants identifying the most important issues young people see in the local community.
<b>Duration</b>	90 min.
<b>Task description</b>	<p>The activity begins with an individual work. Each participant receives a sheet of paper with the task to reflect on and write down the five most important issues that, according to him/ her, young people see in the local community. Besides enumerating five problems, the task is to prioritize them from the most important one to the less important one.</p> <p>After the individual work, participants discuss in pairs. Their task is to find common ground and agree on common 5 problems and prioritize them again.</p> <p>After 10-15 min, pairs form small groups and continue the discussion, now finding an agreement on 5 common problems and their relevance in the small group. Depending on time and group dynamic, this can be followed by several more rounds of discussions.</p>

	<p>At the end of the activity, the whole group should come to a common conclusion and identify 3 problems that they consider as the most relevant for the young people in the community - prioritized from the most serious.</p> <p>This way, the group identifies issues in the community so that all members are involved and engaged in the discussion. If done correctly, participants will be eager to work on the possible solutions to the problems as they all have contributed to the result.</p> <p>The 3 identified problems will be later approached during the Hackathon activity.</p>
<b>Remarks</b>	<p>During this activity, the facilitator's role is to help the participants finding agreements and assist them in solving misunderstandings and potential conflicts. He/she should lead the activity in a way that the voice of each participant is being heard and everyone can contribute.</p>
<b>Supporting materials</b>	
Sheets of paper, pens.	

<b>Activity 6</b>	
<b>Overall info</b>	
<b>Name</b>	Green café.
<b>Purpose of the activity</b>	To clarify possible causes and consequences for previously identified issues.
<b>Target group</b>	Young people 18-30 years of age, preferably with experience in youth participation. It is highly beneficial if the group is composed of different stakeholders (e.g., representatives of municipality, local authorities, etc..).

<b>Group briefing</b>	<p>The facilitator asks the leaders of small groups to access their group work. Was the voice of each participant's heard? Did everybody participate during the discussions? Have you found some new perspective on the identified issue? Has anything surprised you about the members of your group?</p>
<b>Estimated type and size of the group</b>	<p>Ideally 8-24 participants, activity can be conducted with larger group yet it will require more experienced facilitator and might be more time consuming.</p>
<b>Learning outcomes/ objectives</b>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• communication skills;</li> <li>• expressing ideas and opinions;</li> <li>• persuasion skills;</li> <li>• advocating;</li> <li>• consensus finding;</li> <li>• negotiation skills.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	<p>To assist participants in clarifying the issues identified in previous activity.</p>
<b>Duration</b>	<p>90 min.</p>
<b>Task description</b>	<p>Please make sure you have at least three different workstations - separate tables that a small group of people can work around and 2 flip chart papers for a workstation. If you involve a higher number of participants, you can set more workstations. Make sure there are enough markers, pencils, and spare sheets of paper in each workstation.</p> <p>At the first stage, split participants into small groups, preferably with an equal number of participants. Make sure each group contains one stakeholder.</p>

	<p>In this way, young people will work together with adults in a small group - a safer environment for sharing opinions and perspectives.</p> <p>For each group, select one leader competent in the facilitation of group work and presentation of ideas. Each group will operate on one of the workstations. Their task will be to pick one of the problems identified in the previous session. Make sure each group works on a different problem.</p> <p>In the first part of the activity, the task for groups is to think about causes and possible consequences of the issue as well as potential solutions. After initial brainstorming, they should put key ideas on the flip chart paper. They work for 10-15 minutes and then change places with another workstation - in case you will form more than three workstations, they can all move in the same direction e.g. clockwise. All the group members are moving, just the leader stays in the same position and continues working with the new group. At first, he/she sums up previous work and later helps new group members share their ideas. When all members contributed or the time limit passed (10-15 minutes) groups change direction again. The leader stays and works with the new group.</p> <p>In this simple way, all participants besides leaders have contributed to all identified problems. After the small group finishes, leaders present the outputs of the work in front of all participants. They can now see the causes and possible consequences of the issues identified.</p>
<p><b>Remarks</b></p>	<p>Discussions in small groups will allow sharing perspectives, build trust, and enhance cooperation among young people and stakeholders.</p>
<p><b>Supporting materials</b></p>	
<p>Flipchart papers, pens.</p>	



# Supporting materials

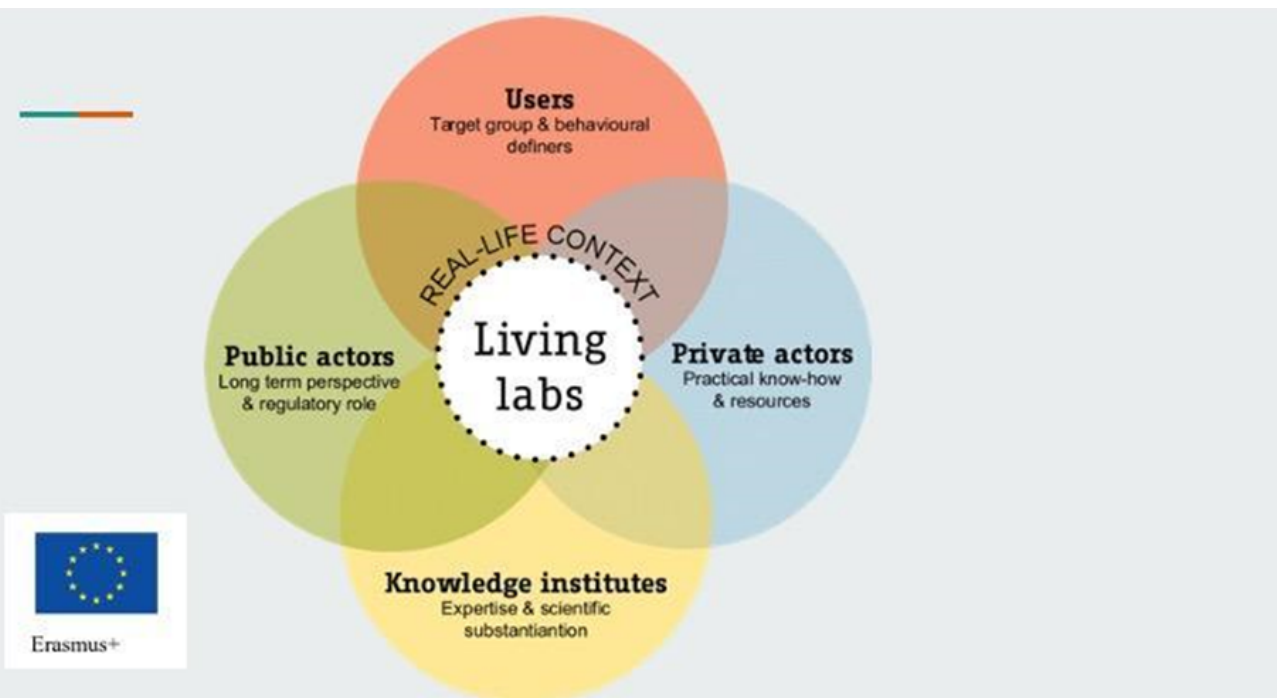
## Local Living Labs

### Youth together for green and sustainable European smart villages / SMART-Y

KA3 – SUPPORT FOR POLICY REFORM  
EUROPEAN YOUTH TOGETHER



3rd of November 2021, Ljubljana Slovenia



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### Living Lab definition:

- no universal definition exist
- **concept** used mainly in the context of **collaborative development** to **solve complex societal needs**
- **community of stakeholders from different sectors** creating new solutions to complex societal problems
- **networks** that integrate both **user-centered research** and **open innovation**
- **methodology** for user engagement.

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### Living Lab definition:

Living Labs are **user-centered, open innovation ecosystems** based on systematic **user co-creation approach, integrating research and innovation processes in real life communities** and settings. They operate as intermediaries among citizens, research organisations, companies, cities and regions for joint value co-creation, rapid prototyping or validation to scale up innovation and businesses"

[The European Network of Living Labs \(ENoLL\)](#)

## Living Lab definition:

methodology ? eco-system ? community ?



bringing people together to innovate



## Living Labs have multiple different implementations have **common elements**:

→ **multi-method approaches** - there is no single methodology..



→ **user engagement**



→ **multi-stakeholder participation** - youth, municipality, educational institutions, youth organizations



→ **real-life setting**

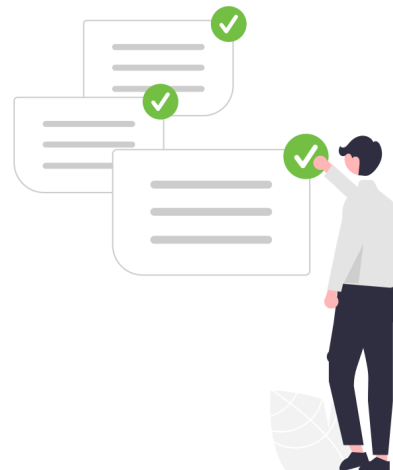


→ **co-creation** - final user are cocontributors rather than subject of studies



## Living Labs 3 main phases:

- Exploration
  - analysis of current state, needs
  - moving from idea to concept
- Experimentation
  - testing in real life
- Evaluation
  - impact of experiment in relation to current state



## Work package 4 – Local Living Labs

### Youth together for green and sustainable European smart villages / SMART-Y

KA3 – SUPPORT FOR POLICY REFORM  
EUROPEAN YOUTH TOGETHER



Living Labs are **youth-centred exchange occasions** to be **held at local level** and **facilitated by the partners' youth workers/trainers**.

These are **open innovation ecosystems** based on a systematic co-creation approach integrating research and innovation processes in real life communities and rural/remote settings.

Living Labs will **place youth at the centre** of their communities' **transition towards the Smart villages** concept, identifying a number of specific thematic **policy priorities which are relevant to them and respond to the "Green and Sustainable Europe" Youth Goal**

#### **Objectives:**

- to **empower** young people to **become active actors** in identifying and defining local problems connected to smart villages' realization, through a bottom up approach
- to **facilitate youth participation** in outlining clear strategies and action plans in order to effectively tackle the context-related policy issues identified through the exchange between young people and local policy makers, and facilitated by youth workers/trainers
- to **define the topics ("open challenges")** for the concrete development of youth-driven civic action projects, responding to the "smart villages" topic, by the young people to be involved in the Virtual Hackathon (WP5)

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#### Objectives:

- **to foster youth organizations' capacity** and autonomy to operate at transnational level, focusing on solidarity and inclusive democratic participation of all against a backdrop of the backlashes on socioeconomic structures and in line with youth goal #10
- **to enhance the capacity of young people** to work in transnational groups, putting in practice their ideas, attitudes and policy interests, showcasing commonalities and debating on their connection to the EU, its values, democratic foundations and urgent policy challenges, while consolidating the use of a foreign language (EN)

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#### Objectives:

- to raise **young people's awareness around the concept and policy issues** specifically connected to the Smart villages strategy, and in general to the relevant European and international policies it is referred to (European Youth Policy, European Green Deal, Cohesion Policy, SDGs etc.)
- to sensitize **policy makers and public bodies' representatives about the importance** of bringing youth closer to the decision-making process, listening their voices and priorities and mobilizing youth for collective local and European action around urgent political issues just as the Green and sustainability one is



## Objectives:

- to strengthen exchange, collaboration and **cross-border engagement among youth organizations**, young people and policy makers in order to build youth solidarity, shared political consciousness and responsibility, democratic participation and civic engagement, towards the realization of resilient, smart rural territories in Europe
- to **boost young people's trust in policy-makers and participatory approaches** to local and European co-programming, starting from bottom up strategies and methodologies
- to develop **youth self-esteem and optimism regarding the Covid-19** recovery process, and in general the individual's role in tackling major future challenges



## Deliverables:

- D4.1 Living Labs (10)
- D4.2 Set of open challenges (1)

- 
- **All partners will organise Living Labs in their own countries (online or - preferably - physical, depending on the Covid-19 evolution),**
  - based on the agreed **methodology tested in the framework of WP3** and starting from Eurobarometer facts and figures.
  - Partners will provide inputs regarding Living Labs results which will be **summarised in a report by WP4 leader.**
  - Results of Living Labs, jointly elaborated by the participants, will be **discussed at the third meeting** during which partners will select the challenges/big topics around which the **EU Virtual Hackathon** will be organised

- 
- **Milestones:**
    - M4.1 Living Labs organised and held M9
    - M4.2 Challenges for the Hackathon agreed M10
  - **Monitoring and performance indicators:**
    - n° of young people participating to the Living Labs (**at least 15 per country**)
    - n. of challenges/thematic **priorities (at least 3)**
    - n. Policy makers at the local/regional level (**at least 2 per country**)
    - % of **participants satisfied** with the activity (>80%)



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- **All partners will:**

- organise Living Labs in their own country
- give inputs for the Living Labs report
- select the challenges for the Hackathons

- **Youthfully Yours will:**

- finalise the methodology and preparatory material (tested in the framework of WP3)
- assemble the Living Labs report
- select the challenges for the Hackathon
- organise one Living Lab



# EU Virtual Hackaton



# Activities

Activity 1	
Overall info	
<b>Name</b>	Introduction to Virtual Hackathon
<b>Purpose of the activity</b>	Opening Ceremony of the main event.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The organizers give a warm welcome to the participants, starting the main event.
<b>Estimated type and size of the group</b>	Around 100 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Hackathon concepts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ask questions</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Be curious</li> <li>• Teamwork</li> </ul>

Activity outline	
<b>Goal</b>	To make sure every participant is on the same page and to get rid of the most common doubts, those which people often are embarrassed to ask. To prepare them for the Hackathon session.
<b>Duration</b>	10 min.
<b>Task description</b>	To give a brief refresh of the general idea of the hackathon and the role of the participants. To give them instructions about what to do and to whom asking for help.
<b>Remarks</b>	We will use broad definitions from the internet along with the TTT slides presentation.
<b>Goal</b>	To inform the participants about the different steps and activities of the weekend, with date and duration.
<b>Duration</b>	10 min.
<b>Task description</b>	Go through the schedule.
<b>Remarks</b>	We will show the table of the schedule for the weekend.
<b>Goal</b>	To provide every participant with the required knowledge to use the Discord platform, the different channels, and chats.
<b>Duration</b>	20-30 min.
<b>Task description</b>	To teach the basics of Discord to be able to communicate and exchange files through the platform
<b>Remarks</b>	This will not be a complete Discord course, nor an intermediate level.

	We will focus on explaining just the features of the platform that we are going to use. Discord is very popular among young people; therefore, it's expected for some of them to be already familiar with the platform.
<b>Goal</b>	Get rid of any doubt about any aspect of the main event. Every participant will be able to ask questions using Discord.
<b>Duration</b>	20-30 min.
<b>Task description</b>	Ask any doubt to the organizers.
<b>Remarks</b>	Organizers will take 15 minutes to ask questions during the presentation in real time. Participants will be instructed to write any doubt they have in the #help chat on the Discord Server; organizers will pick up questions and reply to them in the same presentation.
<b>Supporting materials</b>	
Hackathon explained <a href="https://hackathon.guide/">https://hackathon.guide/</a>	

<b>Activity 2</b>	
<b>Overall info</b>	
<b>Name</b>	Teaming

<b>Purpose of the activity</b>	Share project ideas and organize teams.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The organizers split the participants into groups in order for them to work together on different ideas.
<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Global megatrends.</li> <li>• The connection between megatrends and local needs.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Systemic thinking.</li> <li>• Connecting local needs with megatrends.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Imagination</li> <li>• Solidarity</li> <li>• Service to the community</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	Participants should expose their ideas within the selected themes for other participants to vote for their ideas and form teams.
<b>Duration</b>	1 hour.

<b>Task description</b>	Present the different ideas to the #voting-for-ideas channel in Discord.
<b>Remarks</b>	Local Living Labs will have 3 main themes as an output. Those themes will be pinged in the #voting-for-ideas chat in Discord. Participants can post up to 3 ideas, however they have unlimited votes, they can react with emojis to the message with the idea. The n. ideas with the most votes ( $n = n^{\circ}$ of participants / 3) will make it to the Looking for Teams phase.
<b>Goal</b>	To divide the participants in different teams of 3 people working on the same idea.
<b>Duration</b>	10 min.
<b>Task description</b>	Participants will make teams of 3 people, picking one of the ideas in #looking-for-teams.
<b>Remarks</b>	Every selected idea will be posted in the #looking-for-teams chat in Discord. Then every participant will have a single vote to join one of the teams. The conceiver of the idea will automatically join his/her idea's team unless he/she chooses to be part of a different team, leaving an open spot. After this, the rest of the participants will vote for the team they want until the team reaches 3 participants by order of first come first served.

Activity 3	
Overall info	
<b>Name</b>	Day 1 Hacking.
<b>Purpose of the activity</b>	First day of the main activity where participants work in teams with their selected projects.
<b>Target group</b>	Youth.
<b>Group briefing</b>	Participants will get involved in finding modern solutions.
<b>Estimated type and size of the group</b>	Around 100 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Tech Knowledge.</li> <li>• Digital Platforms/Services.</li> <li>• Programming methods and languages.</li> <li>• Environmental science.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Programming.</li> <li>• Prototyping.</li> <li>• Management.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Teamwork.</li> <li>• Communication.</li> <li>• Cooperation.</li> </ul>



Activity outline	
<b>Goal</b>	To get everyone on track, giving them a short speech and tips to start with the main task, the hacking.
<b>Duration</b>	10 min.
<b>Task description</b>	Quick inspiration message for the participants.
<b>Remarks</b>	Most hackathon organizers recommend keeping ceremonies and workshops short to give teams the most possible time to work on their project.
<b>Goal</b>	To give enough time and support to all participants, with the least possible intervention.
<b>Duration</b>	Saturday.
<b>Task description</b>	The Hacking process begins. Participants will work with their teammates in their own way to build a prototype of their project's idea.
<b>Remarks</b>	Different teams will have their own channel and chats in the Discord server to communicate and share any necessary file in private. In the same server they can find support from organizers and other participants.
Supporting materials	
<a href="https://hackathon.guide/">https://hackathon.guide/</a>	

Activity 4	
Overall info	
<b>Name</b>	Inspiration break workshop.
<b>Purpose of the activity</b>	To give a break for participants while providing them with inspiring messages.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The organizers invite professionals of the field to give a talk and/or inspiring videos of the topic.
<b>Estimated type and size of the group</b>	Around 100 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge from experts.</li> <li>• How to dig your hackathon project.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Rest.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Permanent learning.</li> </ul>
Activity outline	
<b>Goal</b>	To inspire participants with experienced people, while they take a rest from their main task.
<b>Duration</b>	30-60 min.

<b>Task description</b>	To invite experts on the field to a discord call, to give a short speech and reply to some questions.
<b>Remarks</b>	Organizers will try to find professionals in tech related or environmental related fields to give a short talk live in Discord or Zoom to all the participants, they can agree or disagree to reply to questions.
<b>Goal</b>	To inspire participants with experienced people, while they take a rest from their main task.
<b>Duration</b>	30 mins.
<b>Task description</b>	Watch videos of experts in tech or environment for inspiration.
<b>Remarks</b>	We will find inspiring tech related or environmental related videos from experts of the fields to show to participants. To Provide them with a short break and distraction from the main activity.

### Activity 5

#### Overall info

<b>Name</b>	Day 1 milestone check.
<b>Purpose of the activity</b>	Ask participants to provide a short summary of their progress of the day.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The organisers will receive summaries of every group.

<b>Estimated type and size of the group</b>	Around 100 participants.
<b>Learning outcomes/objectives</b>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Summarising.</li> <li>• Work with deadlines.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Progress.</li> <li>• Teamwork.</li> </ul>

### Activity outline

<b>Goal</b>	To set a guiding deadline to encourage participants to reach certain progress on the first day, helping them relief work for the second day.
<b>Duration</b>	30 min.
<b>Task description</b>	Each team has to deliver the first milestone of their idea, giving vague details and a general picture of their plan.
<b>Remarks</b>	Organisers will receive one summary for every team to certify that they have made progress on their first day.

### Activity 6

#### Overall info

<b>Name</b>	Energising morning activity workshop.
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<b>Purpose of the activity</b>	To congratulate participants for their progress and inspire them to keep working on their projects.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The organisers will welcome participants to the second day of activities in a heart-warming way.
<b>Estimated type and size of the group</b>	Around 100 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Interesting quotes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Socialising.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Positive attitudes.</li> <li>• Excitement.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To raise awareness about the growth mindset.
<b>Duration</b>	5-10 mins.
<b>Task description</b>	A short speech to welcome participants and inspire them to keep their good work running.
<b>Remarks</b>	Organisers will greet participants, congratulate them for their progress, quote a couple of science/philosophy historical quotes and wish them luck and a positive mood for the rest of the day.

<b>Goal</b>	To get participants to socialise with their equals and exchange information.
<b>Duration</b>	30 min.
<b>Task description</b>	Gather participants in different voice chat rooms according to their team's topic for them to socialise.
<b>Remarks</b>	There will be a Discord channel created specifically for the purpose of this activity.

<b>Activity 7</b>	
<b>Overall info</b>	
<b>Name</b>	Day 2 Hacking.
<b>Purpose of the activity</b>	Second day of the main activity where participants work in teams with their selected projects.
<b>Target group</b>	Youth.
<b>Group briefing</b>	Participants continue to work finding modern solutions.
<b>Estimated type and size of the group</b>	Around 100 participants.

<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Tech Knowledge.</li> <li>• Digital Platforms/Services.</li> <li>• Programming methods and languages.</li> <li>• Environmental science.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Programming.</li> <li>• Prototyping.</li> <li>• Management.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Teamwork.</li> <li>• Communication.</li> <li>• Cooperation.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To give enough time and support to all the participants, with the least possible intervention.
<b>Duration</b>	Sunday.
<b>Task description</b>	The Hacking process continues. Participants will work with their teammates in their own way to build a prototype of their project's idea.
<b>Remarks</b>	Different teams will have their own channel and chats in the Discord server to communicate and share any necessary file in private. In the same server they can find support from organizers and other participants. Participants will provide their pitches to the judges by the end of the day.
<b>Goal</b>	To remind participants how to prepare the presentation of their finished project.

<b>Duration</b>	15 min.
<b>Task description</b>	Participants will be informed on how they have to prepare the pitch to present their idea to the judges.
<b>Remarks</b>	Organizers will gather participants at least 4 hours before the deadlines to provide them with the instructions in details on how to prepare their summary including the context of the problem, the problem itself, implications of not solving it, actions needed to tackle or reduce the problem.
<b>Supporting materials</b>	
<a href="https://hackathon.guide/">https://hackathon.guide/</a> Hackathon explained	

<b>Activity 8</b>	
<b>Overall info</b>	
<b>Name</b>	Ending and ceremony.
<b>Purpose of the activity</b>	To congratulate participants for their work in the event, present their pitches to the judges.
<b>Target group</b>	Youth.
<b>Group briefing</b>	Judges and organizers will conclude the event.
<b>Estimated type and size of the group</b>	Around 100 participants.



<b>Learning outcomes/ objectives</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Participation.</li> <li>• Social skills.</li> </ul> <b>Attitudes:</b> <ul style="list-style-type: none"> <li>• Being grateful.</li> <li>• Feeling Relief.</li> <li>• Being Inspired.</li> <li>• Being Encouraged.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To thank every participant for their work during the event.
<b>Duration</b>	30 minutes.
<b>Task description</b>	All participants will gather in the general voice chat where the organizers will congratulate and thank them for their participation and good attitudes during the main event.
<b>Remarks</b>	Organizers will make sure every team provides their final pitch to be evaluated by the judges. Due to the n. of projects to be evaluated, it is likely that the results of the selected projects will not be available until the next day (Monday). The featured projects determined by the judges will be announced in the Discord where all the participants can react with emojis to the announcement messages and discuss the results in the general chat of the server.
<b>Supporting materials</b>	
<a href="https://hackathon.guide/">https://hackathon.guide/</a>	

# Supporting materials

WP5



## SMART-Y HACKATHON



### WHAT IS A HACKATHON?

The word "**hackathon**" come from the words "**hack**" and "**marathon**" where "hack" is used in the sense of playful, exploratory programming, not its alternate meaning as a reference to computer crime.

The concept is no longer confined to the world of software programming but finds itself leveraged in diverse areas for recruitment, innovation, community building, and technological solutions for everyday problems.

- Hacking is **creative problem solving**.
- A hackathon is any event of any duration where people come together to solve problems and participate of workshops.

# WHAT IS A HACKATHON?

## Pillars of a Hackathon

### Problems



### Technology



### People



# WHY A HACKATHON?

Between many different activities, why is a Hackathon one of the best options?

- Gives voice and opportunities to its participants.
- Encourages creativity.
- Encourages responsibility.
- Encourages teamwork.
- Connects people with same interests.
- Finds solutions.
- Encourages participation.
- It's educational.
- Develop skills.
- Encourages Entrepreneurship
- Ideas are born.
- Risk-free environment to grow.

## EXAMPLE OUTCOMES OF A HACKATHON



### AN APP

A phone app that solves the problem



### A WEBSITE

A website that solves the problem



### SOCIAL MEDIA GROUP

Solving the problem using social media



### REAL LIFE SOLUTION

Solving the problem in real life

# THE HACKATHON PROCESS



## WHAT DO WE NEED?

People



Discord



Website



## MAP OF THE EVENT

- Planning (You are Here)
- Get Participants
- Register Participants
- Meet in Discord
- Organize teams by theme and ideas
- Let's Hack!
- Pitch Preparation
- Evaluation and decision
- Closing ceremony



## PLANNING STAGE

(You are here)

This is the part of the process where the rest of the steps will be conceived, here we discuss the details of any aspect of the Hackathon so we can build together the main event flawlessly.

We still have some task ahead, like **Local Living Labs** to determine the **themes** of the Hackathon, so the planning stage will last until the main event starts.

## GET THE PARTICIPANTS

In this stage, the mentors will gather the participants that meet the requirements suggested by the project.

Mentors will explain the basics of the Hackathon (with the help of these guides), enlighten the participants about their role in the event, explain the dates and responsibilities, and making sure our interest are aligned.

Ideally they want to express themselves as much as we want them to let their ideas out.

## REGISTER IN THE WEBSITE

Mentors should provide the website link to the participants, where they will register with the minimum required personal data and receive an invitation to the Discord server.  
Once there, they will meet with further instructions.



## DISCORD

Once the participants are on Discord, they will encounter a welcome post with instructions. They will have to react to the post with an emoji depending on their role in the project and their country of origin.

After they react the role will be assigned and they can start the teaming process.





## TEAMS

Once all the participants populate the Discord Server, they can submit their ideas according to the themes selected in Local Living Labs, in the channel **#voting-for-ideas**, where participants will react to the different ideas, the 33 most voted ideas (11 by theme) will determine the teams. After that in the channel **#looking-for-teams** every participant will join one of the **33 teams** (3 participants per team).



## LET'S HACK

Now that the teams are assigned they have to begin the hacking process.

Every team will have their own Discord section where they can voice-chat, text-chat and share all the files relevant to their idea.

They will have limited time to discuss the idea, find the best implementation and prepare a pitch.





## PITCH PREPARATION

To present their idea to the judges for evaluation, every team will prepare a **SPIN Pitch**.

- **S**ituation (Context)
- **P**roblem (which is created by the situation)
- **I**mplication (What happens if the problem is not solved?)
- **N**eed (The action we need to take is...)
- **S**olution (Your proposition/approach)
- **P**eople (Who is solving the problem)
- **P**rocess (How the people solving it will do it)

## EVALUATION

When the limit time is reached, a group of **judges** will select the featured teams of the event based on their **SPIN** Pitch relevance, innovation and creativity.

The judges will select **12 teams**, 4 for each theme, a total of **36 participants**.

The 12 winner ideas will later be presented in a pdf book along with a short promotional video clip and shared in different social platforms.

# TRAINER'S TOOLKIT

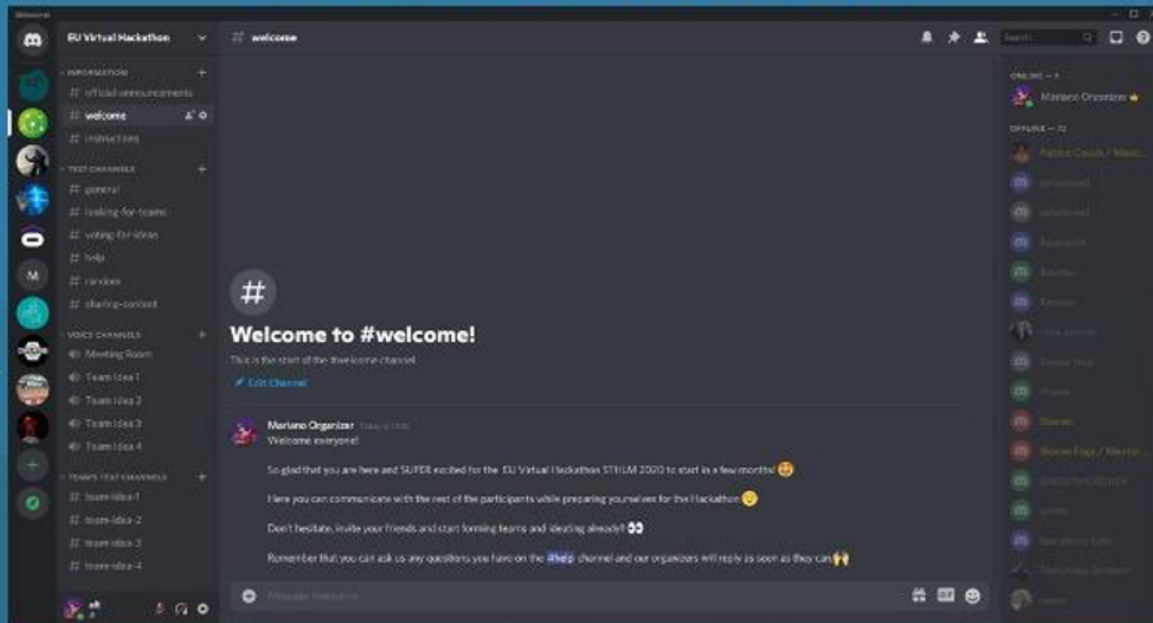
## UNDERSTAND THE HACKATHON

Every trainer should understand the basics of the Hackathon, "What it is?", "Why we do it?", "How is done?", "What are the benefits for the youth?" in broad terms. In order to engage participants into the project and clarify their doubts.

## CONCEPTS TO KEEP IN MIND

- The Hackathon is an **engaging** event to **solve problems creatively**.
- The Hackathon is **cooperative** activity rather than a competition.
- The Hackathon has **educational** and self growth purposes.
- The Hackathon will be hosted using Discord.

## FAMILIARIZE WITH DISCORD



## FAMILIARIZE WITH DISCORD

- At the left we have the list of servers (Circles).
- The server has hierarchy in rooms (dropdown) and roles (name colors).
- “#” stands for Text Channel.
- “🎤” stands for Voice Channel.
- Members are located on the right.
- The chat is the main section, you can share text, links, pictures, files, etc.
- You can reply to individual comments or react to them with emojis.
- The servers can host bots with many functionalities.
- At bottom left there's “🔊” to control audio and “🎤” to control voice (Zoom-like)
- Next to them is “⚙️” for Settings. (Voice & Audio might need check)
- Upper right there is a very useful search box for the whole server.



## RECRUIT PARTICIPANTS

### WHERE?

- Facebook, Instagram, Twitter, TikTok, Reddit.
- Local Schools and institutes.

### HOW?

- Promoting the event.
- Reaching them out using the organization's account.
- Paper posters.
- Talks.
- Using the information from this training.

## GUIDE THEM THROUGH REGISTRATION

### STEPS TO FOLLOW

- Send them the link of **www.smart-y.eu**
- Click on "**Hackathon**" button on the menu bar.
- Register with personal details.
- They will receive an invitation link to **Discord**.
- In case they don't have a Discord account, they can create it.
- They can use either the Discord App or the Web Version.
- Suggest them to read the **#welcome** and **#instructions** text channels.

# GUIDE THEM THROUGHOUT THE HACKATHON

## INSTRUCTIONS

- Answer their doubts with the help of **these guides**.
- Send participants to the Discord Server text channels **#Welcome** and **#Instructions** to start with the basics.
- Overcome language barriers.
- Make sure every participant is part of a team of no more than **3 people**.
- Help them understand the **SPIN Pitch**.
- Pay regular attention to **#help** text channel to answer questions from the participants, if you know the answer.

# Idea development & prototyping workshop



# Activities

Activity 1	
Overall info	
<b>Name</b>	Session with 3 social innovators.
<b>Purpose of the activity</b>	Inspiration of the participants.
<b>Target group</b>	Youth.
<b>Group briefing</b>	Workshop leader invites 3 social innovators to share their examples with the participants. Each social innovator presents the case, we also plan the Q&A time.
<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Examples of social innovations.</li> <li>• Strengths, weaknesses, opportunities, and threats of different social innovation cases.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Reflecting upon social innovations.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Positive attitudes towards active citizenship.</li> <li>• Feelings of empowerment.</li> </ul>

Activity outline	
Goal	To inspire the participants with social innovation projects.
Duration	90 min.
Task description	The organizer invites 3 social innovators, every innovator gets 20 minutes to present their story. The presentation is followed by 10 min of Q&A.
Remarks	<p>The organizer encourages participants to write down the questions during the presentation. The organizer might use the Mentimeter in order to ease the process and ensure the anonymous questions. We have to keep in mind that maybe the participants are reluctant to ask questions because they have to expose themselves.</p> <p>The organizer might prepare few questions in advance to break the ice: see the presentation for examples (notes section).</p>
Supporting materials	
Idea Development and Prototyping Workshop Presentation.	

Activity 2	
Overall info	
Name	Megatrends and local needs.



<b>Purpose of the activity</b>	Think global, act local.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The facilitator introduces mega-trends and encourages participants to think on how they can use mega-trends in designing their solutions.
<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Global megatrends.</li> <li>• The connection between megatrends and local needs.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Systemic thinking.</li> <li>• Connecting local needs with megatrends.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Positive attitudes towards active citizenship.</li> <li>• Feelings of empowerment.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To increase awareness of the participants about the global megatrends.
<b>Duration</b>	20 min.

<b>Task description</b>	The facilitator introduces the discussion about megatrends.
<b>Remarks</b>	After the discussion the facilitator writes mega-trends on a visible place.
<b>Goal</b>	To encourage participants to include megatrends into designing their solutions.
<b>Duration</b>	25 min.
<b>Task description</b>	Using megatrends in designing solutions.
<b>Remarks</b>	Participants work in teams to discuss how can megatrends inspire them in designing solutions.
<b>Supporting materials</b>	
<ul style="list-style-type: none"> <li>Idea Development and Prototyping Workshop Presentation</li> </ul> <a href="https://www.z-punkt.de/uploads/default/WEB1_ZP_Megatrends_A5.pdf">https://www.z-punkt.de/uploads/default/WEB1_ZP_Megatrends_A5.pdf</a>	

<b>Activity 3</b>	
<b>Overall info</b>	
<b>Name</b>	Persona mapping.
<b>Purpose of the activity</b>	Using empathy in designing solutions.

<b>Target group</b>	Youth.
<b>Group briefing</b>	Participants step into the shoes of their target groups.
<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Defining persona mapping.</li> <li>• List of descriptions for persona mapping.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Empathetic thinking.</li> <li>• Focusing on solutions for users' frustrations and needs.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Feeling of importance of the empathy in social innovation and active citizenship.</li> <li>• A deeper understanding of the target groups.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	To increase awareness of the participants that the starting point in social innovation is always a user with its frustrations and needs.
<b>Duration</b>	20 min.
<b>Task description</b>	The facilitator introduces persona mapping.

<b>Remarks</b>	After the discussion the facilitator draw an empathy map on a visible place.
<b>Supporting materials</b>	
Idea Development and Prototyping Workshop Presentation	

<b>Activity 4</b>	
<b>Overall info</b>	
<b>Name</b>	Prototyping and idea pitching.
<b>Purpose of the activity</b>	Visualization of the idea.
<b>Target group</b>	Youth, with involvement of stakeholders.
<b>Group briefing</b>	The facilitator leads brainstorming, prototyping, and pitching the process of the idea development.
<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Creativity techniques,</li> <li>• Rapid prototyping,</li> <li>• Sustainable business modelling,</li> <li>• Idea pitching.</li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Lateral thinking.</li> <li>• Visualizing ideas.</li> <li>• Presenting ideas.</li> <li>• Putting ideas into sustainable business models.</li> <li>• Operating on transnational level.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Positive attitudes towards active citizenship.</li> <li>• Searching for the developmental process behind ideas.</li> <li>• Positive attitudes towards transnational level of working.</li> <li>• Better self-esteem and a more optimistic approach to the future and one's role in it.</li> </ul>
<b>Activity outline</b>	
<b>Goal</b>	Fostering lateral thinking skills in developing new ideas/policies.
<b>Duration</b>	20 min.
<b>Task description</b>	Brainstorming with 3 different creativity techniques: brainstorming, random input, SCAMPER.
<b>Remarks</b>	The facilitator presents creativity techniques and show how to apply them on participants' challenges.
<b>Goal</b>	To facilitate participants' ability to step into the shoes of the target groups.
<b>Duration</b>	45 min.

<b>Task description</b>	Fostering lateral thinking skills in developing new ideas/policies.
<b>Goal</b>	Presenting the idea.
<b>Duration</b>	45 min.
<b>Task description</b>	Idea pitching: participants present their ideas in 3 minutes and find ways to ask for feedbacks about their idea.
<b>Remarks</b>	The facilitator makes a space for presentations and encourage feedbacks to the presenters so that they can further upgrade their ideas.
<b>Goal</b>	Putting ideas into a sustainable process.
<b>Duration</b>	45 min.
<b>Task description</b>	Sustainable business modelling: participants think about the whole process of putting idea into practice by using Canvas business modelling.
<b>Remarks</b>	The facilitator first presents business model Canvas, after the presentation participants apply business modelling on their challenge.
<b>Supporting materials</b>	
<ul style="list-style-type: none"> <li>Idea Development And Prototyping Workshop Presentation</li> <li>Osterwalder, A., Pigneur, Y., &amp; Clark, T. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. Hoboken, USA: Wiley.</li> <li>Michalko, M. (2006). Thinkertoys: a handbook of creative-thinking techniques. Berkeley: Ten Speed Press.</li> </ul>	

## Activity 5

### Overall info

<b>Name</b>	Crowdfunding campaign.
<b>Purpose of the activity</b>	Experience of working in transnational team and promoting an idea publicly.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The facilitator introduces examples of different crowdfunding campaigns. Then facilitates participants to build their own campaigns.
<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Crowdfunding platforms.</li> <li>• Mobilizing community.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Overcoming struggles.</li> <li>• Persistence.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Courage in exposing themselves.</li> <li>• Growth mindset.</li> </ul>

Activity outline	
<b>Goal</b>	To develop a growth mindset about crowdfunding campaigns.
<b>Duration</b>	45 min.
<b>Task description</b>	The facilitator introduces examples of different crowdfunding campaigns.
<b>Remarks</b>	The facilitator encourages participants that their goal is learning and not actually raise money (although they are allowed to pursue their financial goals).
<b>Goal</b>	To get experience in thinking about promoting and mobilizing the community.
<b>Duration</b>	45 min.
<b>Task description</b>	Drafting a crowdfunding campaign.
<b>Remarks</b>	The facilitator creates discussion groups with social innovators from the first day. Participants present their campaigns; the social innovators give them feedbacks and tips for improvements.
<b>Goal</b>	To experience struggles and barriers in mobilizing community.
<b>Duration</b>	120 min.



<b>Task description</b>	Launching and promoting crowdfunding campaign.
<b>Remarks</b>	Participants have to prepare a video and all other materials to successfully launch their campaign. When they launch the campaign, they have to mobilize their community to support the idea.
<b>Supporting materials</b>	
<ul style="list-style-type: none"> <li>Idea Development and Prototyping Workshop Presentation.</li> <li>Osterwalder, A., Pigneur, Y., &amp; Clark, T. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. Hoboken, USA: Wiley.</li> <li>Michalko, M. (2006). Thinkertoys: a handbook of creative-thinking techniques. Berkeley: Ten Speed Press.</li> </ul>	

<b>Activity 6</b>	
<b>Overall info</b>	
<b>Name</b>	Growth mindset.
<b>Purpose of the activity</b>	Reflect upon learning experience.
<b>Target group</b>	Youth.
<b>Group briefing</b>	The facilitator introduces the growth mindset and encourages a discussion: what have the participants learnt from all the experience during the transnational workshop?

<b>Estimated type and size of the group</b>	10 - 20 participants.
<b>Learning outcomes/ objectives</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Growth mindset.</li> <li>• How to develop a growth mindset.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning from mistakes.</li> <li>• Overcoming struggles.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Positive attitudes towards learning and personal development.</li> <li>• Feelings of empowerment towards active citizenship.</li> </ul>

<b>Activity outline</b>	
<b>Goal</b>	To raise awareness about the growth mindset.
<b>Duration</b>	90 min.
<b>Task description</b>	The facilitator leads a session about the growth mindset alongside with all the discussions included in the slides.
<b>Remarks</b>	The facilitator connects the theory of the growth mindset with the transnational learning experience.
<b>Goal</b>	To reflect upon participants' transnational learning.
<b>Duration</b>	90 min.

<b>Task description</b>	Participants prepare a reflection about their learning and personal development during the transnational learning .
<b>Remarks</b>	The facilitator leads a reflection using questions such as: What was the most surprising moment? What was the most valuable part? What will you use in the future?
<b>Supporting materials</b>	
<ul style="list-style-type: none"> <li>• Idea Development and Prototyping Workshop Presentation.</li> <li>• Dweck, C. S. (2006). Mindset: The New Psychology of Success. New York: Random House.</li> </ul>	

# Supporting materials



## Idea development & prototyping workshops

July (Austria), August (Poland), September (Greece)



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

## Day 1: Inspiration, idea development, prototyping

Time	Activity
10:00 – 11:30	Get to know each other Icebreakers Sharing social innovation ideas from participants' local environment
11:45 – 13:15	Session with 3 social innovators: 30 min for each social innovator, 20 min presentation, 10 min Q&A
14:30 – 16:00	Megatrends and local needs Persona mapping
16:15 – 18:00	Prototyping: visualisation of the idea Idea pitching
20:00	Cultural evening: every participant brings something little to eat from their country and share it with others

## Day 2: Re-invent the prototype, pitching, preparing a campaign

Time	Activity
10:00 – 11:30	Searching for feedback on idea Re-inventing the idea
11:45 – 13:15	Developing a sustainable business model Business model pitching
14:30 – 16:00	Examples of crowdfunding campaigns Drafting crowdfunding campaign Crowdfunding campaign pitching
16:15 – 18:00	Drafting video scenario Video recording
18:00	Sightseeing

## Day 3: Launching crowdfunding campaign

Time	Activity
10:00 – 11:30	Launching crowdfunding campaign
11:45 – 13:15	Sharing crowdfunding campaign with other participants Promoting crowdfunding campaign
14:30 – 16:00	Consultations with social innovators from the first day
16:15 – 18:00	Mobilizing local community Promoting crowdfunding campaign Recording additional videos
18:00	Treasure hunting

## Day 4: Integrating knowledge

Time	Activity
10:00 – 11:30	Growth mindset session, part 1
11:45 – 13:15	Growth mindset session, part 2
14:30 – 16:00	Planning the future of your social innovation What will you do differently in your next social innovation
16:15 – 18:00	Conclusion, evaluation, certificates, farewell

Session with 3 social  
innovators

Write names here

## Session with 3 social innovators

Case presentation:  
20 min for each  
presentation

Q&A session: 10  
minutes for each  
case

Write your  
questions:  
Mentimeter link

### Tips for trainers/facilitators

The organizer might prepare few questions in advance to break the ice:

- What was the hardest part?
- What would you do differently if you had the knowledge you have today?
- What advice or resources would have been most helpful to get at the beginning of your social innovation journey?

# Megatrends and local needs

## **Tips for trainers/facilitators**

Discuss all the trends with the participants. After the discussion, write all the trends on a visible place and encourage teams of participants to think how they can use megatrends in designing their solutions.



## Megatrends and local needs

Demographic change: growing global population, ageing population, increasing migration streams, declining population in the west



## Megatrends and local needs

Individualisation reaches a new stage: individualism as a global phenomenon, changing relationships, complex biographies and identities, from mass markets to micro markets



## Megatrends and local needs

Changes in gender roles: breakdown of traditional gender roles, increasingly important role of women in the workplace, appreciation of social skills, growing importance of a healthy work-life balance, new family structures and lifestyles



## Megatrends and local needs

A new pattern of mobility: mobility increases worldwide, barriers to mobility increase, digital networking of traffic, new vehicle concepts, intelligent logistics solutions



## Megatrends and local needs

Digital culture: digital technologies in all aspects of life, greater differentiation between digital lifestyles, a new form of social communication, participation, and organization, web 4.0



## Megatrends and local needs

Knowledge-based economy: rising levels of education around the world, data and knowledge-based value creation, new global knowledge elite - the creative class, lifelong learning





## Megatrends and local needs

Business ecosystems: new value chain partnerships, systems innovations, business mash-ups, complexity management



## Megatrends and local needs

Changes in the world of work: highly dynamic and flexible working practices, new managerial and organizational patterns, collaborative methods of working, advances in automation



## Megatrends and local needs

New consumption patterns: shifts in consumer spending and consumer preferences, third world countries enjoying greater prosperity, catch-up consumption in newly-industrialised countries, sustainable consumption in the west (eco, bio, fair trade), change in buying habits, growing importance of collaborative consumption



## Megatrends and local needs

Read the list of megatrends.



How can some of the megatrends inspire you for designing a solution for your chosen challenge?

# Persona mapping

## Persona mapping

Persona mapping is the creation of **fictional, but realistic profiles** of our target users. They reflect characteristics like personal attributes, goals, motivations, attitudes and more.



## Persona mapping includes



behavior patterns,



goals,



skills,



attitudes,



background information,



the environment in which a persona operates.

## Persona mapping

### CUSTOMER PERSONA



**Jennifer D. Gephart**

Age: 32  
Occupation: Finance Project Manager  
Education: MBA  
Location: Austin, TX  
Status: Single

<b>Interests</b> Golfing, traveling in Lake Travis, comedy shows, line dancing with friends, volunteering at the local animal shelter.	<b>Goals</b> Better communication across various departments Clear, defined due dates and accountability for tasks Do more with less money	<b>Pain Points/Frustrations</b> Clutter or poor communication Overgrown work environment Lack of accountability in tasks across team members
<b>Motivations</b> Recognition from board, supervisors and peers Personal reward from successful deals Opportunity for raise or promotion Satisfying clients and delivering optimal results	<b>Challenges</b> Increase revenue fast Increase sales team productivity Design of new communication	<b>Needs &amp; Expectations</b> Slack Integration All-in-one project management tool that has clear due dates for projects Clear charts Notifications for easy and quick collaboration
<b>Technology &amp; Social Media</b> She uses Apple devices Browses on her phone but makes more action decisions on her desktop Uses Instagram, Facebook, LinkedIn and Twitter	<b>Content-Type Preferences</b> Wall Street Journal Forbes Fortune Business Week The Economist Trade Publications Bloomberg New York Times	<b>Brands &amp; Influences</b> Slack Google Apple Amazon Microsoft Facebook

After the discussion, the facilitator draws an empathy map on a visible place. Participants work in teams to design their persona. If they have different target groups, they prepare more personas.



# Persona mapping



## Persona mapping: Why are user personas important?

A deep understanding of a target audience is fundamental to creating meaningful social innovation.

User personas help team find the answer to one of their most important questions, "Who are we designing for?"

By understanding the expectations, concerns, and motivations of target users, it's possible to design a social innovation that will satisfy users' needs and therefore be successful.



Empathy

## Empathy: every person sees world through their own eyes

Describe this room from the perspective of people who work in a particular profession:

- fire-fighter,
- cook,
- architect,
- burglar,
- wedding planner,
- farmer.



Deep understanding of the problems and realities of the people you are designing for.

# Persona mapping for your social innovation challenge

## CUSTOMER PERSONA



**Jennifer D. Gephart**

Age: 32  
Occupation: Finance Project Manager  
Education: MBA  
Location: Austin, TX  
Status: Single

<b>Interests</b> Coffee, working in Lake Travis, organic foods, time doing with friends, volunteering at the local animal shelter	<b>Goals</b> Better communication across various departments Clear defined due dates and accountability for tasks Do more with less money	<b>Pain Points/Frustrations</b> Delay or slow communication Disorganized work environment Lack of accountability in tasks across team members
<b>Motivations</b> Recognition from board, supervisors and peers Personal reward from successful deals Opportunity for raise or promotion Satisfying clients and delivering optimal results	<b>Challenges</b> Increase revenue fast Increase sales team productivity Delay or slow communication	<b>Needs &amp; Expectations</b> Slack integration All-in-one project management tool that has clear due dates for projects Client charts Notifications for easy and quick collaboration
<b>Technology &amp; Social Media</b> She uses Apple devices Browses on her phone but makes more major decisions on her desktop Uses Instagram, Facebook, LinkedIn, and Twitter	<b>Content-Type Preferences</b> Wall Street Journal Forbes Fortune Business Week The Economist Trade Publications Bloomberg New York Times	<b>Brands &amp; Influences</b> Slack Google Apple Amazon Microsoft Facebook

# We have personas.

What do we do now?





- Create some How might we questions.
- How might we questions will help you brainstorm.
- Examples:
  - How might we enable homemakers to easily find new ideas for meals?
  - How might we create an environment that would encourage inhabitants to grow vegetables?
  - How might we help shopping centre visitors look after their children?
  - How might we make the long hours of sitting in the car seat easier for drivers?

We start with brainstorming, continue with random entry and conclude with SCAMPER.

## Brainstorming guidelines

Defer judgement

Encourage wild ideas

Build on the ideas of others

Stay focused on the topic

Be visual

One conversation at a time

Go for quantity

## Random input

- By Edward de Bono
- Random input entails using a random word, picture, or even sound, to open new lines of thinking.
- The idea is not to directly solve the problem using the random word, but to use the random word in to help your mind begin thinking in new directions.
- When using random input, resist the temptation to think that the random word has nothing to do with your problem so it should be eliminated. The whole point is that random associations will take you to places you hadn't imagined. Give it a try!

The facilitator prepares a list of random words or pictures. Every group gets one random input, which help them think into different directions.

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

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

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

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

Random entry: example

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



## SCAMPER

Video: <https://www.youtube.com/watch?v=G8w0rJhztJ4>

1. Isolate your challenge or subject you want to think about
2. Ask SCAMPER questions:
  - What procedure can I **substitute** for my current one?
  - How can I **combine**?
  - What can I **adapt** from someone else?
  - How can I **modify** or alter my way of doing?
  - What can I **magnify** or add to my way of doing?
  - How can I **put** my challenge **to other uses**?
  - What can I **eliminate** from the way I do?
  - What is the **reverse** of my method?
  - What **rearrangement** might be better?

Substitute
Combine
Adapt
Modify / Magnify
Put
Eliminate
Reverse / Rearrange

The facilitator introduces SCAMPER and invites participants to apply the SCAMPER to their challenge.

# We have ideas.

What do we do now?



## Prototyping

The facilitator introduces the theory of prototyping first. After the introduction, participants start to build their own prototype.

"I have not failed. I've just found 10,000 ways that won't work." – Thomas Edison, inventor.

The next step in idea development is to prototype, to test and learn. Very important is that visualisation of ideas and concepts start to grow from 2D to 3D perspective. Usually, prototyping sessions are connected to the product prototype, but recently prototyping has also become common for service prototyping, such as planning experience for the future end-users.

There are different descriptions of what prototyping is, but one thing is common for all, prototyping is designed for testing and further development of your idea, product, service, or experience.

While prototyping, it is important to think about what you are trying to learn with your prototypes and create low-resolution objects and scenarios which probe those questions. A low-resolution concept allows you to pursue many different ideas you generated without committing to a direction too early on. The goal of prototyping is not only to create a mock-up or scale model of your solution concept, it is to create experiences to which users can react. Bring resolution to the aspects that are important for what you are trying to test and save your efforts for other aspects.

You also need to think about the context and testing scenario you will create to get meaningful feedback. It is not always the case that you can just hand an object to someone on the street and get real feedback. Test in the context that your solution would actually be used (or approximate the important parts of that context). For example, if you are creating a consumer food storage system, let users test it in their kitchens at home – some of the nuanced but important issues will only emerge there.

## Prototype

- Wikipedia: A prototype is an early sample or model built to test a concept or process or to act as a thing to be replicated or learned from.
- In general, prototypes fall into five basic categories:
  - Proof-of-Principle Prototype
  - Form Study Prototype
  - User Experience Prototype
  - Visual Prototype
  - Functional Prototype



## Prototyping

- Is about creating quick prototypes (don't spend time on details)
- Prototypes create conversation (discussion with users)







## Prototyping

- Prototypes are ALIVE (room for improvement)
- Sooner they are in practice, sooner you will understand what product or service needs to be about



## From ideation to experimentation

- Prototypes create conversation (learning by doing)
- Make your ideas real & learn from peoples' reactions to your prototype
- 2 most important things:
  - **Rapid**
  - **Focus**
- When users look at low resolution prototypes they see potential ... When users look at highly sophisticated prototypes, they see problems

## Example...

### Low resolution RAPID prototypes

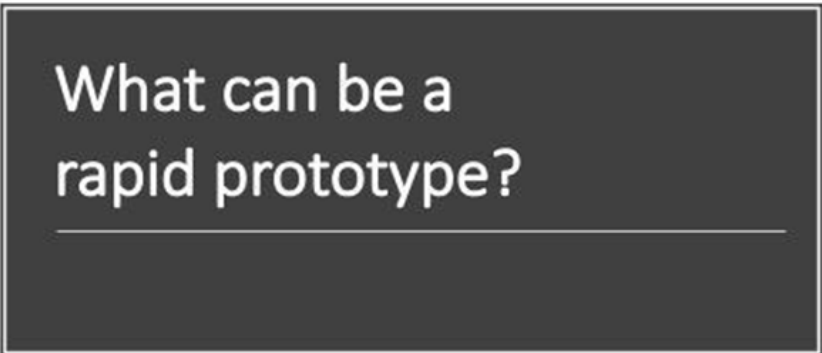


## Example...

### High resolution prototypes

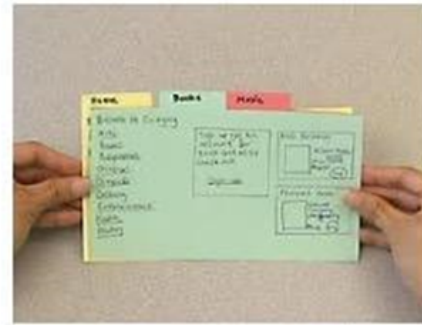








## Service prototyping



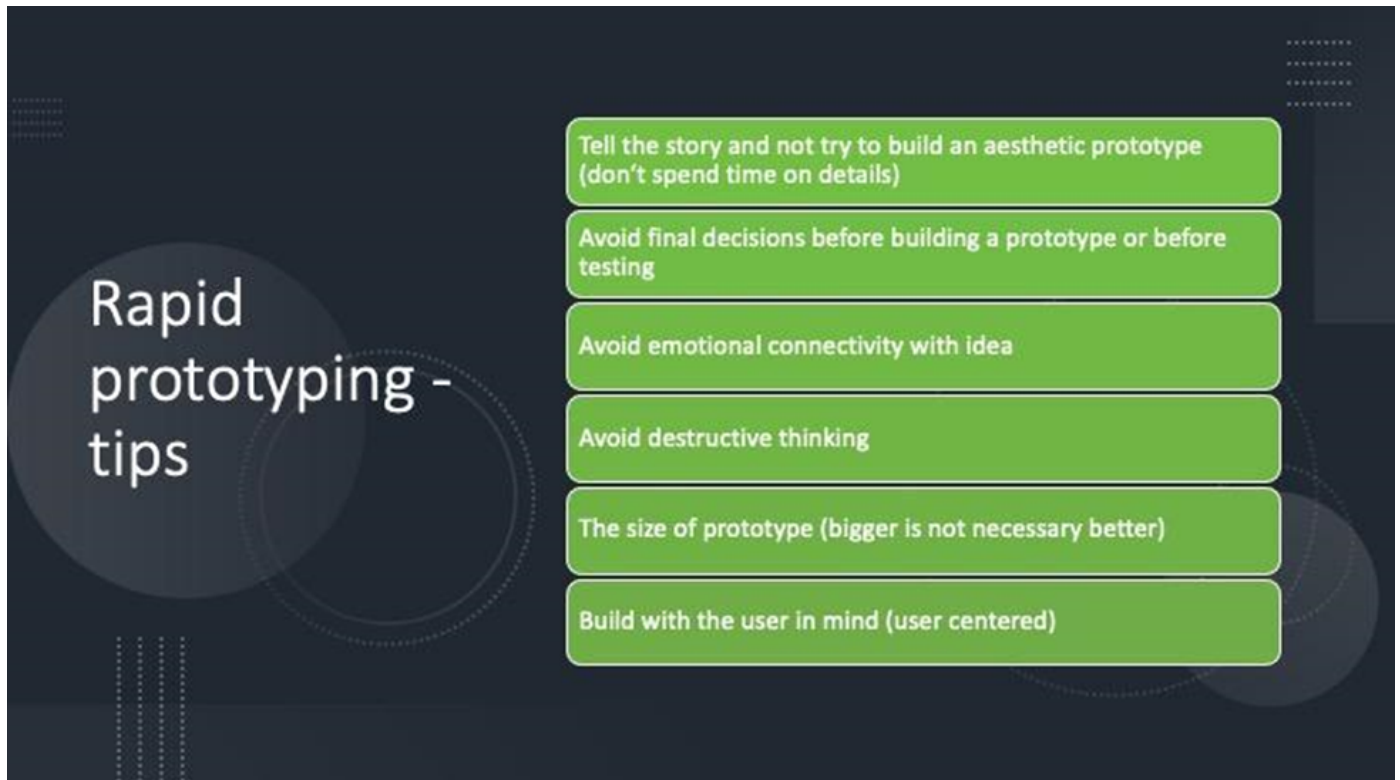
## Touchpoints





Prototyping is thinking by hands





### Some tips for prototyping sessions:

**Start building.** Even if you aren't sure what you're doing, the act of picking up some materials (paper, tape, and found/random objects are a good way to start!) will be enough to get you going.

**Focus on the story** - the aesthetics are not important.

**The size is not important** - the concept of a new house does not build a house but shows a model (e.g. Use of LEGO bricks instead of the real ones ...).

**Stop wasting time on details.**

**Don't spend too long on one prototype.** Move on before you find yourself getting too emotionally attached to any one prototype.



**Don't be in love with your idea** – avoid emotional attachment.

**Don't make a final decision about the product/service before the prototype is completed.**

**Avoid destructive thinking** – for example, »It's impossible, it's not for us ...«

**Build with the user in mind.** What do you hope to test with the user? What sorts of behaviour do you expect? Answering these questions will help focus your prototyping and help you receive meaningful feedback in the testing phase.

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

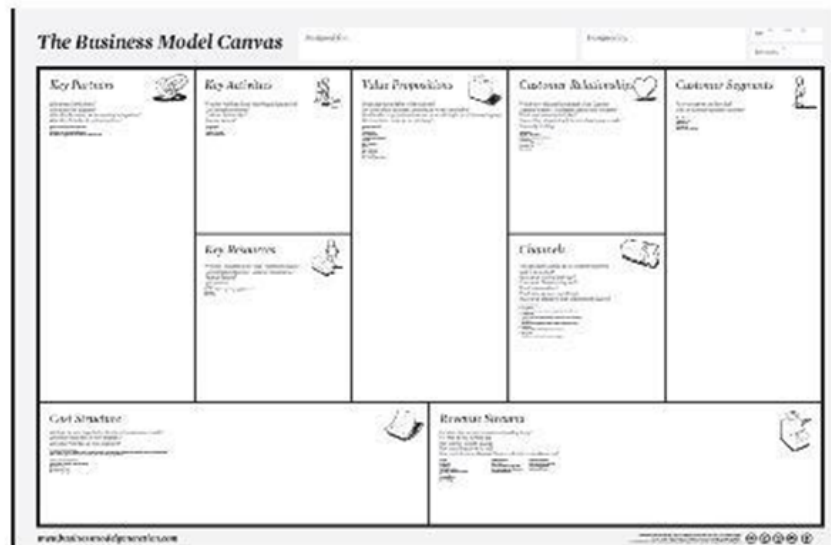
# Choose & connect ideas into a story!



# We have a prototype.

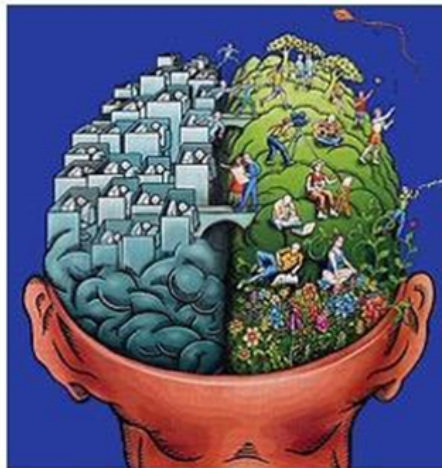
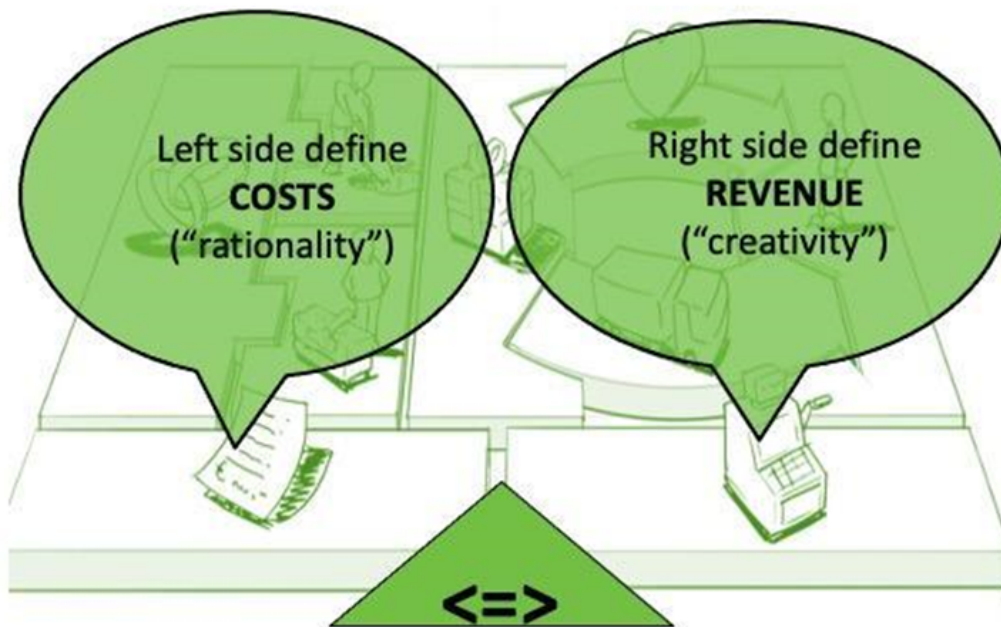
What do we do now?

## Business model canvas



<https://www.strategyzer.com/canvas/business-model-canvas>

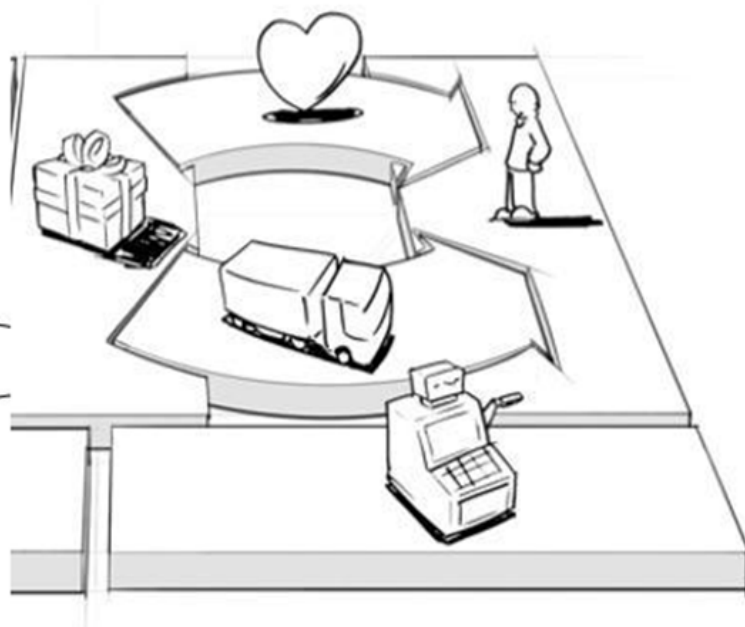
The facilitator first presents business model Canvas, after the presentation participants apply business modelling on their challenge.



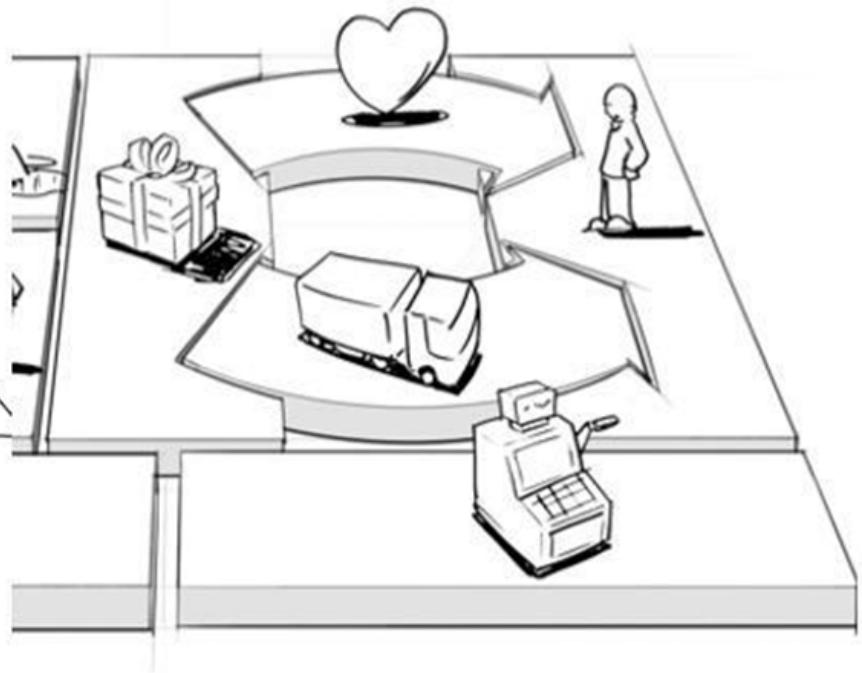


#### Customers segments

- Who are our Key Partners?
- Who are our key suppliers?
- Which Key Resources are we acquiring from partners?
- Which Key Activities do partners perform?







#### Value proposition

- What value do we deliver to the customer?
- Which one of our customer's problems are we helping to solve?
- What bundles of products and services are we offering to each Customer Segment?
- Which customer needs are we satisfying?

## User Experience Hierarchy of needs

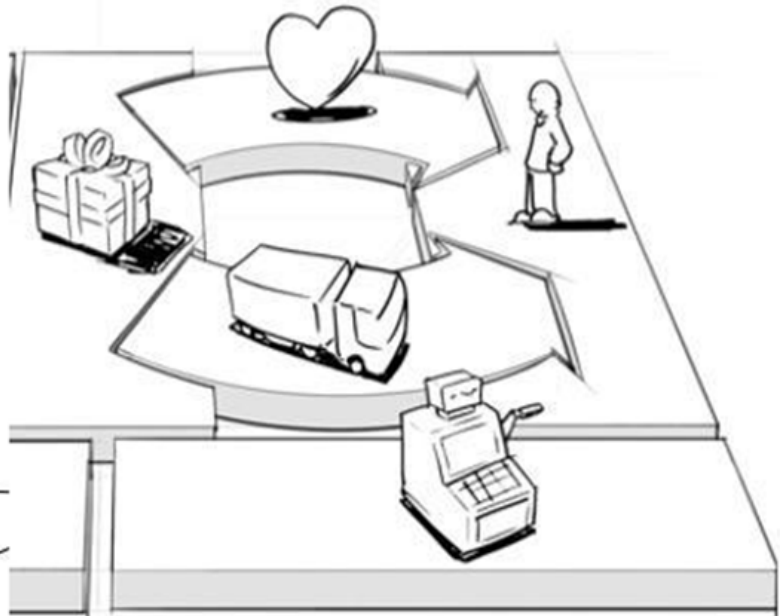
Picture: User experience hierarchy of needs



Seductive Interaction Design, Andersen 2011

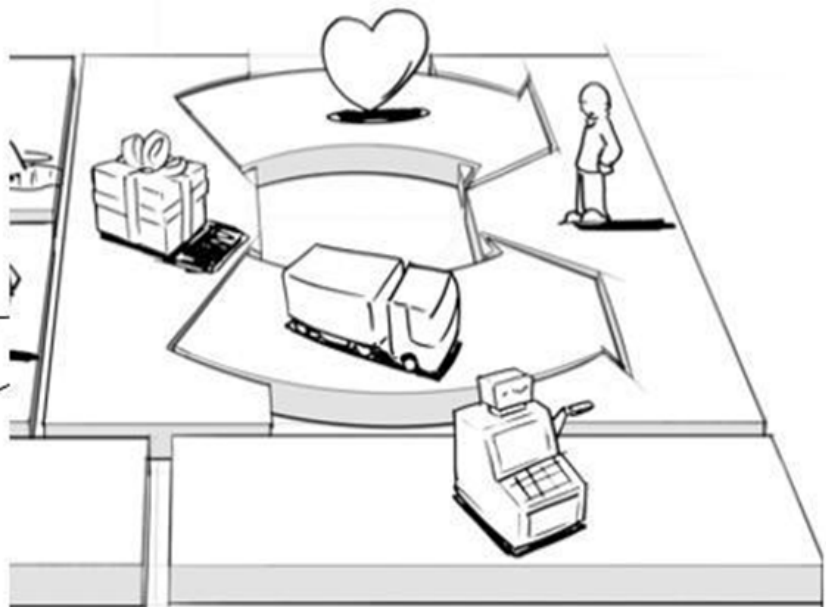
### Distribution Channels

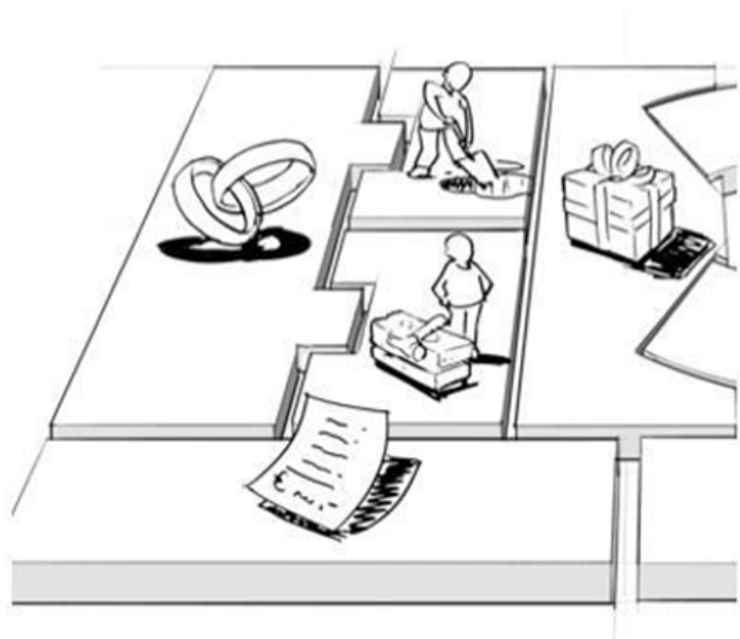
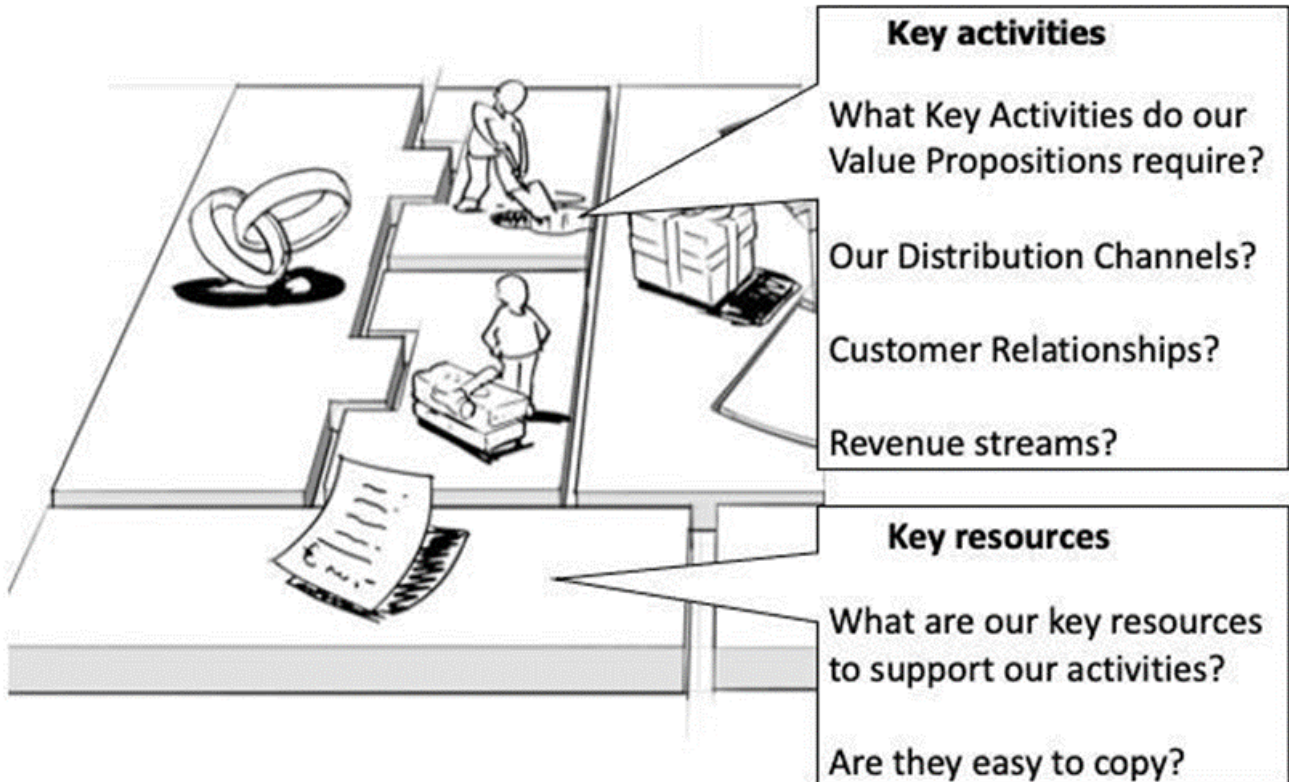
- Through which Channels do our Customer Segments want to be reached?
- How are we reaching them now?
- How are our Channels integrated?

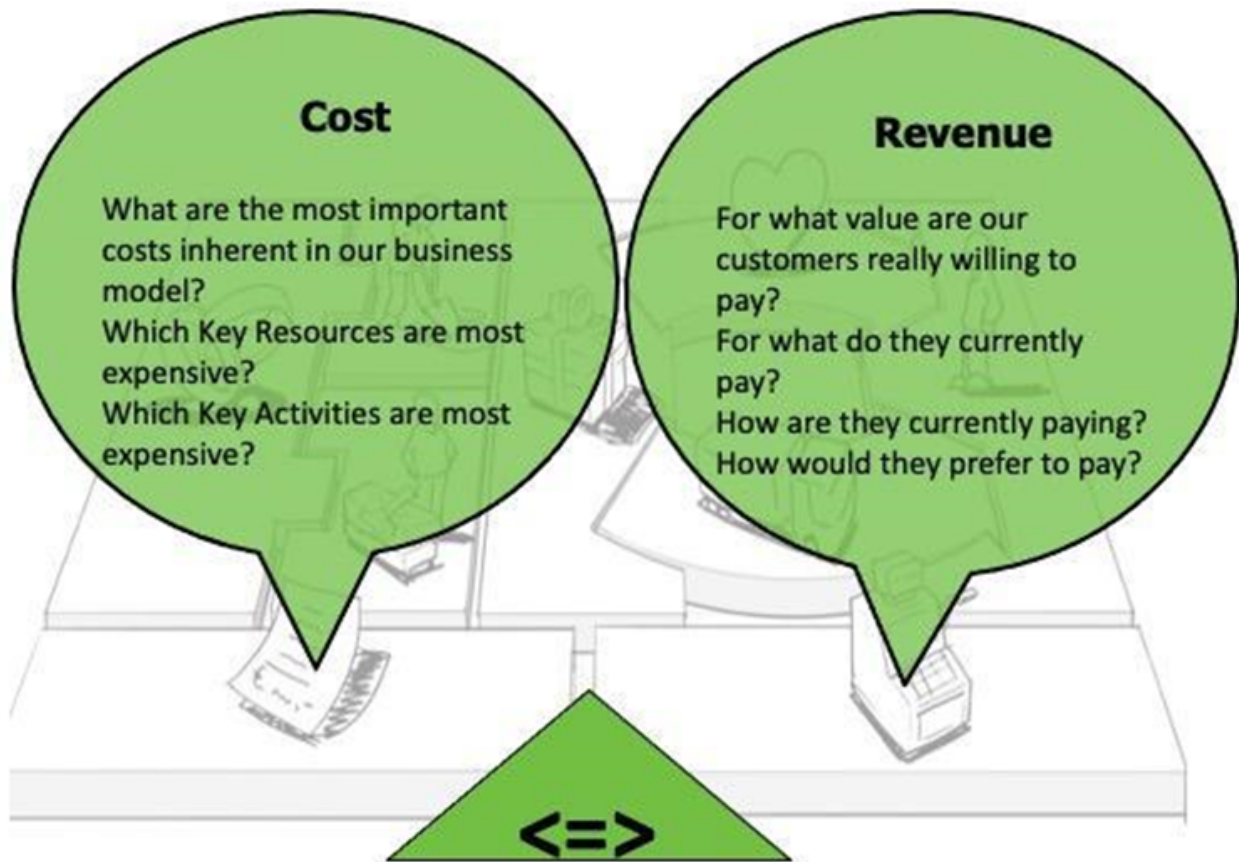


### Customer relationships

- Segments expect us to establish and maintain with them?
- What type of relationship does each of our Customer
- Which ones we will establish?



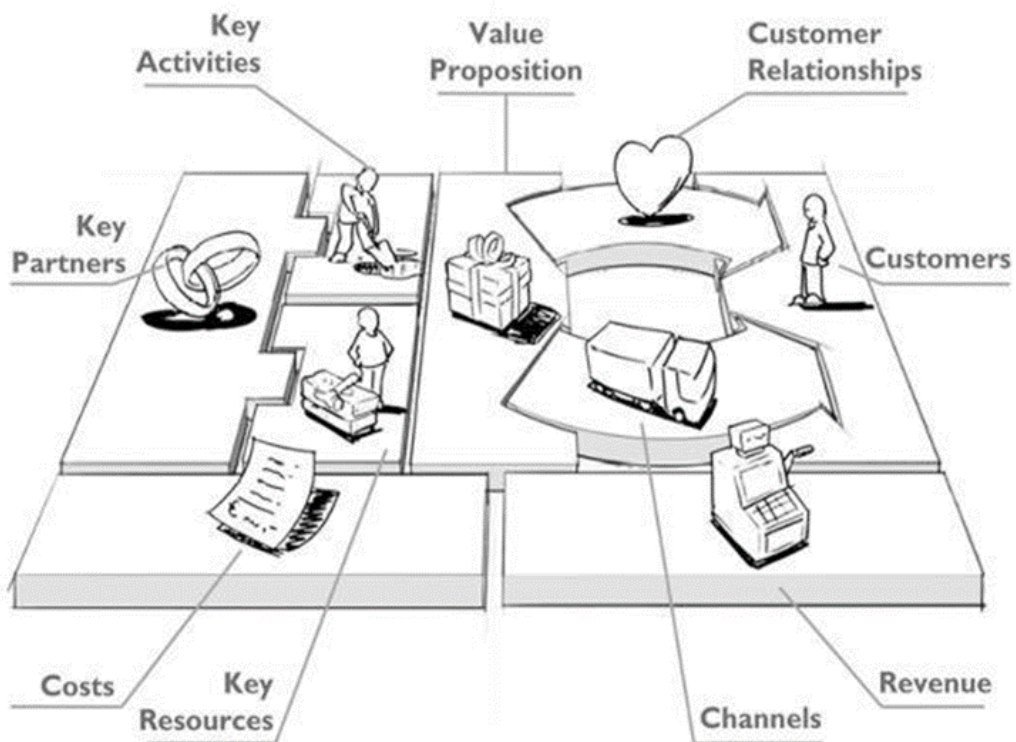
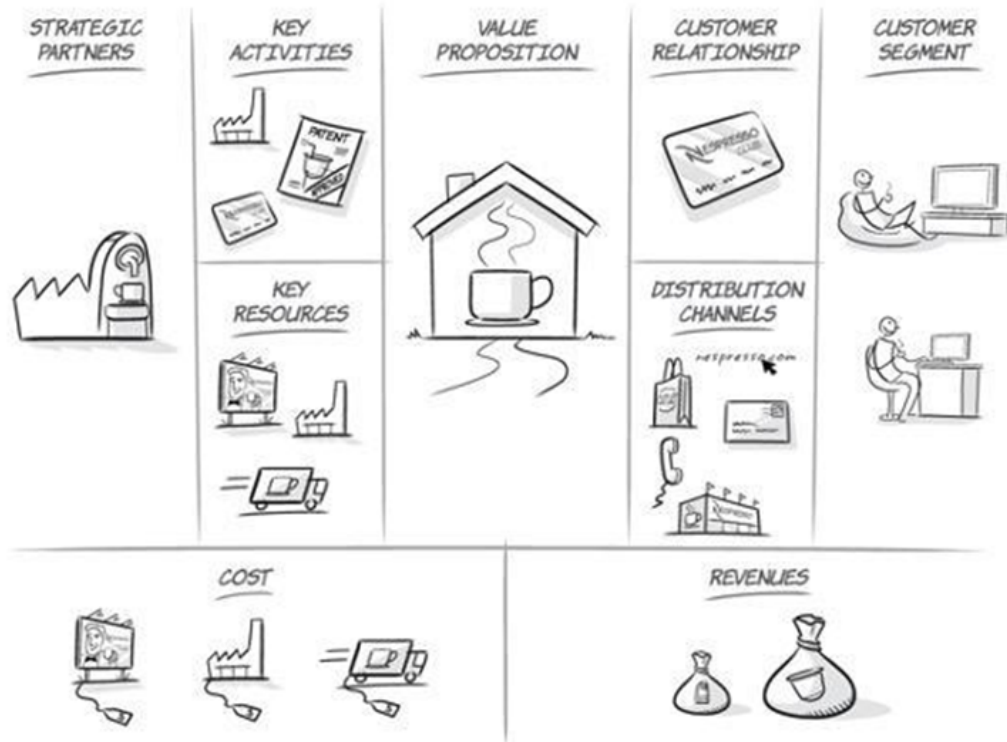




## Case: Nespresso







# Crowdfunding Campaigning

TOK TOK  
FURNITURE



Example: <https://www.kickstarter.com/projects/toktok/trobla-a-wooden-amplifier-for-iphone-and-other-sma?ref=discovery&term=wooden%20amplifier>

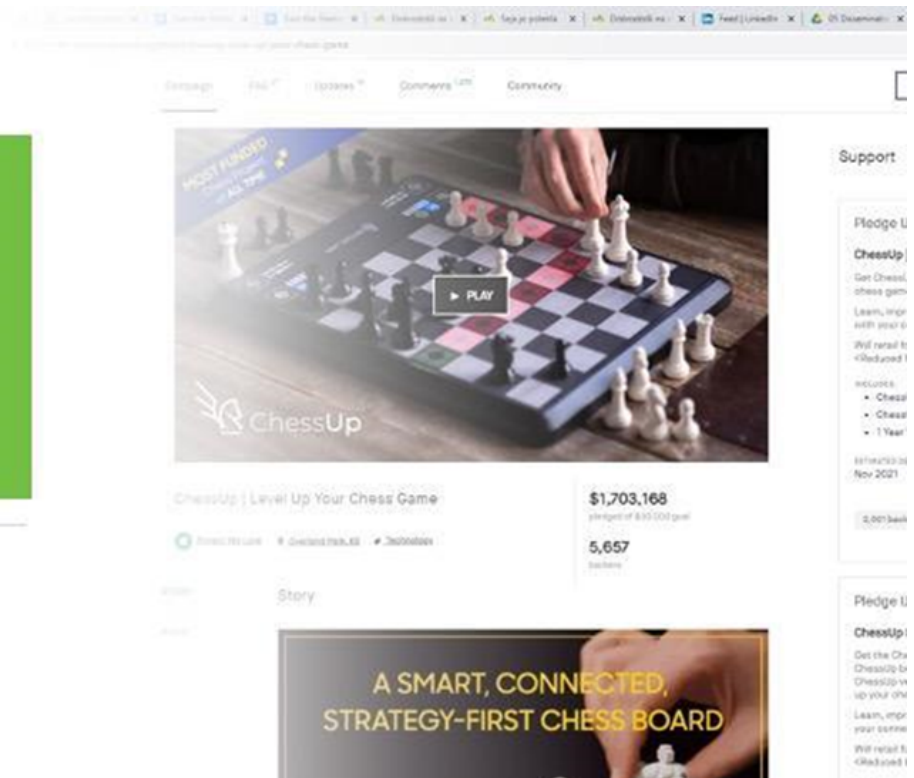


## KOBEIAGI KILIMS

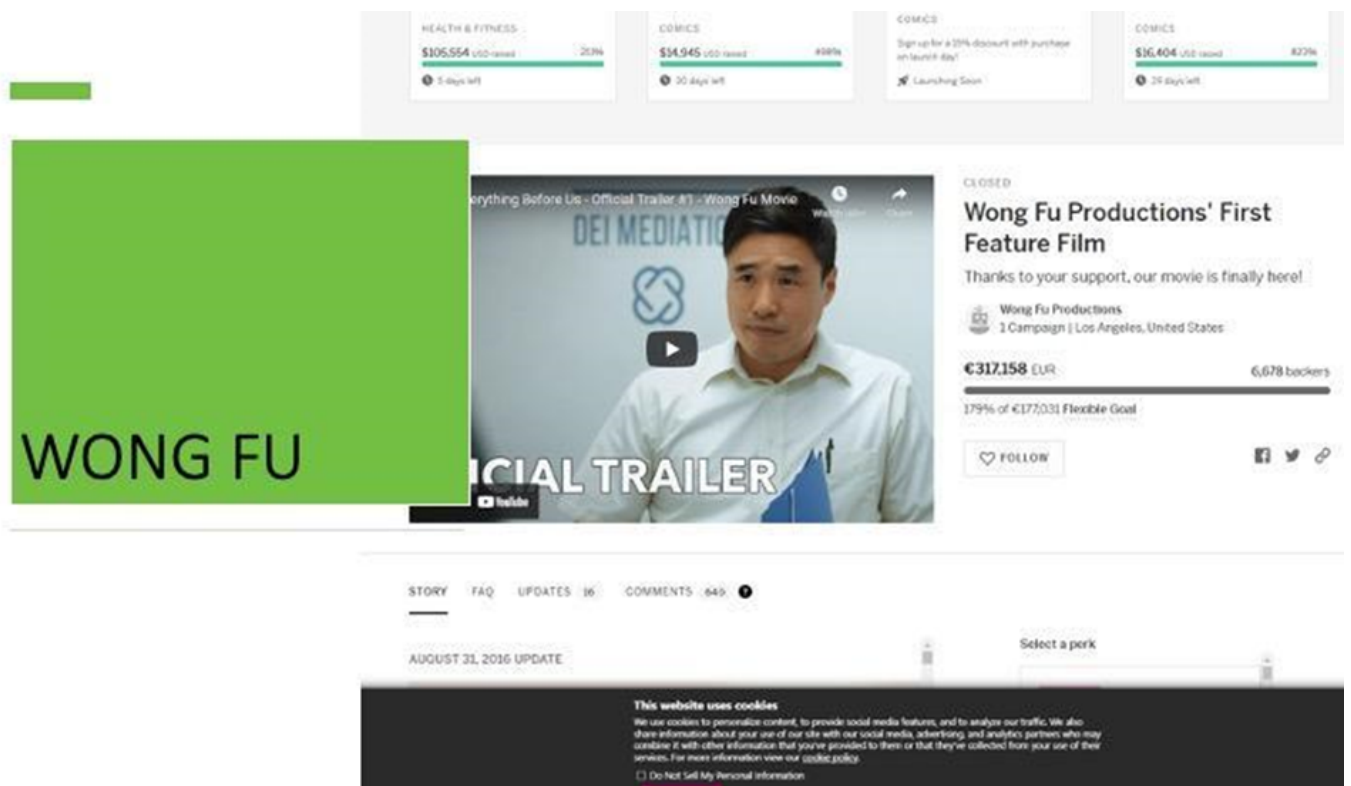


Example: <https://www.kickstarter.com/projects/1034826605/kobeiagi-kilims-traditional-handwoven-rugs-with-a?ref=discovery&term=kobeiagi%20kilims>

## CHESSUP



Examples: <https://www.forbes.com/sites/theyec/2021/08/18/five-successful-crowdfunding-campaigns-and-what-you-can-learn-from-them-from-them/?sh=5b1c033c4f23>



Examples: <https://www.indiegogo.com/projects/wong-fu-productions-first-feature-film#/>

## Crowdfunding campaigning tips

- <https://www.kickstarter.com/blog/how-to-get-featured-on-kickstarter>
- <https://entrepreneur.indiegogo.com/how-it-works/>
- [www.canva.com](http://www.canva.com)
- [www.weebly.com](http://www.weebly.com)



## Crowdfunding campaigning tips

- Choose a great project image: remember, this is the first part of your project that others will see - you'll want to make a good first impression.
- Record a compelling video: this is the best way to introduce yourself and give people a closer look at what you're working on. It doesn't have to be super quality video and production. A clip with the phone is enough. In fact, most of the footage on the crowdfunding platforms is self-directed, that is, without additional equipment or a film crew.
- Do you still feel a little shy? - Try to look at some clips, it helps to eliminate reservations.
- Consider adding captions and subtitles: captions, subtitles and translations help more people understand your opinion and get involved in your project (regardless of their language).
- Be creative: Include gifs, sound clips and graphs. Try to make some media clips smaller and easier to share via youtube or similar channels.

## Brand building and storytelling

- Storytelling builds credibility.
- Storytelling unleashes powerful emotions and helps teams bond.
- Stories give permission to explore controversial or uncomfortable topics.
- Storytelling creates heroes.
- Stories invite users to join the new lifestyle.

### **Brand building and storytelling**

Storytelling is one of the most powerful ways to bring life into your brand and it is often called as one of the main components of a content marketing approach.

By giving your products and services an identity by capturing and sharing the stories they really are, you can take your target audience on a journey they yearn to experience. In order for consumers to form a personal connection with your brand, company stories must be authentic, creative and inspirational.

Emotional branding is a progressive marketing strategy that has the potential to drive revenues and increase customer retention. How a person feels about your brand typically determines whether they buy your product. A brand is a matter of perception. When you tell a story that embodies human challenges, you create an experience that resonates with your customers.

When crafting your brand story, you must be specific in what you are asking readers to do and illustrate why it is important to their lives. Outline actual steps to be taken and show readers how they can recognize the reward.

The pitch must be creative, yet subtle and often it's indirect. Storytelling is not inventing a story. In fact, the very reason why your business exists, why you have developed products and services and why you do what you do is filled with stories. You want to fulfil needs and the ways you have developed solutions to do so, are stories. It's even possible to turn an internal sales kit about solutions in a narrative book, telling stories people can relate with.

Storytelling can be an approach in a specific project but also a way of writing and creating content, by coupling personal and existing stories to the brand narrative. Some people say all good content is storytelling. This is a myth. Sometimes content just has to be purely informational. Good storytelling isn't even directly about you, your brand or your solutions/products. It's about emotions, needs and the written and unwritten images associated with these emotions and needs, in relation to what your brand evokes.

## **Unique Selling Point**

A unique selling point (also unique selling proposition) is a factor that differentiates a product/service from its competitors, such as the lowest cost, the highest quality, or the first-ever product of its kind. A USP could be thought of as "what you have that competitors don't." Each advertisement must make a proposition to the user – not just words, product, or show-window advertising. Each advertisement must tell a story of the benefits to each reader. The proposition must be one the competition cannot or does not offer. It must be unique – either in the brand or in a claim the rest of that particular advertising area does not make.

## **Reasons to tell the story**

- Storytelling builds credibility.
- Storytelling unleashes powerful emotions and helps teams bond.
- Stories give permission to explore controversial or uncomfortable topics.
- Storytelling creates heroes.
- Stories invite users to join the new lifestyle.

The entrepreneurial team should continue to collect and tell stories on one hand and gather feedback from users on the other. Stories collected from people will help the team creating a baseline to track how solutions are affecting individuals' lives. Collecting on-going feedback will help the team iterate on the ideas in order to make them more effective, more appropriate, and more cost-effective.



# Growth Mindset Session

## Contents

- What is a growth mindset (GM)?
- Growth mindset VS fixed mindset.
- Neuroplasticity
- Benefits of a GM
- How to develop a GM

## MINDSET QUIZ

1. Circle the number for each question which best describes you
2. Total and record your score when you have completed each of the 10 questions
3. Using the SCORE chart, record your mindset

	Strongly Agree	Agree	Disagree	Strongly Disagree
Your intelligence is something very basic about you that you can't change very much	0	1	2	3
No matter how much intelligence you have, you can always change it quite a bit	3	2	1	0
Only a few people will be truly good at sports, you have to be born with the ability	0	1	2	3
The harder you work at something, the better you will be	3	2	1	0
I often get angry when I get feedback about my performance	0	1	2	3
I appreciate when people, parents, coaches or teachers give me feedback about my performance	3	2	1	0
Truly smart people do not need to try hard	0	1	2	3
You can always change how intelligent you are	3	2	1	0
You are a certain kind of person and there is not much that can be done to really change that	0	1	2	3
An important reason why I do my school work is that I enjoy learning new things	3	2	1	0

## SCORE CHART

**22-30** = Strong Growth Mindset

**17-21** = Growth with some Fixed ideas

**11-16** = Fixed with some growth ideas

**0-10** = Strong fixed mindset

**MY SCORE:**

**MY MINDSET:**

Adapted from:  
Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House Inc.

# Growth mindset

WHAT IS A GROWTH MINDSET?



## FIXED MINDSET

People with a fixed mindset believe their skills, talents, intelligence, abilities etc. cannot be changed, they are limited with a specific capacity.



## GROWTH MINDSET

People with a growth mindset believe that skills, talents, intelligence, abilities etc. can be developed with learning and through experiences.

## Fixed Mindset

Believes talent is inborn

*Desires to be seen as perfect and talented, so...*



*Leads to a very emotional cheerleader that is constantly trying to prove herself and show others how smart she is.*

## Growth Mindset

Believes ability can be developed

*Ultimate desire is to learn and improve, so...*



*Leads to a hard working cheerleader that is constantly looking to better herself. This is a growth mindset.*

Source:



## Growth mindset

### NEUROPLASTICITY

#### DID YOU KNOW?

Our brain never stop changing. With learning and experiences new connections are build to provide new insights. Brain works like a muscle - we can develop them with training. When treated correctly, they can "grow".





**1. Effort**

I can become better and improve my knowledge or skills if I try hard. I see effort as a way to success and mastery. I measure my success based on how much effort I put in and on my attitude towards the problem, issue, challenge.

**2. Mistakes**

Mistakes are an opportunity, not a threat. I can accept them, I am not afraid of them. I can learn from my mistakes and proceed with the task, I have persistence.

**3. Challenges**

Challenges help me become better. Through challenges I can learn, "train" my brain and improve my knowledge and skills. I am not afraid of challenges, I embrace them.

Growth  
mindset  
language

**4. Feedback and criticism**

I can learn from feedback and constructive criticism. I am not afraid of it and I ask others to give me feedback.

**5. Success of others**

I don't feel threatened if others are successful, I can celebrate their success. I can learn from others and find inspiration, motivation in their success.

**6. The power of "YET"**

Instead of saying: "That I don't know.", we can say "That I don't know yet.". This short word has a lot of power and can help us change our view of the situation.

Growth  
mindset  
language

## Benefits of having a growth mindset

- Being more focused on doing the hard work, not giving up so soon, being willing to take risks and setting bigger goals.
- Being more realistic, flexible and able to handle changes better.
- Being more aware of opportunities & possibilities and more optimistic.
- Being more creative in solving problems.
- Being more open + admitting failures + celebrating success = learning faster = being more successful

## Benefits of having a growth mindset

- Better study habits & higher intrinsic motivation.
- Growth mindset reduces stress and anxiety (+ connection to resilience).
- Improves self-regulation (ability to monitor and manage emotions, thoughts and behaviours).
- Students with GM have higher self-esteem.
- Better relationships with others.
- Taking responsibility for our own life.



- Learn to hear your inner “voice”  
– is it fixed or growth mindset?

## How to develop a growth mindset?

Imagine  
that you  
are having  
a really  
bad day ...

You get back the results of a Math exam – you got a grade you don't like because you mixed up some math formulas. Other classmates did very well and got good grades.

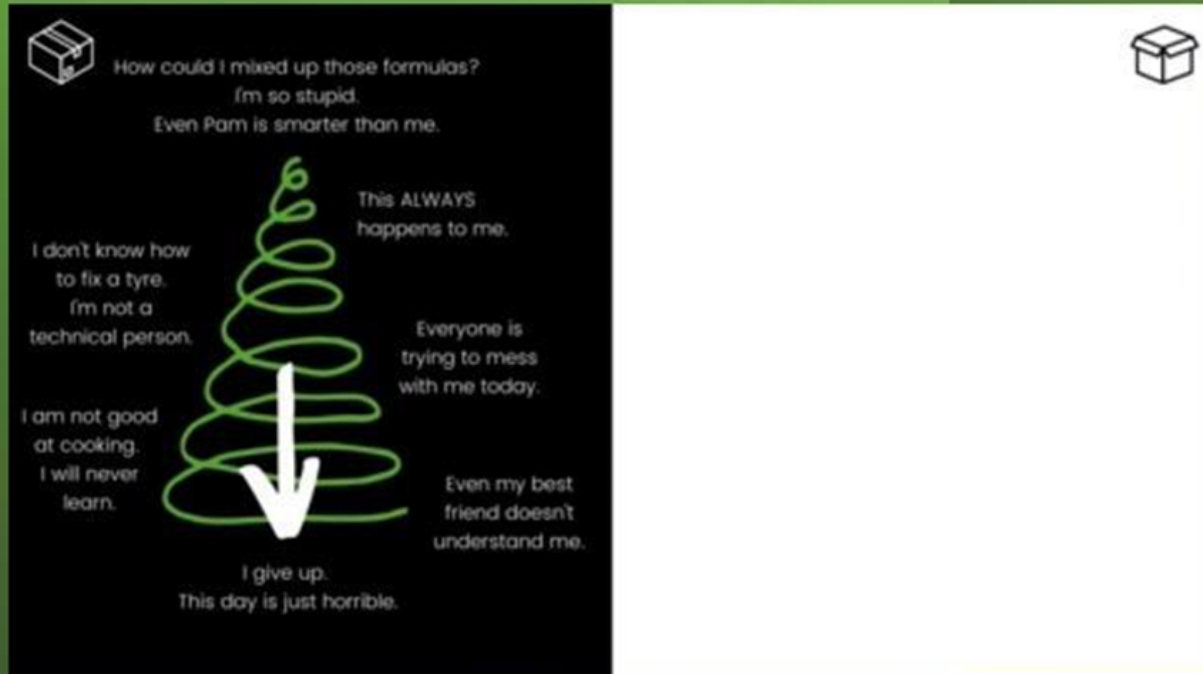
Your favourite lesson is cancelled because the teacher is sick. It is replaced by a lesson you find boring and not interesting at all.

On your way home the tyre on your bike gets empty and you have to walk and push the bike all the way.

At home the lunch is not ready (parents didn't have time to cook). You prepare yourself a meal, but it is not tasty at all.

Being really frustrated and angry you call your best friend to share your experience but the friend is not understanding and supportive, he/she doesn't really listen to you.

What would you think, feel and do?



## How to develop a growth mindset?

- Learn to hear your inner "voice" - is it fixed or growth mindset?
- You have the power to choose & focus on things you can influence.

## How to develop a growth mindset?

- Learn to hear your inner "voice" - is it fixed or growth mindset?
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- Use the growth mindset language when thinking and communicating.



How could I mixed up those formulas?  
I'm so stupid.

I don't know how  
to fix a tyre.  
I'm not a  
technical person.

I will never  
learn how to  
make a good  
meal.

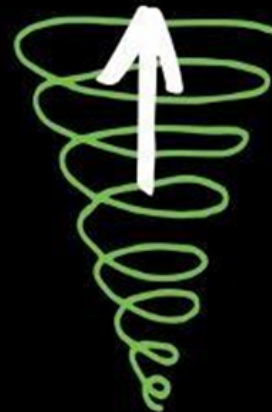


This ALWAYS  
happens to me.

Everyone is  
trying to mess  
with me today.


Even my best  
friend doesn't  
understand me.

I give up.  
This day is just horrible.



## How to develop a growth mindset?

- Learn to hear your inner "voice" – is it fixed or growth mindset?
- You have the power to choose & focus on things you can influence.
- Use the growth mindset language when thinking and communicating.
- Hang out with people with a growth mindset and encourage others to develop it.



WRITE, DRAW, DESIGN  
SOMETHING THAT REMINDS YOU  
OF A GROWTH MINDSET AND  
PUT IT SOMEWHERE YOU  
CAN SEE IT EVERY DAY.

# "Becoming is better than being."

Carol Dweck



Sodelavci pravijo, da sem pameten,  
kar moram stalno dokazovati.

Čutim pritisk, ko  
česa ne znam.

Bojim se napak.

Lotevam se zgolj  
nalog, katere  
bom uspešno  
rešil.

Izzivov se  
izogibam.

izgubljam  
motivacijo.

Svoje kariere, sposobnosti in  
veščin ne razvijam.



Kariera mi nudi priložnost  
za rast in razvoj.

Čutim zanos in  
motiviranost.

Iz napak se učim,  
zato jih sprejemam.

Veselim se izzivov.

Neznanje  
vzbudi mojo  
radovednost.

Prosim za pomoč,  
ko jo potrebujem.

Če vložim dovolj truda, se lahko naučim  
raznolikih stvari in osvojim mnogo veščin.



## Self-talk in situations



You're trying to do something but it's not working.

I'm not good at this.

What am I missing? What can I do differently?

You write an essay really quickly.

It's good enough.

Is it really my best work?

Your friend thrives in Math.

She's so smart. I will never be that smart.

I'm going to figure out how she does it.