



Final Result
*EntreComp Activity Manual
& Board Game*



Description of the project

The Training Course “Entrecomp 4 Youth Participation”, was a project organised by FAJUB, which had as its main theme the active participation of young people in democratic life through the development of entrepreneurial skills.

During the project, the participants were familiarised with EntreComp, which is a common European reference framework that identifies 15 competences in three key areas, these describing what it means to be an entrepreneur.

Objectives

- Provide youth workers, trainers and facilitators with the necessary tools and instruments to train young people in entrepreneurial skills, in line with Entrecomp;
- raise awareness on the importance of active participation;
- create a set of activities that link the 15 EntreComp competences to an active citizen.

Results

- Board game “EntreComp Roulette”.
- Activities Manual regarding the 15 competences of EntreComp.

24 participants



Partners



Federação de **Associações Juvenis** | Distrito de Braga

FAJUB | Portugal (www.fajub.pt)

MONOMYTHS
— NGO's Story Tailor —

Asociatia Monomyths | Romania (www.monomyths.ro)



DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO |
Slovenia (www.drustvospm.si)



EduArt - Center for education and development of young people | North Macedonia
(FB: @EduArt.Ngo)

Network
social effect

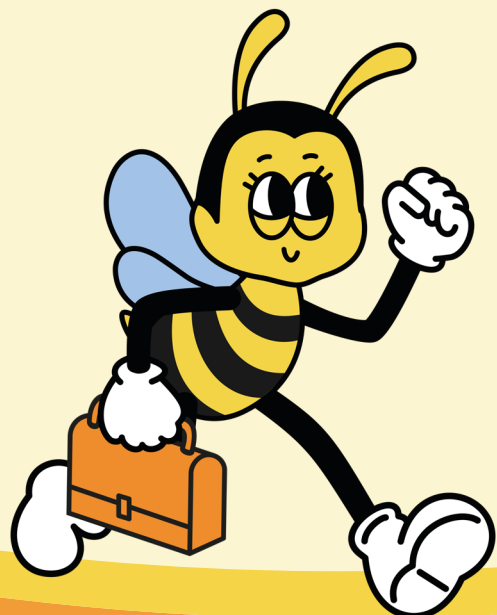
Socialinis Efektas | Lithuania (FB: @SocialEffect.Network)



Scambi Europei | Italy (www.scambieuropei.info)

ACTIVITIES

IDEAS & OPPORTUNITIES



TRAINING ACTIVITY

AREA OF COMPETENCE

IDEAS & OPPORTUNITIES

COMPETENCE

SPOTTING OPPORTUNITIES

TIME

45 MINUTES

NO. PAX.

12

ACTIVITY DESCRIPTION

EACH PARTICIPANT WILL BE PLAYING INDIVIDUALLY. THE PARTICIPANTS WILL BE ANSWERING QUESTIONS BY STANDING UP IF THEY THINK THAT THE QUESTION IS CORRECT AND SITTING IF THEY THINK THAT THE QUESTION IS INCORRECT. THE GOAL IS TO SPOT OPPORTUNITIES, AND BY DOING SO YOU WILL GAIN POINTS, THE CATCH IS THERE ARE ALSO SO-CALLED 'FAKE OPPORTUNITIES' AND IF YOU MISTAKE A FALSE OPPORTUNITY AS TRUE YOU LOSE.

INDEX

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TRAINING ACTIVITY

OBJECTIVES

THE OBJECTIVES OF THE GAME IS TO GIVE THE PARTICIPANTS THE RIGHT SKILLS IN ORDER FOR THEM TO SPOT RIGHT OPPORTUNITIES IN THEIR REAL LIFE SITUATIONS.

MATERIALS

COMPUTER, PEN, PAPER,

USEFUL RESOURCES

SEARCHING ENGINES: GOOGLE, SOCIAL MEDIAS.

DEBRIEFING

AT THE END OF THIS GAME PARTICIPANTS WILL BE ABLE TO SPOT FAKE AND RIGHT OPPORTUNITIES. THIS GAME WILL BE BENEFICIAL FOR THEM TO FIND NEW OPPORTUNITIES IN THEIR FIELD TO BE SUCCESSFUL AND USEFUL FOR THE SOCIETY.

TRAINING ACTIVITY

AREA OF COMPETENCE

IDEAS & OPPORTUNITIES

COMPETENCE

CREATIVITY

TIME

1-2 HOURS

NO. PAX.

10-30

ACTIVITY DESCRIPTION

USE MATERIALS YOU CAN FIND TO CREATE MODELS OF BUILDINGS. DO THIS AS A GROUP OF 4 TO 5 PEOPLE, SEE WHO CAN MAKE THE MOST COMPLEX, DETAILED OR UNIQUE BUILDINGS. SPATIAL AWARENESS, WHICH YOU DEVELOP DURING THIS ACTIVITY, CAN IMPROVE YOUR ABILITY TO COME UP WITH THOUGHTFUL DESIGNS FOR WORK PROJECTS OF ALL TYPES. EVERY GROUP HAS 5 MINUTES TO COLLECT MATERIALS. THEN, YOU HAVE 1-2 HOURS TO FINISH YOUR PROJECT. THE WINNER IS WHO MAKES MOST COMPLEX, DETAILED OR UNIQUE BUILDINGS.

TRAINING ACTIVITY

OBJECTIVES

- **COLLABORATE WITH OTHERS**
- **ENCOURAGE THE WORK**
- **PROMOTE BETTER PROBLEM SOLVING**
- **TIME MANAGEMENT**
- **FOCUS ON YOUR TASK**
- **DEVELOP YOUR CREATIVE THINKING**

MATERIALS

ANYTHING YOU CAN FIND THAT IS USEFUL FOR THE ACTIVITY.

- **BOTTLES**
- **STONES**
- **STICKS**
- **FABRICS**
- **PAPERS**

USEFUL RESOURCES

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[HTTPS://IMAGES.APP.GOO.GL/NNDYK00BHQAH8WSH8](https://images.app.goo.gl/NNDYK00BHQAH8WSH8)

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DEBRIEFING

- **EXPLAIN THE IDEA BEHIND THE BUILDING..**
- **HOW DID YOU COME UP WITH THE IDEA**
- **DID YOU FULFILL YOUR VISION?**
- **HOW WAS THE COOPERATION WITHIN THE TEAM ?**

TRAINING ACTIVITY

AREA OF COMPETENCE	IDEAS & OPPORTUNITIES	COMPETENCE	VISION
TIME	1H 30MIN	NO. PAX.	18

ACTIVITY DESCRIPTION

INTRODUCTION: FACILITATORS GIVE THE ENTRECOMP DEFINITION OF VISION TO THE PARTICIPANTS (15 MINS).

CORE ACTIVITY: FACILITATORS DIVIDE THE GROUP IN 3 TEAMS. FACILITATORS GIVE EACH TEAM A SPECIFIC OBJECTIVE ON WHICH THEY WILL HAVE TO CREATE THEIR VISION (ESTIMATED TIME: 45 MINS) BY FOCUSING ABOUT:

KEY PURPOSES (E.G. WHAT THEY WANT TO ACHIEVE, WHY THEY WANT TO DO IT, WHAT VALUES THEY ARE PUTTING IN THE FOREGROUND...)

KEY QUESTIONS (E.G. WHAT VALUES ARE WE FOLLOWING?, WHAT WOULD BE OUR VISION STATEMENT?, WOULD IT BE BENEFICIAL TO OTHERS?,...)

THE AIM OF THE ACTIVITY IS TO UNDERSTAND THE CONCEPT OF VISION BY PUTTING IN PRACTICE AND DEVELOPING IDEAS AND EVENTUAL SCENARIOS. IN THE FINAL PART OF THE ACTIVITY, TEAMS HAVE TO PRESENT THEIR OUTCOMES BY THE MEANS THEY PREFER (STANDARD PRESENTATION OR A CREATIVE ONE LIKE A PLAY, GAME, SONG...).

TEAMS HAVE UP TO 10 MINUTES EACH (30 MINS IN TOTAL).

CONCLUSIONS AND EVENTUAL REMARKS, THOUGHTS, QUESTIONS...

TRAINING ACTIVITY

OBJECTIVES

THE MAIN POINT OF THIS SESSION IS GETTING THE PARTICIPANTS FAMILIAR AND LEARN ABOUT THE VISION COMPETENCE ACCORDING TO THE ENTRECOMP FRAMEWORK. WITH THIS ACTIVITY WE MAKE THEM IMPLEMENT THE COMPETENCE ON DIFFERENT OBJECTIVES TO CREATE AND DEVELOP THE IDEA.

MATERIALS

**PENS
PAPERS**

USEFUL RESOURCES

ENTRECOMP: A PRACTICAL GUIDE

DEBRIEFING

AFTER ALL THE TEAMS ARE FINISHED, THEY WILL COMMENT AND REFLECT ON EACH OTHER'S PERFORMANCES OR PRESENTATIONS. ADDITIONALLY, THEY REFLECT ON WHAT THEY HAVE LEARNED ABOUT VISON.

TRAINING ACTIVITY

AREA OF COMPETENCE IDEAS & OPPORTUNITIES **COMPETENCE** VALUING IDEAS

TIME 45MIN

NO. PAX. NO LIMIT

ACTIVITY DESCRIPTION

1ST PHASE - INTRODUCTION

-> EXAMPLES AND MAIN CHARACTERISTIC OF SOCIAL, CULTURAL AND ECONOMIC VALUES

2ND PHASE-> AKA GAME.

EACH GROUP GETS A PIECE OF PAPER WITH THE NAME OF A COMPANY. THEY HAVE TO WRITE SOCIAL, CULTURAL AND ECONOMIC VALUES. THE GAME WILL FINISH WHEN EVERY GROUP HAS COMPLETED THE TASK FOR EACH COMPANY.

3RD PHASE

-> READ, EXPLAIN AND DISCUSS THEIR CHOICES

TRAINING ACTIVITY

OBJECTIVES

THE GAME SHOULD HELP THE PARTICIPANTS UNDERSTAND THE IMPORTANCE AND DIFFERENCES BETWEEN VALUES.

MATERIALS

**PAPER
PENS**

USEFUL RESOURCES

ENTRECOMP GUIDE

DEBRIEFING

- 1. WHAT HAVE YOU LEARNT FROM THE GAME REGARDING VALUES?**
- 2. DO YOU THINK ALL THE VALUES ARE IMPORTANT? WHY?**
- 3. WHICH VALUE DO YOU THINK IS THE MOST IMPORTANT FOR YOU? WHY?**

TRAINING ACTIVITY

AREA OF COMPETENCE	IDEAS & OPPORTUNITIES	COMPETENCE	ETHICAL & SUSTAINABLE THINKING
TIME	120 MIN	NO. PAX.	20

ACTIVITY DESCRIPTION

1. INTRODUCTION (10 MINUTES):

- WELCOME THE PARTICIPANTS AND PROVIDE A BRIEF OVERVIEW OF THE TRAINING OBJECTIVES.
- EXPLAIN THE SIGNIFICANCE OF ETHICAL AND SUSTAINABLE THINKING IN TODAY'S WORLD.
- SHARE EXAMPLES OF ETHICAL AND SUSTAINABILITY CHALLENGES IN VARIOUS DOMAINS.

2. ETHICAL DECISION-MAKING FRAMEWORK (30 MINUTES):

- PRESENT A FRAMEWORK FOR ETHICAL DECISION-MAKING (E.G., "THE FOUR-WAY TEST" OR "TARES").
- DISCUSS THE STEPS INVOLVED IN USING THE FRAMEWORK TO ASSESS ETHICAL DILEMMAS.
- FACILITATE A GROUP DISCUSSION TO APPLY THE FRAMEWORK TO A REAL-LIFE SCENARIO.
- ENCOURAGE PARTICIPANTS TO SHARE THEIR PERSPECTIVES AND INSIGHTS.

3. SUSTAINABLE THINKING AND PRACTICES (30 MINUTES):

- INTRODUCE THE CONCEPT OF SUSTAINABILITY AND ITS THREE PILLARS: SOCIAL, ENVIRONMENTAL, AND ECONOMIC.
- DISCUSS SUSTAINABLE PRACTICES IN PERSONAL AND PROFESSIONAL CONTEXTS, SUCH AS WASTE REDUCTION, ENERGY CONSERVATION, AND RESPONSIBLE SOURCING.
- ENGAGE PARTICIPANTS IN A BRAINSTORMING SESSION TO IDENTIFY SUSTAINABLE ACTIONS THEY CAN TAKE IN THEIR DAILY LIVES AND WORKPLACES.
- ENCOURAGE SHARING OF IDEAS AND EXPERIENCES AMONG THE GROUP.

TRAINING ACTIVITY

ACTIVITY DESCRIPTION

4. GROUP ACTIVITY: ETHICAL AND SUSTAINABLE DILEMMAS (40 MINUTES):

- **DIVIDE PARTICIPANTS INTO SMALL GROUPS OF 4-5 PEOPLE.**
- **PROVIDE EACH GROUP WITH A SET OF ETHICAL AND SUSTAINABLE DILEMMAS (PREPARED IN ADVANCE).**
- **INSTRUCT THE GROUPS TO DISCUSS THE DILEMMAS AND COME UP WITH POSSIBLE SOLUTIONS.**
- **EACH GROUP SHOULD WRITE DOWN THEIR PROPOSED SOLUTIONS ON STICKY NOTES.**
- **FACILITATE A GROUP DISCUSSION WHERE EACH GROUP PRESENTS THEIR DILEMMAS AND SOLUTIONS, ENCOURAGING FEEDBACK AND ALTERNATE PERSPECTIVES.**

5. DEBRIEFING AND REFLECTION (10 MINUTES):

- **SUMMARIZE THE KEY INSIGHTS AND LEARNINGS FROM THE GROUP ACTIVITY.**
- **ENCOURAGE PARTICIPANTS TO REFLECT ON THEIR PERSONAL RESPONSIBILITY AND ROLE IN PROMOTING ETHICAL AND SUSTAINABLE THINKING.**
- **ASK PARTICIPANTS TO SHARE ONE ACTION THEY PLAN TO IMPLEMENT AFTER THE TRAINING.**

6. CLOSING AND Q&A (10 MINUTES):

- **CONCLUDE THE TRAINING BY REINFORCING THE IMPORTANCE OF ETHICAL AND SUSTAINABLE THINKING.**
- **ALLOW TIME FOR QUESTIONS AND ADDRESS ANY CONCERNS OR QUERIES FROM THE PARTICIPANTS.**
- **PROVIDE ADDITIONAL RESOURCES AND REFERENCES FOR FURTHER EXPLORATION.**

TRAINING ACTIVITY

OBJECTIVES

1. TO UNDERSTAND THE IMPORTANCE OF ETHICAL AND SUSTAINABLE THINKING IN PERSONAL AND PROFESSIONAL CONTEXTS.
2. TO EXPLORE KEY PRINCIPLES AND FRAMEWORKS FOR ETHICAL DECISION-MAKING AND SUSTAINABLE PRACTICES.
3. TO DEVELOP CRITICAL THINKING SKILLS TO ASSESS THE ETHICAL AND SUSTAINABILITY IMPLICATIONS OF ACTIONS AND CHOICES.
4. TO ENCOURAGE PARTICIPANTS TO ADOPT ETHICAL AND SUSTAINABLE PRACTICES IN THEIR DAILY LIVES AND WORK ENVIRONMENTS.

MATERIALS

1. PRESENTATION SLIDES (OPTIONAL)
2. FLIPCHART PAPER AND MARKERS
3. STICKY NOTES
4. HANDOUTS (OPTIONAL)

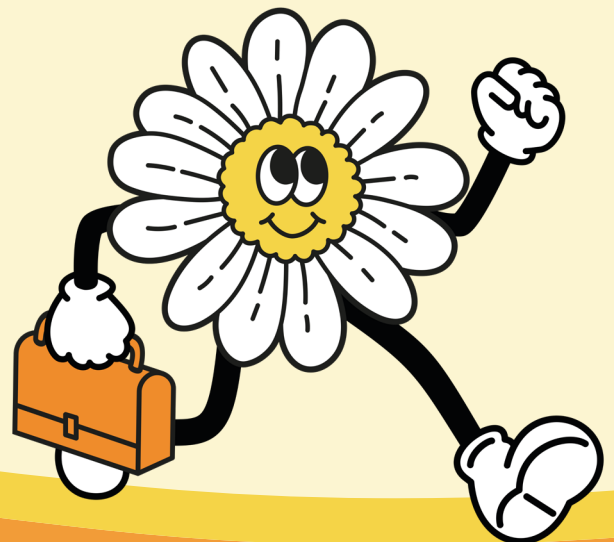
USEFUL RESOURCES

LINK:
[HTTPS://GAMECHANGER-PROJECT.EU/EN/IDEAS-OPPORTUNITIES/ETHICAL-SUSTAINABLE-THINKING/](https://gamechanger-project.eu/en/ideas-opportunities/ethical-sustainable-thinking/)
[HTTPS://LEADINGINCONTEXT.COM/?S=WHAT+IS+ETHICAL+THINKING](https://leadingincontext.com/?s=what+is+ethical+thinking)
[HTTPS://YOUTATTER.WORLD/EN/DEFINITION/DEFINITIONS-SUSTAINABILITY-DEFINITION-EXAMPLES-PRINCIPLES](https://youmatter.world/en/definition/definitions-sustainability-definition-examples-principles)
[HTTP://ZMIA.ORG/ZERO-WASTE-DEFINITION](http://zmia.org/zero-waste-definition)

DEBRIEFING

- FACILITATE A DEBRIEFING SESSION AFTER EACH ACTIVITY OR DISCUSSION TO ENSURE PARTICIPANTS' UNDERSTANDING AND REINFORCE KEY CONCEPTS.
- ENCOURAGE OPEN AND RESPECTFUL DIALOGUE AMONG PARTICIPANTS TO PROMOTE DIVERSE PERSPECTIVES AND CRITICAL THINKING.
- EMPHASIZE THE SIGNIFICANCE OF ETHICAL AND SUSTAINABLE THINKING IN CREATING A BETTER FUTURE FOR INDIVIDUALS, COMMUNITIES, AND THE PLANET.
- CONCLUDE THE TRAINING BY SUMMARIZING THE MAIN TAKEAWAYS AND ENCOURAGING PARTICIPANTS TO APPLY WHAT THEY HAVE LEARNED IN THEIR PERSONAL AND PROFESSIONAL LIVES.

RESOURCES



TRAINING ACTIVITY

AREA OF COMPETENCE	RESOURCES	COMPETENCE	SELF-AWARENESS & SELF-EFFICACY
TIME	1H 30MIN	NO. PAX.	UNLIMITED

ACTIVITY DESCRIPTION

QUESTIONER ABOUT SELF-AWARENESS AND SELF-EFFICACY

RULES: THERE ARE 4 LEVELS OF QUESTIONS, TO MOVE TO THE NEXT LEVEL YOU HAVE TO ANSWER ALL QUESTIONS IN THE PREVIOUS ONE. YOU'LL BE ASKED TO DO THE SELF-EFFICACY TASK AND TAKE A VIDEO OF YOU OR YOUR TEAM OF THE CHALLENGE AND ADD IT TO THE FORM.

LEVEL 1 -> 5 QUESTIONS AND 1 SELF-EFFICACY TASK

- 1. WHAT IS ONE OF YOUR SPARKS (PASSIONS, INTERESTS, TALENTS)?**
- 2. WHAT KIND OF PERSON DO I WANT TO BE TODAY?**
- 3. DESCRIBE YOURSELF IN THREE WORDS.**
- 4. WHAT DO YOU LIKE TO DO FIRST THING IN THE MORNING?**
- 5. DO YOU PREFER TEA OR COFFEE?**

TASK: GO OUTSIDE AND GET SOME AIR

LEVEL 2 -> 4 QUESTIONS AND 1 SELF-EFFICACY TASK

- 1. WHAT QUALITIES DO YOU MOST ADMIRE IN YOURSELF?**
- 2. WHAT IS YOUR BIGGEST WEAKNESS?**
- 3. WHAT IS YOUR BIGGEST STRENGTH?**
- 4. WHAT THINGS SCARE YOU?**

TASK: LISTEN TO A SONG AND SING ALONG IF YOU PREFER

TRAINING ACTIVITY

ACTIVITY DESCRIPTION

LEVEL 3 -> 3 QUESTIONS AND 1 SELF EFFICACY TASK

1. ASK YOURSELF IF YOUR PERSONALITY HAS CHANGED SINCE CHILDHOOD.

2. WHAT'S YOUR PROUDEST ACHIEVEMENT?

3. WHEN WAS THE LAST TIME YOU STOOD UP FOR YOURSELF?

TASK : DO 10 JUMPING-JACKS

LEVEL 4 -> 2 QUESTIONS AND 1 SELF EFFICACY TASK. EXPLAIN THEM BOTH

1. IF YOU HAD PERFECT CONFIDENCE FOR 5 MINUTES WHAT WOULD YOU DO?

2. WHAT'S SOMETHING YOU BELIEVE STRONGLY BUT RARELY TALK ABOUT?

TASK : BE SILENT AND STILL FOR 2 MINUTES TO REFLECT AND LISTEN TO WEIGHTLESS (LINK BELOW)

LAST BUT NOT LEASTS CHOOSE THE MOST EFFECTIVE SELF-EFFICACY TASK FOR YOU AND EXPLAIN WHY.

TRAINING ACTIVITY

OBJECTIVES

- 1. HELP OTHERS TO REFLECT AND BE MORE AWARE OF THEMSELVES**
- 2. FIND AND DISCOVER NEW SELF-EFFICACY TASKS IN ORDER NOT TO LOOSE MOTIVATION**
- 3. LEARN TO ACKNOWLEDGE WHEN YOU NEED A BREAK**

MATERIALS

PHONE TO TAKE VIDEOS AND LISTEN TO MUSIC

USEFUL RESOURCES

**WEIGHTLESS ->
[HTTPS://WWW.YOUTUBE.COM
/WATCH?V=UFGAVEJSLRU](https://www.youtube.com/watch?v=UFGAVEJSLRU)**

**HAPPY ->
[HTTPS://WWW.YOUTUBE.COM
/WATCH?V=ZBZSE6N_BXS](https://www.youtube.com/watch?v=ZBZSE6N_BXS)**

DEBRIEFING

- 1. HOW DID YOU FEEL WHILE ANSWERING THE QUESTIONS?**
- 2. DID THE SELF - EFFICACY TASKS WORK FOR YOU?**
- 3. DID THE QUESTIONS MAKE YOU ANXIOUS?**

TRAINING ACTIVITY

AREA OF COMPETENCE	RESOURCES	COMPETENCE	MOTIVATION & PERSEVERANCE
TIME	2 HOURS	NO. PAX.	24

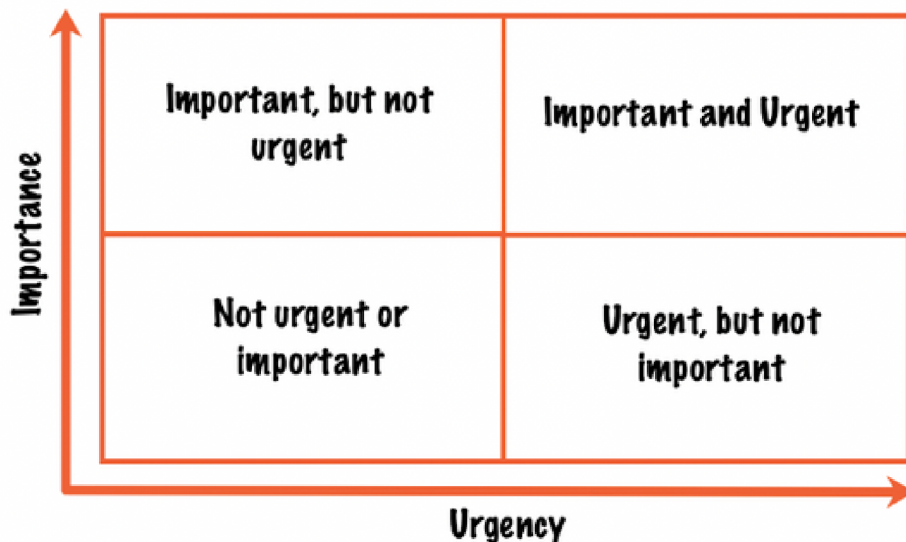
ACTIVITY DESCRIPTION

INTRODUCTION: PARTICIPANTS HAVE TO DEFINE WHAT MOTIVATION MEANS FOR THEM AND WHAT THEY DO TO KEEP BEING MOTIVATED.

PART 1

PARTICIPANTS HAVE TO THINK ABOUT TWO GOALS THEY WANT TO REACH BEFORE THE END OF THE YEAR: A PERSONAL GOAL AND A GOAL THEY WANT TO ACHIEVE IN THEIR JOBS.

THEN, PARTICIPANTS HAVE TO FLIP THE PAPER ON THE OTHER SIDE AND THEY HAVE TO REFLECT ABOUT THEIR DAILY ACTIVITIES/ROUTINE IN A REALISTIC WAY. (E.G. DAILY PLANNING HOURLY, INCLUDING JOB/STUDY TASKS, PERSONAL TASKS, HOBBIES, EXTERNAL ACTIVITIES, ...). AFTER PARTICIPANTS SET THEIR DAILY ROUTINE, THEY HAVE TO ANALYSE IN ANOTHER PAPER THE LEVEL OF URGENCY/PRIORITY FOR THE DAILY TASKS. SCHEME EXAMPLE:



TRAINING ACTIVITY

ACTIVITY DESCRIPTION

PARTICIPANTS HAVE TO REFLECT ON THEIR FREE TIME DURING THE DAY SO THEY CAN CREATE A NEW DAILY PLANNING THAT INCLUDES THEIR NEW JOB/PERSONAL GOALS TO ACHIEVE BEFORE THE END OF THE YEAR.

PART 2

PARTICIPANTS FORM 4 TEAMS. FACILITATORS GIVE EACH TEAM A BUSINESS “CASE-STUDY” WHICH INVOLVES HR ISSUES IN THE COMPANY (MOSTLY RELATED TO LACK OF MOTIVATION AND DIFFICULTIES IN REACHING GOALS).

TEAMS HAVE TO FIND SOLUTIONS TO ADDRESS THE GIVEN PROBLEM FROM A COMPANY PERSPECTIVE.

IN THE END, THEY HAVE TO PRESENT THEIR SOLUTIONS TO THE OTHER TEAMS. THE PRESENTATIONS WILL FOLLOW A DISCUSSION ON THE NEW WAYS THEY LEARNED DURING THE ACTIVITY TO KEEP UP MOTIVATION. FINALLY, THE BEST IDEAS WILL BE REWARDED.

TRAINING ACTIVITY

ACTIVITY DESCRIPTION

PROBLEMS:

- 1. WORKERS ARE STRESSED BECAUSE THEY ARE OVERWHELMED BY WORKING BECAUSE OF THE HUGE AMOUNT OF WORK. FOR THIS REASON, THE COMPANY'S PRODUCTIVITY IS WORSENING.**
- 2. WORKERS ARE ILL QUITE OFTEN BECAUSE THEY DO NOT PAY ATTENTION TO THEIR PHYSICAL HEALTH (NOT EXERCISING, EATING ONLY FAST FOOD, THEY HAVE WEAK IMMUNITY SYSTEMS, NOT SLEEPING ENOUGH HOURS PER NIGHT...)**
- 3. THE WORKPLACE IS DISTANT FROM THE CITY SO WORKERS HAVE TO COMMUTE EVERY DAY AND BECAUSE OF LONG JOURNEYS TO THE WORKPLACE (AND BACK HOME) THEY ARE GETTING TIRED AND THEY LACK THE MOTIVATION TO GO TO THE OFFICE AND WORK EFFICIENTLY.**
- 4. WORKERS ARE NOT ENGAGED BECAUSE THEY DO NOT SEE OPPORTUNITIES TO GROW PROFESSIONALLY IN THE COMPANY, SOME OF THEM ARE THINKING ABOUT CHANGING COMPANIES AND FEW OF THEM ALREADY DID IT.**

TRAINING ACTIVITY

OBJECTIVES

THE PURPOSE OF THE ACTIVITY IS TO REFLECT ABOUT MOTIVATION IN THE JOB ENVIRONMENT AND IN THE PERSONAL LIFE IN A PRACTICAL WAY, FIND NEW APPROACHES TO KEEP UP WITH MOTIVATION AND WAYS TO NOT LOSE IT.

MATERIALS

**PAPERS
PENS,
MARKERS**

USEFUL RESOURCES

ENTRECOMP - A PRACTICAL GUIDE

DEBRIEFING

- **WHAT YOU LEARNED ABOUT APPROACHES TO BOOST MOTIVATION?**
- **DO YOU THINK THAT THE SOLUTIONS YOU THOUGHT ABOUT COULD BE EFFECTIVE IN YOUR DAILY REAL LIFE?**
- **DO YOU THINK THESE SOLUTIONS COULD BE EFFECTIVELY IMPLEMENTED IN BIG SETTINGS LIKE COMPANIES?**
- **WOULD YOU APPLY THESE SOLUTIONS FOR YOUR FUTURE PLANS?**

TRAINING ACTIVITY

AREA OF COMPETENCE	RESOURCES	COMPETENCE	MOBILISING RESOURCES
TIME	1 H 30	NO. PAX.	18

ACTIVITY DESCRIPTION

THE FOCUS OF THE ACTIVITY IS TO TEACH THE PARTICIPANTS THE IMPORTANCE OF MOBILISING RESOURCES. AFTER A SHORT BRAINSTORMING ON THE SUBJECT, THE PARTICIPANTS WILL BE INVOLVED IN A SMALL ICEBREAKER: THEY WILL ASK EACH OF THEM TO WRITE DOWN WHICH OBJECT THEY WOULD BRING TO A DESERT ISLAND.

AFTERWARDS, THE PARTICIPANTS WILL BE INVOLVED IN A GROUP ACTIVITY. THEY WILL BE SPLIT INTO THREE GROUPS AND ONE TASK WILL BE RANDOMLY GIVEN TO EACH GROUP. THEY WILL BE ASKED TO WORK TOGETHER AND PRESENT A “RESOURCE PLAN” BASED ON THE GIVEN

TASKS:

1) IMAGINE YOU ARE AN ORGANISATION THAT WISHES TO MANAGE A ONE-DAY WORKSHOP IN A HIGH SCHOOL ON THE SUBJECT OF “YOUTH AND ARTIFICIAL INTELLIGENCE”. CONSIDERING THAT THE STUDENT EXPECTED IS 100, YOU NEED TO SHOW A PRESENTATION (AND MAKE IT AVAILABLE FOR STUDENTS) AND, LASTLY, YOU CAN DO THE WORKSHOP IN MORE SCHOOLS ON DIFFERENT DAYS (BUT ONLY THE ONES IN YOUR LOCAL MUNICIPALITY).

TRAINING ACTIVITY

ACTIVITY DESCRIPTION

2) YOU NEED TO ORGANISE A 3-DAY TRAINING WITH LOCAL BUSINESS ORGANISATIONS ON THE TOPIC OF THE GREEN ECONOMY. YOU KNOW THAT EACH PARTICIPANT COMPANY WILL SEND NO MORE THAN 3 REPRESENTATIVES AND THAT ONE OF THE PARTICIPANTS LIVES 80KM FROM THE EXPECTED VENUE OF THE TRAINING.

3) YOU ARE A BIG SPORTS ORGANIZATION THAT IS IN CHARGE TO PREPARE A FOOTBALL TOURNAMENT FOR YOUNGSTERS. CONSIDER THAT 10 CLUBS FROM 5 DIFFERENT EUROPEAN COUNTRIES ARE INVOLVED AND THE VENUE OF THE TOURNAMENT WILL BE IN LEIPZIG.

WHAT RESOURCES (MATERIAL, NON-MATERIAL, DIGITAL) DO YOU THINK YOU WOULD NEED TO ACCOMPLISH THESE TASKS?

THE PARTICIPANTS WILL HAVE AT LEAST 30 MINS TO CREATE THEIR OWN "RESOURCE PLANS" AND 5 MIN TO PRESENT THEM.

AT THE END, THERE WILL BE AN OPPORTUNITY FOR GENERAL DISCUSSION ON THE OUTCOMES, THEN WE WILL EXPLAIN MORE ABOUT THE ISSUE OF MOBILISING RESOURCES ACCORDING TO ENTRECOMP'S FRAMEWORK.

TRAINING ACTIVITY

OBJECTIVES

THE OBJECTIVE IS TO EDUCATE THE PARTICIPANTS ON THE MOBILISING RESOURCES ISSUE. IT WILL INVOLVE MENTORING ABOUT THE MANAGEMENT OF RESOURCES AND HOW TO USE THEM RESPONSIBLY.

MATERIALS

PEN

PAPERS

COLOURS

PENCILS

IT IS RECOMMENDED THAT EACH GROUP HAS ONE LAPTOP AT LEAST

USEFUL RESOURCES

“ENTRECOMP: A PRACTICAL GUIDE”

[HTTP://WWW.ENTRECOMPEUROPE.EU/](http://www.entrecomp.eu/)

DEBRIEFING

1) WHAT DID YOU LEARN?

2) HOW ARE YOU GOING TO PUT IN PRACTICE WHAT HAVE YOU LEARNED?

3) WILL YOU DISSEMINATE THE INFORMATION LEARNED?

TRAINING ACTIVITY

AREA OF COMPETENCE	RESOURCES	COMPETENCE	FINANCIAL & ECONOMIC LITERACY
TIME	UP TO 2 HOURS	NO. PAX.	20

ACTIVITY DESCRIPTION

THIS TRAINING ACTIVITY IS DESIGNED TO EDUCATE PARTICIPANTS ON THE BASICS OF FINANCIAL AND ECONOMIC LITERACY. THE TRAINING WILL BE INTERACTIVE, WITH GROUP ACTIVITIES AND DISCUSSIONS TO ENCOURAGE PARTICIPATION AND ENGAGEMENT.

THE TRAINING WILL COVER TOPICS SUCH AS SAVING, BUDGETING, INVESTING, AND UNDERSTANDING ECONOMIC CONCEPTS.

ACTIVITY : BUDGETING CHALLENGE

- DIVIDE PARTICIPANTS INTO GROUPS OF 4-5 PEOPLE**
- PROVIDE EACH GROUP WITH A SCENARIO WHERE THEY HAVE TO CREATE A BUDGET FOR A FAMILY WITH A GIVEN MONTHLY INCOME AND EXPENSES**
- THE SCENARIO SHOULD INCLUDE UNEXPECTED EXPENSES OR EMERGENCIES THAT THEY NEED TO PLAN FOR**
- EACH GROUP WILL PRESENT THEIR BUDGET TO THE LARGER GROUP, AND THE FACILITATOR WILL LEAD A DISCUSSION ON THE BUDGETING STRATEGIES USED**

TRAINING ACTIVITY

OBJECTIVES

- **UNDERSTAND BASIC FINANCIAL AND ECONOMIC CONCEPTS**
- **DEVELOP EFFECTIVE BUDGETING AND SAVING STRATEGIES**
- **IDENTIFY INVESTMENT OPPORTUNITIES**
- **UNDERSTAND RISKS ASSOCIATED WITH INVESTMENT**
- **APPLY FINANCIAL AND ECONOMIC LITERACY SKILLS TO THEIR PERSONAL LIVES**

MATERIALS

- **WHITEBOARD AND MARKERS**
- **HANDOUTS WITH FINANCIAL AND ECONOMIC TERMS AND DEFINITIONS**
- **WORKSHEETS FOR GROUP ACTIVITIES**
- **FLIPCHART PAPER AND MARKERS**

USEFUL RESOURCES

- **[HTTPS://WWW.THEBALANCEMONEY.COM/WHAT-IS-FINANCIAL-LITERACY-5120435](https://www.thebalancemoney.com/what-is-financial-literacy-5120435)**
- **[HTTPS://WWW.CAUSELABS.COM/POST/10-TOOLS-AND-RESOURCES-FOR-IMPROVING-FINANCIAL-LITERACY/](https://www.causelabs.com/post/10-tools-and-resources-for-improving-financial-literacy/)**
- **[HTTPS://YOUTUBE.BE/QjXjNWTUK8E](https://youtu.be/QjXjNWTUK8E)**

DEBRIEFING

- **WHAT DID YOU LEARN ABOUT FINANCIAL AND ECONOMIC LITERACY?**
- **HOW WILL YOU APPLY WHAT YOU LEARNED TO YOUR PERSONAL LIFE?**
- **WHAT CHALLENGES DO YOU ANTICIPATE IN IMPLEMENTING WHAT YOU LEARNED?**
- **WHAT ADDITIONAL RESOURCES OR SUPPORT DO YOU NEED TO CONTINUE DEVELOPING YOUR FINANCIAL AND ECONOMIC LITERACY SKILLS?**

TRAINING ACTIVITY

AREA OF COMPETENCE	RESOURCES	COMPETENCE	MOBILISING OTHERS
TIME	2 HOURS	NO. PAX.	20

ACTIVITY DESCRIPTION

- 1. INTRODUCTION - EXPLANATION ABOUT WHAT MOBILIZING OTHERS' COMPETENCE MEANS AND ITS IMPORTANCE OF IT.**
- 2. ANALYZES: GIVE THE PARTICIPANT THE SELF-EVALUATION DIAGRAM ON THE ENTRECOMP: A PRACTICAL GUIDE PDF FOR THEM TO KNOW THEIR LEVEL OF MOBILIZING OTHER COMPETENCE. THEY WILL USE THIS EVALUATION TO DEFINE THEIR ROLES ON THEIR TEAM IN THE ROLE PLAY ACTIVITY.**
- 3. ACTIVITY ROLE PLAY: "THE COLLABORATIVE CHALLENGE"**

INSTRUCTIONS:

DIVIDE THE PARTICIPANTS INTO SMALL GROUPS OF 4-6 INDIVIDUALS.

EXPLAIN THE SCENARIO: EACH GROUP IS A STARTUP COMPANY WORKING ON DEVELOPING A NEW PRODUCT OR SERVICE. THEIR TASK IS TO CREATE A MARKETING CAMPAIGN FOR THEIR PRODUCT/SERVICE AND PRESENT IT TO A PANEL OF POTENTIAL INVESTORS (PLAYED BY YOU OR A DESIGNATED TEAM).

ASSIGN ROLES WITHIN EACH GROUP:

PROJECT MANAGER: RESPONSIBLE FOR OVERALL COORDINATION AND DECISION-MAKING.

MARKETING SPECIALIST: IN CHARGE OF DEVELOPING MARKETING STRATEGIES AND MATERIALS.

RESEARCHER: RESPONSIBLE FOR GATHERING MARKET DATA AND ANALYZING THE COMPETITION.

CREATIVE DESIGNER: TASKED WITH DESIGNING VISUALLY APPEALING MARKETING MATERIALS.

TRAINING ACTIVITY

ACTIVITY DESCRIPTION

PROVIDE EACH GROUP WITH A BRIEF DESCRIPTION OF THEIR PRODUCT/SERVICE, INCLUDING ITS FEATURES, TARGET AUDIENCE, AND MARKET CONDITIONS.

GIVE THE GROUPS A SPECIFIC TIME FRAME (E.G., 30 MINUTES) TO PREPARE THEIR MARKETING CAMPAIGN. ENCOURAGE THEM TO UTILIZE THE STRENGTHS AND COMPETENCIES OF EACH TEAM MEMBER TO DEVELOP A COHESIVE AND PERSUASIVE CAMPAIGN.

DURING THE PREPARATION TIME, CIRCULATE AMONG THE GROUPS AND OBSERVE THEIR COLLABORATION, OFFERING GUIDANCE AND SUPPORT AS NEEDED.

AFTER THE PREPARATION TIME, EACH GROUP PRESENTS THEIR MARKETING CAMPAIGN TO THE PANEL OF POTENTIAL INVESTORS. REMIND THEM TO EFFECTIVELY COMMUNICATE AND PERSUADE THE INVESTORS TO INVEST IN THEIR PRODUCT/SERVICE.

AFTER EACH PRESENTATION, PROVIDE CONSTRUCTIVE FEEDBACK ON THEIR COMMUNICATION AND COLLABORATIVE SKILLS. ENCOURAGE THE PANEL TO ASK QUESTIONS AND ENGAGE IN A DIALOGUE WITH THE PRESENTING GROUP. ONCE ALL GROUPS HAVE PRESENTED, CONDUCT A DEBRIEFING SESSION TO DISCUSS THE EXPERIENCE AND LESSONS LEARNED. FACILITATE A GROUP DISCUSSION ON THE IMPORTANCE OF MOBILIZING OTHERS' COMPETENCE AND THE CHALLENGES FACED DURING THE ACTIVITY.

SUMMARIZE THE KEY TAKEAWAYS FROM THE ACTIVITY AND HIGHLIGHT HOW THE SKILLS PRACTICED IN THE GAME CAN BE APPLIED IN REAL-LIFE ENTREPRENEURIAL SITUATIONS.

BY ENGAGING IN THIS INTERACTIVE ROLE-PLAYING ACTIVITY, PARTICIPANTS WILL HAVE THE OPPORTUNITY TO EXPERIENCE THE DYNAMICS OF MOBILIZING OTHERS' COMPETENCE IN A SIMULATED ENTREPRENEURIAL CONTEXT. THEY WILL LEARN TO COLLABORATE, COMMUNICATE EFFECTIVELY, AND LEVERAGE THE DIVERSE SKILLS AND STRENGTHS OF THEIR TEAM MEMBERS TO ACHIEVE A COMMON GOAL.

TRAINING ACTIVITY

OBJECTIVES

TO SIMULATE A COLLABORATIVE ENTREPRENEURIAL ENVIRONMENT WHERE PARTICIPANTS CAN PRACTICE MOBILIZING OTHERS' COMPETENCE.

MATERIALS

PRINTED EVALUATING SYSTEM OF THE COMPETENCE

PEN AND PAPERS

CLOTHES FOR THE ROLLS

USEFUL RESOURCES

ENTRECOMP: A PRACTICAL GUIDE

CANVA

[HTTPS://LEADERSHIPFREAK.BLOG/2013/05/25/12-WAYS-TO-CONNECT-AND-MOBILIZE-PEOPLE/](https://leadershipfreak.blog/2013/05/25/12-ways-to-connect-and-mobilize-people/)

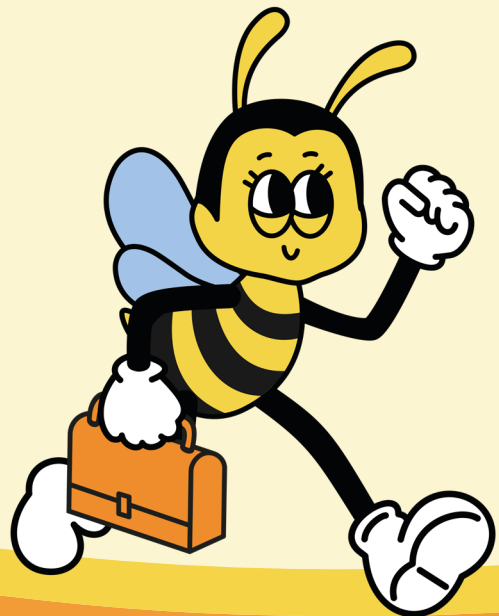
DEBRIEFING

WHAT DID YOU LEARN WITH THIS ACTIVITY?

WHAT SKILLS DID YOU GAIN WITH IT?

HOW WOULD YOU IMPLEMENT THIS INTO YOUR DAILY EXPERIENCE?

INTO ACTION



TRAINING ACTIVITY

AREA OF COMPETENCE

INTO ACTION

COMPETENCE

TAKING THE INITIATIVE

TIME

1 H 40 MIN

NO. PAX.

20

ACTIVITY DESCRIPTION

STEP 1. 10 MINS

THE PARTICIPANTS WILL DO A BRAINSTORMING SESSION WHERE EVERYBODY WILL DEVELOP AN INITIATIVE FOR A BUSINESS THEY WANT TO START.

STEP 2. 10 MINS

THE PARTICIPANTS WILL BE ASKED TO CREATE A LIST WITH THE TASKS FOR EVERY WEEK, MONTH AND YEAR.

STEP 3. 30 MINS

FOR THE PARTICIPANTS TO THINK OF A WAY TO IMPLEMENT THIS. TO MAKE A TASK FOR THIS BUSINESS IDEA.

STEP 4. 30 MINS

TO SHARE WITH THE OTHERS THEIR PLANS TO DO THESE TASKS. AND THE WHOLE GROUP WILL BE GIVING FEEDBACK OF HOW TO BE MORE EFFICIENT.

STEP 5. 10 MINS

THE PARTICIPANTS WILL IMPROVE THEIR PLANS.

STEP 6. 10 MINS

THE PARTICIPANTS WILL HAVE TO COME UP WITH A METHOD OF AUTO-EVALUATING THEIR TASKS.

TRAINING ACTIVITY

OBJECTIVES

THE OBJECTIVE OF THIS ACTIVITY IS FOR THE YOUNGSTERS TO LEARN HOW TO TAKE THE INITIATIVE, TO MAKE A PLAN IN ORDER TO ACHIEVE THEIR INITIATIVE.

MATERIALS

**PAPER
PENS
WHITEBOARD MARKERS**

USEFUL RESOURCES

**BUSINESS PLANS BOOKLETS
THE MISSION/VISSION/GOALS OF THE COMPANY
PERFORMANCE BONUS FOR WORKERS.**

[HTTPS://WWW.BETTERUP.COM/BLOG/TAKING-INITIATIVE](https://www.betterup.com/blog/taking-initiative)

[HTTPS://WWW.TERRASTAFFINGGROUP.COM/RESOURCES/BLOG/HOW-TO-TAKE-INITIATIVE-AT-WORK-TIPS-FOR-SUCCESS/](https://www.terrastaffinggroup.com/resources/blog/how-to-take-initiative-at-work-tips-for-success/)

[HTTPS://WWW.CORKCITY.IE/EN/DOING-BUSINESS-IN-CORK/RESEARCH-AND-DEVELOPMENT/SMART-CITY/YOUTH-INITIATIVES/](https://www.corkcity.ie/en/doing-business-in-cork/research-and-development/smart-city/youth-initiatives/)

DEBRIEFING

WHAT RESPONSIBILITY YOU ARE TAKING FOR THIS YEAR?

IS EVERYTHING CLEAR TO YOU ON HOW TO IMPLEMENT EVERYTHING YOU LEARNED TODAY?

ARE YOU PLANNING ON PUTTING INTO PRACTICE WHAT YOU LEARNED TODAY IN YOUR DAY-TO-DAY LIVES?

TRAINING ACTIVITY

AREA OF COMPETENCE	INTO ACTION	COMPETENCE	PLANNING & MANAGEMENT
TIME	90 MIN MAX	NO. PAX.	20

ACTIVITY DESCRIPTION

30MIN, INTRODUCTION, PRESENTING ALL THE STEPS AND TIPS TO MANAGEMENT: DEFINE GOALS, PLAN AND ORGANISE, DEVELOP SUSTAINABLE BUSINESS PLANS, DEFINE PRIORITIES, MONITOR YOUR BUSINESS AND BE FLEXIBLE AND ADAPT TO CHANGES.

DIVIDE INTO 4 GROUPS WITH DIFFERENT BUSINESS IDEAS. WE GIVE 4 OPTIONS BUT THEY ARE FREE TO CHOOSE, NO MATTER IF IT IS ALREADY TAKEN. THEIR PURPOSE IS TO PREPARE A PRESENTATION ABOUT THE SHORT-TERM AND LONG-TERM GOALS OF THEIR BUSINESS PLAN TRYING TO SELL THE PRODUCT TO THE INVESTORS, AND THE OTHER TEAMS.

30MIN. GROUP WORK: THE GROUP DISCUSS AND PREPARE THE PLAN FOLLOWING THE STEPS GIVEN IN THE INTRODUCTION PART.

30MIN. PRESENTING THE PLANS (5-10 MIN EACH GROUP)

FEEDBACK. DISCUSS WITH ALL THE GROUPS ABOUT THE PRESENTATIONS AND WHICH PRODUCT WOULD THEY GET.

TRAINING ACTIVITY

OBJECTIVES

LEARN TIPS AND STEPS ON PLANNING AND MANAGEMENT FOR THEM TO USE IT AS A TOOL, NOT ONLY FOR BUSINESS BUT ALSO FOR THEIR DAILY LIFE.

MATERIALS

**PEN
PAPER**

USEFUL RESOURCES

ENTRECOMP: A PRACTICAL GUIDE

[HTTPS://WWW.TOPPR.COM/GUIDES/BUSINESS-STUDIES/PLANNING/PLANNING-PROCESS/](https://www.toppr.com/guides/business-studies/planning/planning-process/)

DEBRIEFING

- **REFLECTING ON THE ACTIVITY, WHY DO YOU THINK EFFECTIVE PLANNING AND MANAGEMENT ARE CRUCIAL IN THE CONTEXT OF ENTREPRENEURSHIP?**
- **WHAT WERE THE KEY TAKEAWAYS FOR YOU FROM THIS PLANNING AND MANAGEMENT ACTIVITY?**
- **HOW DO YOU SEE THESE TAKEAWAYS BENEFITING YOUR FUTURE?**
- **WHAT DID YOU LEARN?**
- **HOW DID BREAKING DOWN LONG-TERM GOALS INTO MEDIUM-TERM MILESTONES AND SHORT-TERM ACTION PLANS HELP YOU IN ORGANIZING YOUR TASKS AND STAYING FOCUSED ON PROGRESS?**

TRAINING ACTIVITY

AREA OF COMPETENCE	INTO ACTION	COMPETENCE	COPING WITH AMBIGUITY, UNCERTAINTY & RISK
TIME	90 MIN MAX	NO. PAX.	MIN 20

ACTIVITY DESCRIPTION

EACH PARTICIPANT GETS PAPER TO WRITE THE SUM OF THE MONEY (WHAT KIND OF STOCK THEY BOUGHT OR SOLD). IT STARTS AT 10€. EACH TIME, YOU HAVE TO DECIDE IF YOU WANT TO INVEST MORE OR SELL THE STOCKS. IN TOTAL, THERE ARE 10 ROUNDS AND IN EACH ROUND, THE PRICE OF THE STOCK GOES UP OR DOWN. IN EVERY ROUND PARTICIPANTS HAVE A CHOICE TO DOUBLE THE NUMBER OF STOCKS OR SELL IT. IF THE STOCK PRICE INCREASES, THE SUM OF MONEY THAT THE PARTICIPANT INVESTED IS DOUBLES. IN THE END, THE WINNER IS THE PARTICIPANT WHO EARNED THE MOST MONEY.

1ST, 2ND AND 3RD ROUNDS: THE STOCK'S PRICE INCREASES.

4TH ROUND: STOCK'S PRICE DECREASES BY HALF (IF YOU INVESTED 10 EUROS, NOW YOU HAVE ONLY 5 EUROS).

5TH ROUND: MARKET CRASH, YOU LOSE EVERYTHING THAT YOU INVESTED (SOME OF THE PARTICIPANTS CAN GO BANKRUPT IF THEY INVESTED ALL OF THEIR MONEY).

SIXTH ROUND: STOCK'S PRICE INCREASES

7TH ROUND: STOCK'S PRICE INCREASES

8TH ROUND: MARKET CRASH

9TH ROUND: STOCK'S PRICE INCREASES

10TH ROUND: STOCK'S PRICE DECREASES

AT THE END OF THE 10TH ROUND, WE CAN SEE HOW MANY PEOPLE WENT BANKRUPT, WHO EARNED THE MOST MONEY, WHAT WAS THEIR STRATEGY AND WHICH STRATEGY WAS THE BEST ONE AND WHY.

THE GAME LEADS TO THE DISCUSSION ABOUT RISK MANAGEMENT.

TRAINING ACTIVITY

OBJECTIVES

- **INCREASE AWARENESS ABOUT RISK MANAGEMENT**
- **DEVELOP RISK MANAGEMENT SKILLS**

MATERIALS

- **PAPERS**
- **PENS**
- **MARKERS**

USEFUL RESOURCES

- **ENTRECOMP GUIDE**
- **CREATORS' EXPERIENCES AT OTHER SEMINARS**

DEBRIEFING

- **WHAT DID YOU LEARN FROM THE GAME??**
- **WHAT KIND OF PERSON ARE YOU, RISK AVERSE OR NOT?**
- **DID THE STRATEGY YOU USED IN THE GAME PAID OFF ?**
- **HOW THIS AFFECT IN YOUR OTHER AREAS OF YOUR LIFE ?**
- **WHAT KIND OF RISKS YOU TAKE EVERYDAY?**

TRAINING ACTIVITY

AREA OF COMPETENCE

INTO ACTION

COMPETENCE

WORKING WITH OTHERS

TIME

2 HOURS

NO. PAX.

18

ACTIVITY DESCRIPTION

THE PARTICIPANT WILL BE INTRODUCED TO THE SUBJECT OF "WORKING WITH OTHERS" ACCORDING TO THE ENTRECOMP FRAMEWORK.

THE TRAINING ACTIVITY WILL BE ORGANIZED IN TWO-PHASE GROUP WORK: THE PARTICIPANT WILL BE DIVIDED INTO 3 GROUPS AND WILL BE ASKED TO DEVELOP A PRESENTATION ON THESE THREE TOPICS (COMMUNICATION, PROBLEM-SOLVING, TIME MANAGEMENT) RELATED TO THE MAIN SUBJECT OF HOW TO USE THEM IN THE WORKPLACE. THE GROUP WILL HAVE 30 MIN TO ORGANIZE THE WORK.

AFTERWARD, EACH GROUP SHALL PRESENT THE RESULT OF THEIR WORK (IN A WAY ACCORDING TO THEIR OWN PREFERENCE). A DISCUSSION ON THE QUALITY OF THE TEAM WORKING OF EACH GROUP WILL BE HELD, AND PARTICIPANTS ARE EXPECTED TO EMPHASIZE STRENGTHS AND WEAKNESSES.

THEN THE SECOND PHASE. EACH GROUP WILL REPEAT THE TASK WITH A DIFFERENT TOPIC (FROM THE PREVIOUS ONES). AGAIN, THE GROUP WILL HAVE 30 MIN TO ORGANIZE THE WORK. FOLLOW-UP THE PRESENTATION OF THE RESULT, THE PARTICIPANTS WILL HAVE A SECOND DISCUSSION HAVING THE OBJECTIVE TO HIGHLIGHT IMPROVEMENTS/DIFFICULTIES COMPARED TO THE PREVIOUS ONE.

TRAINING ACTIVITY

OBJECTIVES

THE AIM OF THE TRAINING IS TO EDUCATE THE PARTICIPANTS TO DEVELOP AND RAISE THEIR AWARENESS ON THE USE OF EMOTIONAL INTELLIGENCE IN TEAMWORK: THE ABILITY TO COMPROMISE, EFFECTIVELY CONTRIBUTE TO GROUP DECISION-MAKING, ESTABLISH NEW RELATIONS AND MAKE CONTACT WITH OTHERS

MATERIALS

**PEN
PAPER**

THE PARTICIPANTS WILL BE ASKED TO SUBDUCE TO A "CODE OF CONDUCT IN TEAMWORK" DURING THE ACTIVITY:

- 1. EACH TEAM MEMBER MUST HAVE AN EQUAL SAY IN THE DECISION-MAKING PROCESS**
- 2. EVERYONE MUST LISTEN TO EACH OTHER'S IDEAS**
- 3. EVERYONE MUST BE RESPECTFUL OF OTHERS**
- 4. NO ONE CAN USE OFFENSIVE LANGUAGE**
- 5. EACH TEAM MUST STAY WITHIN THE GIVEN CODE OF CONDUCT**

USEFUL RESOURCES

WWW.ENTRECOMPEURO.EU

DEBRIEFING

DURING THE TWO DISCUSSION PHASES OF THE ACTIVITY, EACH GROUP WILL HAVE THE OPPORTUNITY TO DEBRIEF THEIR THOUGHTS WITH THE OTHERS.

TRAINING ACTIVITY

AREA OF COMPETENCE	INTO ACTION	COMPETENCE	LEARNING THROUGH EXPERIENCE
TIME	IN 30 MIN	NO. PAX.	2 TEAMS

ACTIVITY DESCRIPTION

- **THE GROUP WILL BE DIVIDED IN 2 TEAMS.**
- **EACH TEAM WILL HAVE TO COMPLETE A TASK -> CREATE THE TALLEST STRUCTURE USING ONLY THE GIVEN MATERIAL IN 30 MIN. PARTICIPANTS OF EACH TEAM HAVE TO DISCUSS A STRATEGY AND PUT IT INTO PRACTICE.**
- **THE ACTIVITY WILL BE DONE IN SEPARATE ROOMS.**
- **ONCE COMPLETED THE TASK, EACH TEAM WILL ANALYSE THE OUTCOME OF THE OTHER TEAM, THEIR STRATEGY AND DISCUSS WITH THEM THEIR CHOICES.**
- **THEY WILL HAVE TO EMPHASISE THE STRENGTHS AND LIMITATION OF THE OTHER TEAM'S CREATION (15 MIN)**
- **IMPLEMENT THE SUGGESTED IMPROVEMENTS TO THEIR INITIAL CREATION (15 MIN)**
- **FOLLOWING THE EVALUATION AND DISCUSSION, THERE WILL BE THE DEBRIEFING (15MIN).**

TRAINING ACTIVITY

OBJECTIVES

- 1. ACKNOWLEDGE AND ACCEPT OTHER PEOPLE'S OPINIONS**
- 2. LEARN TO INCORPORATE OTHER PEOPLE'S IDEAS IN THE TASK**
- 3. ACCEPT NEGATIVE FEEDBACK**
- 4. DEAL WITH CONTRASTING OPINIONS**
- 5. EMBRACE THE LEARNING PROCESS**

MATERIALS

- . PAPER**
- . TAPE**
- . GLUE**
- . STATIONARY**
- . ELASTICS**

USEFUL RESOURCES

MUSIC TO BOOST THE MOOD AND CREATIVITY

DEBRIEFING

- . WHAT WAS THE MOST IMPORTANT LEARNING ACHIEVEMENT FOR YOU?**
- . WAS IT DIFFICULT TO WORK WITH SO MANY PEOPLE ?**
- . HOW DID YOU MANAGE TO COME TO AN AGREEMENT WITH THE TEAM?**
- . HOW DID YOU HANDLE THE FEEDBACK FROM THE OTHER GROUP?**
- . DID YOU FEEL JUDGED?**
- . WERE YOUR STRENGTHS RECOGNISED BY THE TEAM?**

Board Game

Entrecomp Roulette is an educational board game that aims to develop young people's knowledge and skills regarding the 15 entrepreneurial competences, according to the European Entrecomp Framework.

This board game was created in the framework of the "Entrecomp 4 Youth Participation" training course and tested by international participants and volunteers during the inauguration event on 2 June.

Although it is an educational board game, it is also fun, as it contains many components and modules!







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