



Fundacja
Ekonomisja



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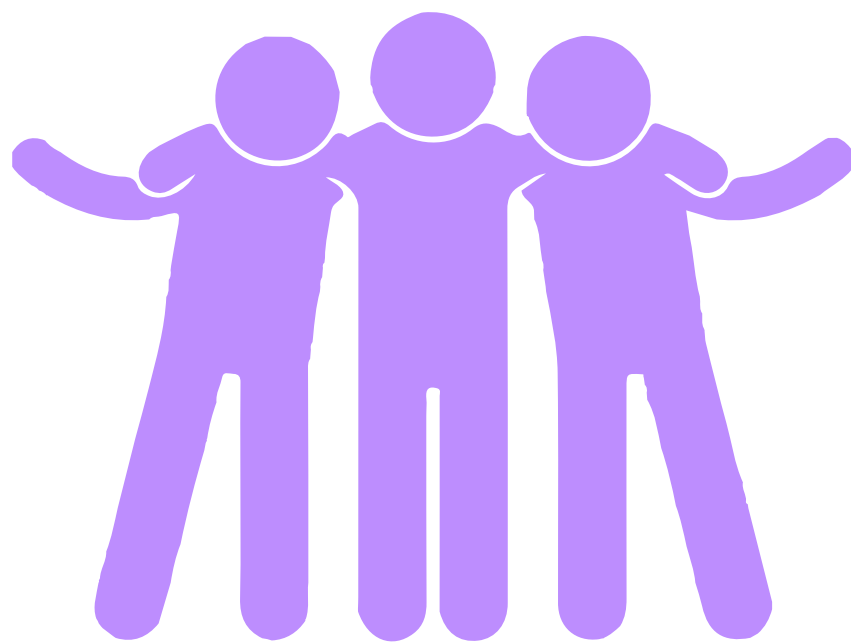
SOCIAL ECONOMY – SOCIAL VALUES, SOCIAL INCLUSION TOOLKIT

**WISLA (POLAND)
11-19 JULY 2022
(INCLUDING TWO DAYS OF TRAVEL)**

TOOLKIT

CREATED BY THE PARTICIPANTS OF THE ERASMUS+ TRAINING

"Social economy - Social Values, Social Inclusion"



The expectation tree

Recommended activity before the training or event (30 min)

Before running the activity:

This activity allows participants to reflect on what they want to achieve in this workshop and consider what they are bringing to support this. It is an opportunity to hear more about the interests and experiences of other participants. It also allows the facilitator to find out what the participants want to achieve. This should help facilitators design and adapt the delivery of the training/workshop. Participants are invited to share their expectations for the event and some of the skills they can contribute. These are posted onto a large drawing of a tree

During the activity:

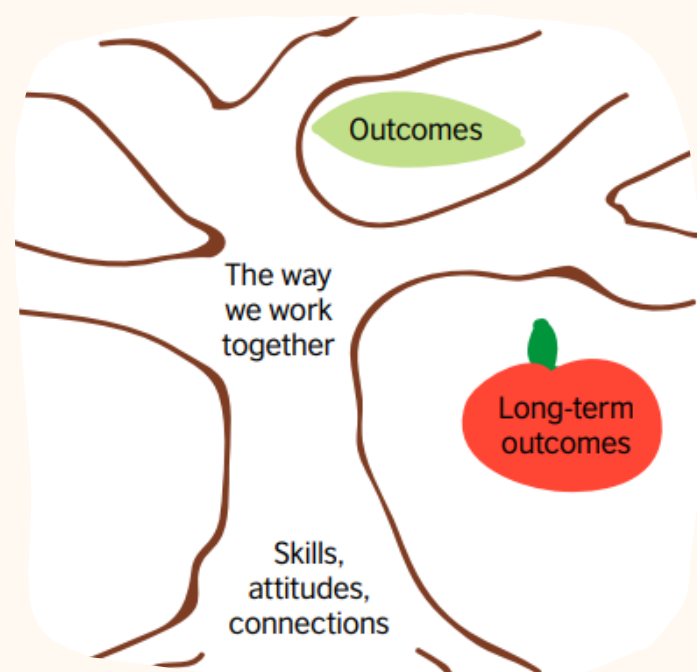
Draw the tree of expectations on a large piece of paper (four sheets of flipchart connected with sticky tape in a square shape). Bring sufficient sticky notes for the group to have at least ten each. Write this quote in large on a flipchart sheet and place it on the wall.

Roots: Skills, attitudes, connections we are bringing.

Trunk: Guidelines for working together.

Leaves: What we want to have achieved by the end of this event.

Fruit: Long-term outcomes that we want.



The source of a tree's strength is its root system, and everything that comes after. As the tree grows, it is supported and anchored by the roots. Where are our roots and how can we nourish them?

The expectation tree

1. Place this tree on the wall with a large space (one meter) around and below. Share that we can imagine the group as a tree with the vision of the event as the fruit of the tree. Share with the group: for a tree to grow strong and healthy it depends on its roots, and the group represents the roots.
2. Ask participants to write in capital letters on separate sticky notes any attitudes/ experiences/ skills they are bringing to this workshop (no more than three). Ask them to include their name on each sticky note.
3. Ask participants to place these at the roots of the tree.
4. Using different-colored sticky notes, ask participants to write what they want to have achieved by the end of the event/training and place them around the branches of the tree.
5. While participants are placing their sticky notes, ask for one or two volunteers who have completed the task to help you group the sticky notes. Where participants have written similar things you should put them together in groups.
6. Finally, invite participants to give suggestions for helping the group work well together, for example 'respect one another's opinion' and 'turn off mobiles'. Note these suggestions and place them around the trunk.
7. Ask them to place the sticky notes around the leaves, and what they want to achieve in the long term around the fruit.
8. Summarise the outcomes for the group.
9. Share the programme agenda for the workshop.
10. Explain how the expectations given by the participants are linked to the programme agenda and vision.



Baseline targets

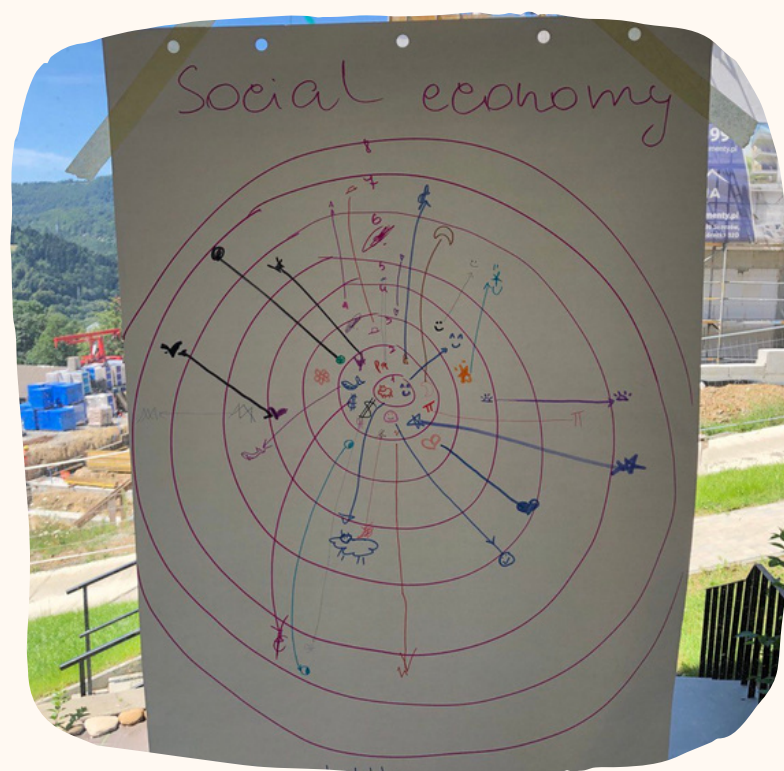
Recommended activity before the training or event (10 min)

Before running the activity:

Participants indicate how much they know about key subjects by placing dots on a target that represents degrees of understanding. The closer to the centre, the greater the knowledge. It allows participants to note their starting point and monitor their progress during the workshop.

During the activity:

1. Ask the group to each take a marker pen and place a dot/any symbol they want on the target. Tell them that placing the dot towards the centre indicates they are already close to achieving this expectation, whereas placing the dot towards the outside indicates they still have a long way to go.
2. Keep these targets throughout the workshop. On the last day of the workshop return to these targets and ask participants to mark a dot again using a different-coloured marker. This will tell you how successful the workshop has been in fulfilling participants' expectations



Portugees team

The goals of the activities are:

- To learn about social economy and social values.
- To develop the skill of critical thinking.
- To develop the ability to express ideas.
- To develop civic responsibility and awareness of social issues.

Materials: Paper, scissors, pens, tape.



Portugees team

Activity 1. "Match the cards" (30min)

Before running the activity:

The trainer prepares sets of cards (equal to the amount of the groups) with words and their definitions written separately.

The words are the following:

- a) social economy,
- b) social values;
- c) traditional business;
- d) social inclusion;
- e) sustainable development.

During the activity:

The trainer should make a short introduction about the subject of the activity for 5-7 min. Then split the class into small groups of 4-5 people. And give those 10 mins to find a match with definitions.

After the activity:

The trainer presents the results to everyone and leads a short group discussion about what they discovered to be new for them, if it was difficult for the group to handle the task and if everyone agrees with the chosen definitions.



Portugees team

Activity 2. "Living library"(30-60 min)

Before running the activity:

The trainer introduces the following activity and explains its rules.

During the activity:

The trainer chooses 1-5 people to play the role of "books". Every person has to share a story related to the topics mentioned in Activity 1. Stories should be related to personal experiences. Other participants should ask questions related to the subject. In such a way participants "read" a person ("book"). There is a possibility of combining the activity methodology: participants in the position of books can answer questions from the same subject, or there is one person who answers to all the subjects, etc.

After the activity:

The trainer should make a reflection for both sides (i.e. readers and books): how participants felt, what was discovered to be new for them and what conclusions were made.



Cypriot team

The goals of the activity are:

- To create awareness about the social economy and its components.
- To increase awareness of the 17 goals of sustainable development among young people.

Materials: Paper, scissors, markers, 5 tables, 20 chairs.



Cypriot team

Activity (20 min)"Social Economy tangram"

Before running the activity:

The trainer introduces the concept of social economy and its components. Apart from that, share with the group the 17 Goals of Sustainable Development.

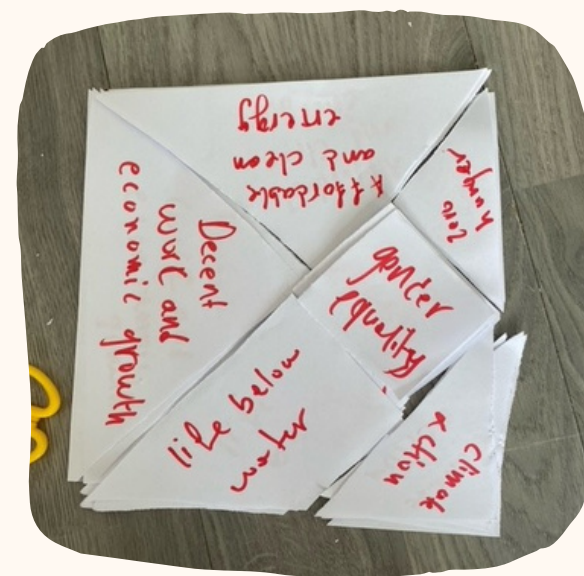
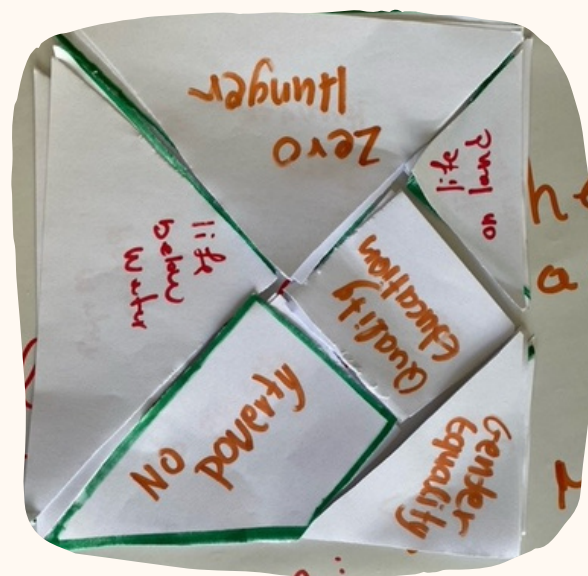
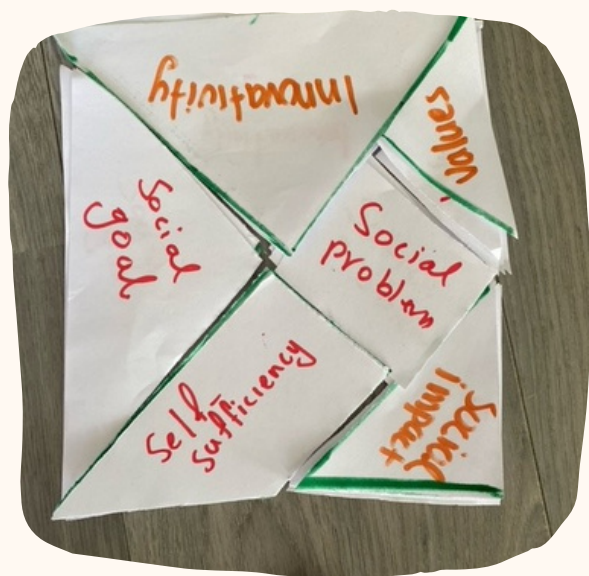
He/she also explains the task of the entire group.

During the activity:

Each participant needs to assemble the tangram with the correct group of words about social economy and its components and the goals of Sustainable development.

The participants are not allowed to talk or to communicate in other ways. Also, they are not allowed to exchange any pieces of paper.

During the game each participant takes some pieces of paper from the center of the table in order to assemble the tangram - if it doesn't match, he/she needs to return it back to the center of the table.



Cypriot team

The purpose is to be the first to assemble the 3 tangrams within the group as soon as possible. The invigilator is responsible to inform all the teams loudly who has completed the task first.

After the activity:

The trainer runs a debrief with the group.

Ask them:

1. What was the hardest thing while doing the activity?
2. What have they learned while completing their task?
3. What they would do differently next time if they were to do the activity once again.



North Macedonian team

Activity "World cafe" (30-60 min)

The goals of the activities are:

- To enable an exchange of ideas and opinions (between students, professors, and companies that are involved in the field of power engineering which would contribute to the efforts of solving the complex problems concerning energy efficiency and sustainable development),
- To raise awareness of the need for energy efficiency, renewable energy sources, and sustainable development measures (*mainly targeting engineering students as future problem solvers of numerous challenges which are faced by modern society*)

Materials: Paper, scissors, markers, flip-charts, interactive TV

Before running the activity:

The trainer prepares flip-charts for the participants where there is space on them for the definition of what a social economy and social enterprise are but also some space for them to brainstorm while they are trying to come up with it.

During the activity:

A trainer organizes a World café where the concept of social economy and a social enterprise will be introduced to the participants, and a discussion over whether the organization is a social economy organization or not will be discussed.

Students can work on modern topics such as automation or smart grids which consist of integration and regular utilization of electric vehicles leading to an increase in the sustainability and reliability of power supply.

Students and participants can also explore energy-efficient materials and zero-energy buildings.



Romanian team

The goals of the activity:

- to increase the participants' creativity,
- to develop the skill of critical thinking,
- to help develop the skill of expressing ideas



Materials: a sheet of paper, pencils

Activity: 'The Quinted'

Before the activity: prepare the example of the task for better understanding as well as some inspirational music. Try to come up with the subject and different words.

During the activity

The participants have a task of writing 5 verses:

1. Keyword -The first verse contains a single keyword, usually a noun (the subject of the poem) that will be explained in the following verses.
2. The second verse consists of two words, usually adjectives that describe the subject of the poem.
3. The third verse consists of three words, usually gerund verbs that express actions.
4. The fourth verse consists of four words that express the author's feelings towards the subject (like a sentence).
5. The fifth verse consists of a word, which expresses the essence of the subject.

After the activity: ask participants about the difficulties of the task and what have they learned. MAke an analysis of what participants did not know about the subject (for example about social economy). Lead a discussion to answer on the appeared questions.

Lithuanian team

Activity Workshop “Your idea” (60 min)

The goal of the activity:

- To raise awareness of social problems in communities,
- To motivate young people to create social enterprises and bring social value.

Materials: paper, markers, flip-chart

Before the activity:

The trainer divides the participants into 3 groups.
He/she explains the purpose of the following activity.

During the activity:

Each participant in every group writes down all the social problems they can come up with and agree on together on one social problem that they think is the most relevant in their communities.

Each group presents their chosen problems, the trainer writes all of the proposed problems on a flip-chart. Each participant, using any symbol they like, marks a problem that they would like to solve.

Participants divide into groups depending on what problem they chose (groups should be no bigger than 6 people, if more people choose the same problem – they get divided into two or more groups).



Lithuanian team

The trainer presents to them the tasks that they need to complete during their work:

1. Discuss - What social enterprise idea would help to solve the chosen problem?
2. How would it help? Describe how your enterprise would work and what impact it would have.
3. Use the "Six thinking hats" method to analyze a social enterprise idea.

After the activity:

- Discuss - What social enterprise idea would help to solve the chosen problem?
- How would it help? Describe how your enterprise would work and what impact it would have.
- Use the "Six thinking hats" method to analyze a social enterprise idea.
- Groups present their ideas.



Italian team

Activity "In your shoes" (total 40 min)

The goals of the activity:

- to invite people to reflect on social problems,
- to put others beside personal issues and try to understand others,
- to integrate people into society,
- to understand others' needs,
- to reflect on the reason we need a social economy,
- to exercise decision-making.

Materials: markers, papers, people, timer

Before the activity: The activity was created in order to promote social economy in different types of institutions and meeting places. Proposed by the group problems that afflict society are written on big sheets. For each problem, the names of the stakeholders who are involved in the previously written problems are written on small sheets.

There are participants, there are chosen problems (putting down a social building in order to build a supermarket, public houses, a new free car zone in the city, ILVA - Italian stealing industry issue).

There will be participants for other problems. The sheets are placed inside sealed envelopes.



Italian team

During the activity: Participants are seated in a circle, the trainer presents the name of the game: *'in your shoes'*. The first sealed envelope is opened and 6/7 small sheets with the name of the stakeholders (*specific stakeholders should be written*) are randomly distributed to 6/7 participants. The problem is then presented through a short introductory history of the social problem. Depending on the character, the participants, without showing the card to the other participants, will have to identify the character through a one-minute speech. After each speech, the other participants will have to guess which character he/she portrayed. In the end, every group's problem will be brought together, and they will try to find a solution by using some kind of a social economy example. Put some videos at the end about social economy and make the stakeholders sign a contract about their agreement.

After the activity: Make a short debrief with participants about discovered practical insights. Ask each role player about their impressions during the performance and participants if it was easy to take a guess.



Polish team

Activity 1. "Global snap" (30 min)

The goals of the activity:

- to increase the level of knowledge about the social economy in one's local community,
- to foster the growth of one's qualities like empathy, solidarity, and entrepreneurial mindset,
- to integrate families and the local community,
- to promote the city's social enterprises.
- Understand the concept of community and the connections between local and global.
- Ability to identify key stakeholders in the community – systems and skills in systems thinking.

Materials: Paper or sticky notes and pens.

Before the activity: A simple and fun activity, which uses a team competition to make links between local and global issues. The most important to make sure the participants understand the rules and the conditions of the game.



Polish team

During the activity:

1. Explain to the group that they are going to take part in a competition between two teams, but do not explain the purpose of the activity.
2. Split the group into two teams and, without explaining why or letting one team hear the other's instructions, ask one team to write as many local issues as they can, and the other team to write as many global issues as they can. Ask them to write one issue on each note or piece of paper. Give them three or four minutes, but check that they have at least 20 issues in a pile before you stop them.
3. Ask each team to give themselves a name, and then write the two team names on the top of a piece of flipchart paper with a line down the middle to divide them. This is to record the scores.
4. Ask the teams to line up sat opposite each other and explain the aims and the rules.
5. This game – global snap – is about making local/global connections. One team has a list of local issues and the other has a list of global issues. The pile of issues you have written will start at one end of the line with a member of each team facing each other.
6. A person from one team will read out the top issue from their pile and someone from the other team will read out the top issue from their pile. If anyone can think of a connection between the two issues they shout 'Snap'. The person who says '(or shouts!) 'snap' first will be asked to share what they think the connection is. If the connection is convincing then award the team one point. If the connection cannot be made, or if it is not convincing, then give the opposing team the opportunity to explain a connection and to win a point.
7. If no one says 'Snap', or when a point has been awarded, then the piles pass to the next person in line on each team and the process is repeated.



Polish team

- 1.8. Choose how many points you will play up to.
- 2.9. Example round: Team A (local): 'price of maize' Team B (global): 'climate change'
Participant: 'Snap! Climate change is affecting farming conditions through extreme weather, and how much land is available for farming. This is influencing the price of maize'
- 3.10. Rules: The teams should take it in turns to say their issue first. The person reading out the issues cannot say 'Snap'. The pile must be upside down and no other team member should see what is about to be read out. If you say 'Snap' you must answer immediately.
- 4.11. It can get loud and can be difficult to tell who shouts 'Snap' first, so it is helpful to have a co-facilitator or volunteer to help judge. Make sure that the competition does not become more important than the learning.

After the activity:

- What have we learned about local/global connections?
- What is happening at a global level that affects our lives locally?
- What happens at a local level that has global effects?

This activity can also be used to start discussions about power relationships and what influences our lives, and about what wider issues we need to consider for community action.



Polish team

Activity 2 "Open market place"

Materials: stand, permission from the city's council for the organization of the event, 2 TVs , tablets (for the contestants if they don't have their own mobile devices), magnetic board (for ranking), snacks and water, promotional materials of the local social enterprises, awards for the winners of the contest (up to the organizers/promote the enterprises)

Before the activity: organize the group/social entity and set up a stand somewhere in their city/town/village. *(it's recommended to have some volunteers that would also invite people to approach the stand in the first place)*. Collaborate with the local social enterprises which would provide videos (30s each) and materials for the organization of a contest (kahoot!) where the community can test their knowledge about the social economy (slides explaining the answers can be added) and learn something new about businesses that try to solve social problems there.

During the activity:

Fill the performance time with many games and activities for youth, teenagers or families. Those who do not want to participate in the game, can take any promotional materials provided by the local social enterprises, watch some videos promoting them or get a snack and ask any questions to those overlooking the stand, which helps with the integration of the entire community

After the activity: the activity can be adjusted to be used in the school environment, i.a. by organizing the contest in classrooms and using the resources provided by the school's faculties. Try to gather the contacts of the participants and their interest or questions about social economy, to be able to organize more activities for the community.



Polish team

Activity 3. "Problem tree/objectives" (60-90 min)

The goals of the activity:

- Skills in project planning and management – problem identification and analysis
- Skills in project planning and management – identify objectives.
- To learn how to define a real problem
- How to set an achievable goal.

Materials: Image of problem tree, sticky notes, flipchart.

Before the activity: Participants reflect on the problems they will tackle through social action. Identifying and mapping the causes of the problem before finally reimagining the causes as objectives for social action.

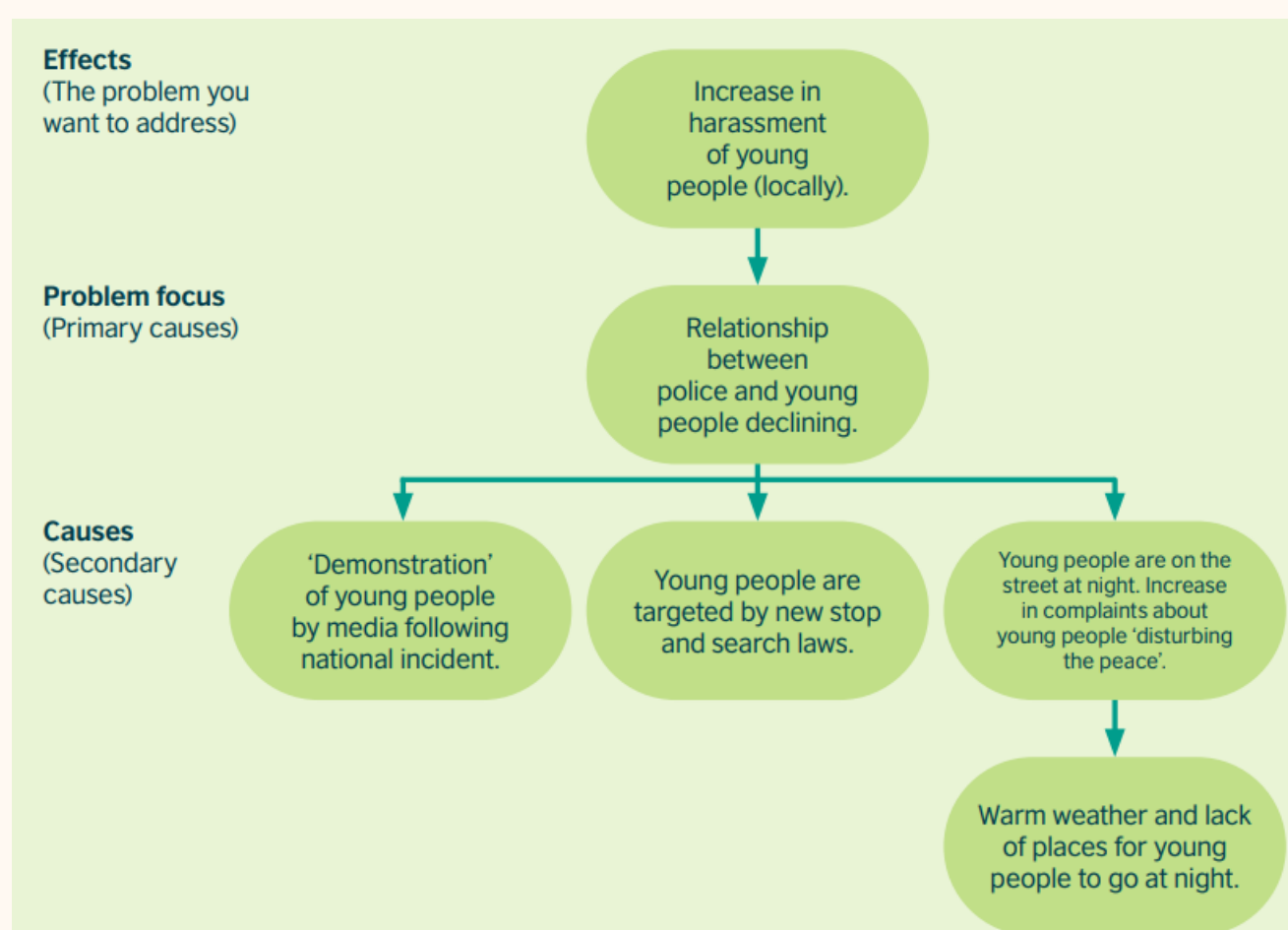
During the activity:

- Share with the group: we're now going to reflect on the problems we've identified. Show an image of a problem tree. (5 minutes)
- Share with the group: problem trees are a simple way of showing the causes and effects that create a specific problem. Writing a problem tree breaks the problem down into manageable chunks. It helps you to identify possible areas for social action.
- Problem trees often suggest that there are linear cause and effect relationships leading to the problem, whereas in most cases the reality is more complex.
- Share with the group: The first step is to agree the broad problem or issue to be analysed. Ask each social action group to agree a broad definition of the problem. (10 minutes)



Polish team

- Ask each group to write the problem they have identified in the centre of the flipchart. Each group should discuss and identify the causes of the problem on separate pieces of card or sticky notes and place them around or beneath the problem. Share with the group that as ideas of causes emerge they can be rewritten and rearranged. Share with the group that this will require dialogue and teamwork skills, especially because the reality is more complex – there is no right answer. (30 minutes)
- Remind the group to consider how the problem they want to address might be experienced differently by women and men, girls and boys, and other social groups within the community.
- Place the problem trees in the centre of the room. Invite participants to gallery walk around each of the problem trees. (10 minutes)
- Invite each social action group to give a short presentation of their problem tree and invite feedback from the group on whether they feel this is an accurate representation and areas they might change. The social action group should note these comments – consultation is important for effective social action planning whether or not we agree with all comments. (25 minutes)



Polish team

After the activity:

- Share with the group: problem trees can be turned into objective trees. These will give us potential objectives for our social action. To do this we take the problem and causes and rewrite them as positive statements: 'increase in police harassment becomes decrease in police harassment', 'high levels and tolerance of sexual harassment' becomes 'reduced levels and tolerance of sexual harassment.' The problem we wrote at the centre of our flipchart will be rewritten as our 'overall objective' – this will be included on our social action plan.
- Ask the groups to identify the 'specific objective' they would like to focus on. This is where they choose one of the causes that they think they can really have an impact on and rewrite it as an objective – see above.
- Ask the groups: Who does this specific objective aim to benefit? In the preceding example it's young people. This is the 'target group' of our social action.
- Note that they can choose to change their overall or specific objective later. Share with the group: having a clear achievable objective is key for successful social action.



Maltese team

Activity (45 min) "Social Economy in your life"

The goal of the activity:

- to show the importance of social economy methods

Materials: papers, video, activity cards for each group

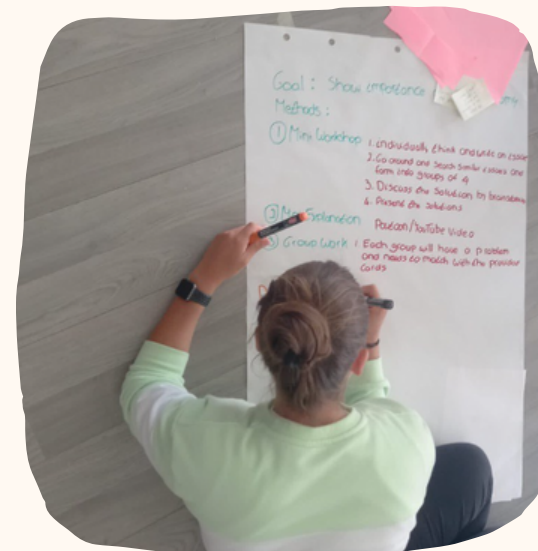
Before the activity: Prepare some short and clear videos about social economy and make a short presentation with basic social economy overview.

During the activity:

Each group will have a specific problem, and they will need to match it with the provided cards. Afterward, each group will present the result and receive feedback from others. There are few options how to play out the activity:

- individuals think and write about an issue,
- they go around and search for similar issues and form into groups of 4,
- they discuss the solution by brainstorming,
- they present the solutions to the entire group

After the activity: make a short debrief about what participants have learned during the activity and sum up by a discussion about main definitions and parts of social economy.



Greek team

Activity (30 min): Card Game

The goal of the activity:

- to increase the level of understanding of social economy values,
- to increase the level of understanding of social entrepreneurship

Materials: cards, paper, pen

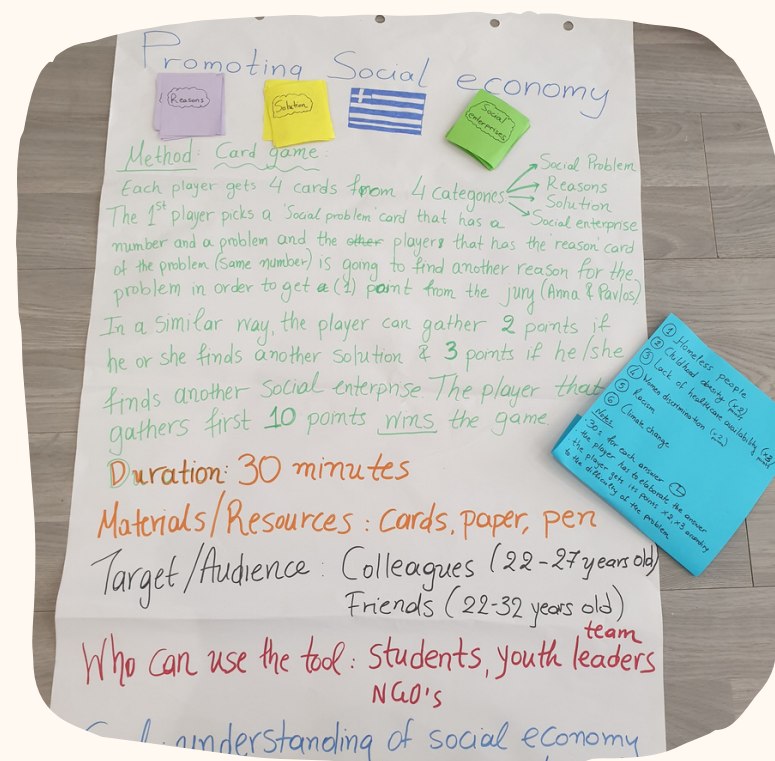
Before the activity: ask shortly participants what do they know about social economy and its values, how they define it and explain that we are going to consider it deeper. Make small groups. Each player gets 4 cards from 4 categories:

1. Social problem,
2. Reasons,
3. Solution,
4. Social enterprise.

During the activity: The first player picks a “Social problem” card that has a number and a problem, and the player that has the reason card of the problem (same number) is going to find another reason for the problem in order to get 1 point from the jury. In a similar way, the player can gather 2 points if he or she finds another solution, and 3 points if he or she finds another social enterprise. The player that gathers the first 10 points wins the game.

Examples of the problems:

1. Homeless people
2. Child obesity (x2)
3. Lack of healthcare availability (x3)
4. Discrimination of women (x2)
5. Racism
6. Climate change



Greek team

Notes:

- 30 seconds for each answer,
- each player has to elaborate on their answer
- every player gets points multiplied by x2, x3 times accordingly to the difficulty of their problem

After the activity: make an open discussion about what participants discovered new and what were the difficulties. Ask if they had different opinions and how they came to the common understanding, if it was possible. Prepare a basic overview of the main social enterprise components.



Bulgarian team

Activity: Card game "Create"

The goal of the activity:

- to motivate young people to take part in cultural activities,
- to stimulate cultural activities in school and society

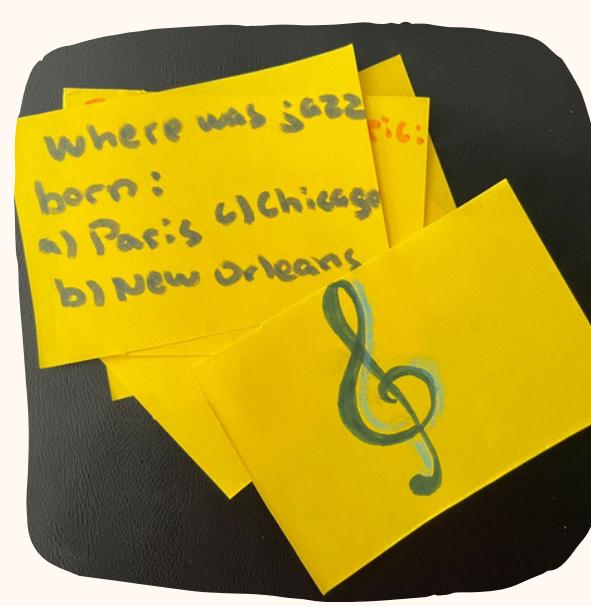
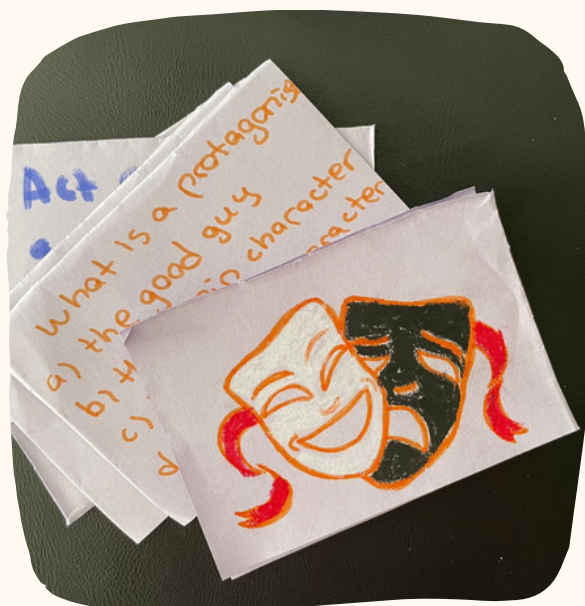
Materials: flyers, thick paper (*different colors for different categories*), posters

Before the activity: The task is to promote cultural activities to/ of youngsters by means of selling tickets for different types of performances. So before the actual game, there should be time and place chosen.

During the activity: Prepare booths with challenges and questions according to categories from the pictures below. Participants are choosing cards with *different categories*, if you answer correctly -you win a ticket for a performance, or you lose and fulfill the challenge, . The questions would be provided accordingly to one's group age. Aside from them being about different cultural fields, they would include questions about the social economy conneted with art.

For example:

A question about an artist that's created a social enterprise. We would also explain on the side if anyone wants to know more about what we do, about social economy, and our mission.



Serbian team

Activity "Discovering Social Economy together" (90 min)

The goal of the activity:

- to spread knowledge on Social Economy,
- to provide youth workers with this knowledge so that they can implement activities promoting Social Economy in their own organizations

Materials: laptop, projector, flip-chart (board), markers, papers, papers in color, pencils

Before the activity: The facilitator uses a presentation as a tool to show the characteristics of the social economy and offers the tools that the participants can use to support their organizations.

During the activity: After the presentation, the trainer divides the participants into groups of 4 and have 20 minutes to brainstorm and create a company based on social economy values.

After the activity: Afterwards they present the results to the other participants, by outlining the main points about the organization's primary goal, the field of operation, values, and so on.

In the end, participants get feedback from each other.



Hungarian team

Activity "My contribution to society"

The goal of the activity:

- To promote knowledge of the social economy and its aspects.
- To enhance the ability to think critically and inspire young people to start social businesses and contribute to society.
- To increase understanding of anti-bullying and its effects on the victim's life and others around him.

Materials: Paper, scissors, markers, flip-charts, animation, play role

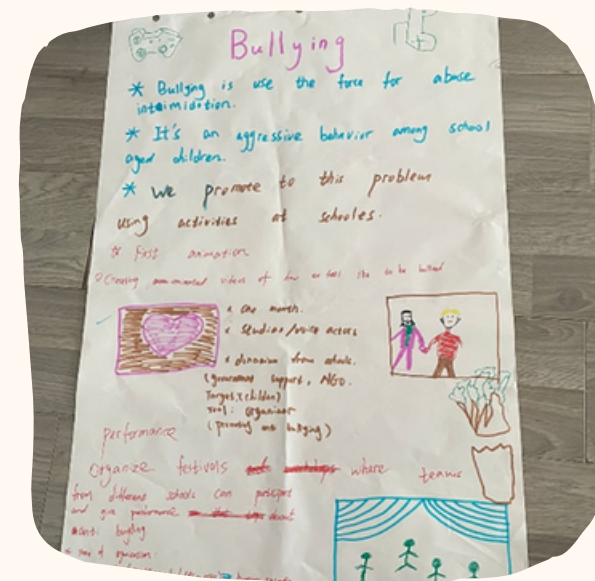
Before the activity: The instructor defines social economy and explains its fundamentals. after that, splits the participants into 3-4 groups, talk about the problem that we would like to fix and give every group a specific task to do.

During the activity: During the activity, every group will select a team leader who is going to represent the group and everyone has 15 min to think about every task and give all ideas possible regarding that, the tasks are divided to 4 categories:

- Social enterprise,
- Definitions,
- Reasons,
- Solutions,

The team leader stay in the same task and his role is to interduce the ideas of the pervious group to the new group and ask if they can add any more point or they have examples of their experience and the activity goes on tell every group has done all the tasks.

After the activity: After that, they summarize the key elements regarding the tasks and main objective, have a direct conversation about the challenges and anything new the participants learned, Conduct a study of the social economy knowledge gaps among the participants. Participants eventually exchange feedback with one another.





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TOOLKIT CREATED BY:

Petya Yancheva
 Kalina Yankova
 Adriyana Ivanova
 Andreja Adasiuniene
 Inga Čiamaitė
 Andra Manuela
 Cristea Daniel
 Hîncu Cynthia Mizzi
 Alice Sacco
 Sharon Sacco
 Elena Panayiotou
 Lysandros Papadopoulos
 Anna Sotiriadou
 Pavlos Stavrakakis
 Nicolas Serio
 Piera Raineri
 Emilija Naumoska
 Stoyana Meaghan
 Milosevska Elena
 Kuzman Željka
 Jojić Maria
 Frazão João
 Marcin Żukowski
 Weronika Pawłowska
 Martyna Książek
 Oksana-Ksenia Radzikhovska
 Anna Skowera
 Zoheb Rahman
 Maidena Mierkamili
 Hamza Baraoui



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Dezvoltare
Association



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