



Rutgers School of Management
Rutgers University



STIMMOLI
for social change

ofensiva
tinerilor



Entrepreneurship



ACTIVE YOUTH HUB
P R O J E C T



Co-funded by the
European Union

About the game

The Entrepreneurship module is designed to be used by youth workers, educators, teachers, and facilitators in order for the disadvantaged youth they are working with to acquire or enhance entrepreneurship skills that can help boost their employability.

The module is to be used following the instructions included.



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There are 5 Missions in this deck, each containing instructions for the facilitator and for the group that is going through the missions. You can easily identify which card is for whom: the card for facilitator has the title “Instructions - M1/M2/M3/M4/M5”. M stands for Mission. Moreover, for each Mission, the facilitator has some annexes that will help them guide the process of learning.

For each Mission, we prepared 5 identical cards with the text of the Mission that the groups can use. This is so that the facilitator can distribute a card to each team.

Each facilitator’s card contains information about the purpose of the Mission, the materials needed and the debriefing questions. To be noted: the debriefing questions are guidelines on where the discussion should go. The facilitator is free to play around with the questions, but it is important not to lose focus on the objective of each Mission!

Instructions



Instructions - M1

Purpose

To familiarise participants with the idea that making mistakes is part of the process and that progress is not always linear. We can always learn from our experiences.

Materials needed

- phone/laptop with access to internet
- stage area (if possible)
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 2 - 4 groups are formed. All groups will receive Mission 1 Card that must be completed in the next 30 minutes.

Debriefing questions

- What was it like to think about this famous person? Hard, easy? Why?
- Where did your ideas about the skills and similarities come from?
- Were you inspired by the learning outcome of the famous person?
- What do you think would be the most efficient form of getting over a failure?
- What do you think would be the most important thought you should remember when you go through less productive/repetitive moments?
- What did you learn from this experience?

Mission 1

Brilliant fun failure

Annexes for the youth worker/facilitator - Mission 1

Please use the annexed material in order to spark discussions and explain to the participants notions connected to Adaptability – Continuous Learning.

Please keep in mind the annexed materials on how the personal and professional development work, having an influence on skills that contribute to entrepreneurship.

While working with the groups on their presentation speeches, always refer to specific things in order to empathize aspects from the slides.



The Chimp Paradox

HUMAN - Rational Side

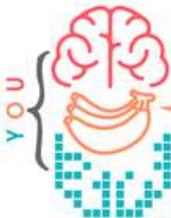
- Logical thinking
- Reasoning
- Fact-based Decision Making
- Communication
- Self-Awareness
- Planning and Organizing
- Empathy
- Morality

CHIMP - Emotional Side

- Emotional Thinking
- Instinctual Responses
- Impulsive Actions
- Protection ans Survival
- Territory and Power
- Social Connection
- Impulsive Actions
- Emotional Memory

COMPUTER - Storage Area

- Emotional Thinking
- Instinctual Responses
- Impulsive Actions
- Protection ans Survival
- Territory and Power
- Social Connection
- Impulsive Actions
- Emotional Memory



Biggest weapon - Attention

Selects the information you are aware of.



Experience the world through its filter.

The Chimp



- Grabs it whenever senses a threat
- Focuses it on immediate needs

The Human



- Has control over it most of the time
- Can override the Chimp with effort
- Can delay immediate rewards in favor of long-term benefits

The Computer



- Directs it towards past experiences
- Guides attention to habits

Mission 1

Brilliant fun failure

Mission 1 - Brilliant fun failure

You're a stand-up comedian going to an open mic. The topic of the night is "famous after epic fail". You have to find information and funny stories on a famous person that succeeded after an epic failure. Once you have it, make a 5 min stand-up comedy number including information on the successful person you choose, their epic failure and what they learned during this process. Whoever has the funniest joke combined with the most useful advice wins the public and the stand-up open mic.

Your number has to include:

- At least 1 failure that the famous person went through
- 1 joke to engage the public
- 1 skill the famous person could have learned from the failure they went through
- What are some similarities between your mindset and theirs?

Mission 1

Brilliant fun failure

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- 1 skill the famous person could have learned from the failure they went through
- What are some similarities between your mindset and theirs?

Instructions - M2

Purpose:

- Learning to efficiently filter information and to sell your products by catching the attention of your interlocutor as quickly as possible.

Materials needed

- post its/paper;
- pencils and markers;
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 2 - 4 groups are formed. All groups will receive Mission 2 Card that must be completed in the next 35 minutes.

After 35 minutes have passed, please invite the explorer groups to present their reports and conduct the debrief.

Debriefing questions:

- What was it like to think about compiling a lot of information in such a short time? Hard, easy? Why?
- Where did your ideas about the skills and impact come from?
- Were you inspired by the pitches of your fellow contestants?
- What do you think would be the most efficient form of sharing an innovative idea?
- What would be a piece of advice you would give to someone creating their elevator pitch?

Mission 2

Just pitch it

Annexes for the youth worker/facilitator - Mission 2

Please use the annexed material in order to spark discussions and explain to the participants notions connected to Storytelling and Value Proposition Articulation.

Storytelling: Crafting a compelling 30-second pitch involves weaving a concise narrative that captures the essence of the idea. This storytelling skill is valuable not only for attracting interest but also for building a memorable and relatable brand.

Clarity and Conciseness: Crafting a compelling pitch supports young entrepreneurs to distill their idea, value proposition, and goals into clear and concise language. This skill is essential for effective communication in various contexts.



Annexes for the youth worker/facilitator - Mission 2

Value Proposition Articulation: The exercise of condensing a business concept or an idea into a short pitch helps entrepreneurs articulate their unique value proposition. It encourages them to focus on the most critical aspects that differentiate their product or service and create a memorable impression.

Time Management: The constraint of a short time frame emphasizes the importance of time management. Entrepreneurs learn to prioritize information and convey the most critical aspects of their business within a limited time, a skill valuable in various business scenarios.



Mission 2

Just pitch it

Mission 2 - Just pitch it

Make an elevator pitch of exactly one minute and record yourself explaining why you would be the best contestant for the “Ms/Mr Universe” contest 2024.
You have 5 minutes to prepare your speech.

What your pitch needs to contain:

- Who you are
- Why you chose those specific skill to describe
- What you'll bring to the contest that other contestants lack (your added value)
- The impact you will have on the community once you win

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- The impact you will have on the community once you win

Instructions - M3

Purpose

- To learn how to assess the value of an object depending on the context and the affiliated characteristics it has. After that, learn how to negotiate and increase the value of the object/idea by adding to it and adapting it to your needs.

Materials needed

- an orange
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 2 - 4 groups are formed. All groups will receive Mission 3 Card that must be completed in the next 20-30 minutes.

Debriefing questions:

- What was it like to talk to strangers and do the exchanges? Hard, easy? Why?
- How did you assess the value of the objects? Did that value change? How? When?
- What do you think would be the most efficient form of negotiation?
- What would be a piece of advice you would give to someone who would like to increase the value of an object/idea?
- What would you like to take out of this experience?

Mission 3

**Value assesement - The orange
challenge**

Annexes for the youth worker/facilitator - Mission 3

Please use the annexed material in order to spark discussions and explain to the participants notions connected to Value Assessment - Negotiation skills.

Critical thinking is the process of actively and objectively analyzing information, concepts, situations, or problems in order to form well-reasoned judgments and make sound decisions. It involves the ability to question assumptions, evaluate evidence, consider alternative perspectives, and arrive at logical conclusions. Critical thinkers are adept at synthesizing information and applying higher-order cognitive skills to solve complex problems.

Action planning encourages participants to think about how they can align their daily actions with their values. This could involve setting personal goals or making small changes in their lives to be more in line with their identified values.

Annexes for the youth worker/facilitator - Mission 3

Decision-making is the process of choosing between alternatives or courses of action. It involves assessing information, considering potential outcomes, and making a choice based on rational and intentional thought. Effective decision-making encompasses the ability to weigh pros and cons, evaluate risks, and align choices with one's goals, values, and priorities.

Cultural influences refer to the impact of societal norms, traditions, beliefs, and values on individuals and communities. Culture shapes perspectives, behaviors, and the way people interpret the world around them. Cultural influences can include factors such as language, customs, rituals, and shared histories that contribute to a shared identity within a group.

Mission 3

**Value assesment - The orange
challenge**

Mission 3 - Value assesment - The orange challenge

Take an orange and try to exchange it for something more valuable. Repeat the process until you reach the most valuable thing that you can get.

This mission can take anywhere from 5 minutes to 30 minutes, depending on how many exchanges you would like to do and of your location at the beginning of the exchange.

What you need to take into account:

- The value of the orange
- Your selling speech
- Negotiation skills



Mission 3

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Mission 3

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Mission 3

**Value assessment - The orange
challenge**

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Mission 3

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- Your selling speech
- Negotiation skills



Instructions - M4

Purpose

- To learn how to be uncomfortable for short periods of time and how to use that feeling in order to connect with the people around you and to empathise with them.

Materials needed

- a chronometer;
- annex info for the teacher/trainer/ facilitator.

Use the slides in the annex to initiate a discussion with participants about empathy and the importance of understanding non verbal language.

Debriefing questions:

- What was it like to look into somebody's eyes for that long? What thoughts were coming up?
- What were the main feelings during those moments? Did they change from person to person?
- Were there times when one/both of you looked away and you had to start again? If yes, what were the thoughts/feelings related to it?
- How many people joined your rebellion in the end? How did you figure out that they were on your side?
- What would you like to take out of this experience?

Mission 4

**Understanding -
Eyes - eyes baby**

Annexes for the teacher/ trainer/ facilitator - Mission 4

What is Non violent communication?

Marshall B. Rosenberg created a communication technique known as non violent communication (NVC). NVC views feelings as bodily experiences or sensations that result from our observations and interpretations of events, as opposed to thoughts or interpretations. NVC holds that all people have basic needs, and that our emotions are signs of whether or not these needs are being satisfied. Joy, for instance, could be a sign that our need for celebration or connection is being satisfied.

We may change from being reactive to being related by connecting with our needs, and we can use every emotion as a chance to build relationships with both ourselves and other people.

Annexes for the teacher/ trainer/ facilitator - Mission 4

Role of NVC in Entrepreneurship

Effective Communication with Stakeholders: Entrepreneurs need to communicate with a variety of stakeholders, including team members, investors, customers, and partners. NVC can help entrepreneurs express their needs and listen to the needs of others, fostering better understanding and collaboration.

Conflict Resolution: In the dynamic and diverse environment of entrepreneurship, conflicts are inevitable. NVC provides tools for resolving conflicts without resorting to aggression or manipulation. Entrepreneurs can use NVC to express their feelings and needs, understand the perspectives of others, and find mutually beneficial solutions.



Annexes for the teacher/ trainer/ facilitator - Mission 4

Building Stronger Teams: Successful entrepreneurship often involves working with diverse teams. NVC can contribute to creating a positive and supportive team culture by promoting open and honest communication. Team members can share their concerns and aspirations, leading to stronger bonds and increased team cohesion.

Adaptability and Resilience: Entrepreneurship is filled with uncertainties and setbacks. NVC encourages individuals to express their feelings in a constructive manner and find positive ways to address challenges. This emotional intelligence is vital for maintaining resilience and adaptability in the face of adversity.

Leadership Development: Entrepreneurs often take on leadership roles. NVC can assist in the development of empathetic and authentic leadership styles. By understanding the needs and concerns of team members, entrepreneurs can lead with compassion and create a positive work environment.

Mission 4

**Understanding -
Eyes - eyes baby**

Mission 4 - Understanding - Eyes eyes baby

It's 2098, the AI technologies are controlling most of the people and places you know. You're part of the rebellion that is preparing for a long time to fight the AI power and overturn it. To achieve your purpose without being caught, you need to find people that can join your cause but you can't use technology if you want your plan to be kept a secret. Through your preparation period you figured out that AI controlled people can not look into your eyes for longer than 54 seconds without starting to talk and to analyse you from head to toe. For that, the most effective method you found in telling you if people's intentions are genuine is long-lasting eye contact. You have to find at least 4 people that can join your cause and you'll be doing that by going up to them and making eye contact for at least 60 seconds with each of them. Through that eye contact you have to figure out how many of those people are willing to risk their safety and join your rebellion.

What you should take into account:

- Pay attention to your breath and body language
- Try to empty your mind and to really focus on the person in front of you
- If you or the other person looked away, the chronometer starts again

Mission 4

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Eyes - eyes baby**

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Instructions - M5

Purpose

- To learn how to identify the needs of a specific target group.

Materials needed

- paper sheets;
- pencils and markers;
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 3 - 4 groups are formed. All groups will receive Mission 5 Card that must be completed in the next 35 minutes. After 35 minutes have passed, please invite the groups back and conduct the debrief.

Debriefing questions:

- How did you identify and prioritise the needs of the people on the island?
- Did you make any decisions regarding the island and your people's needs? If yes, which one and how did you reach it?
- What was your main strategy in creating your plan for the decision making?
- Did the people agree with/follow your plan? If not, what was the reason for their rebellion?

After the debriefing, the attached annexes will be used.

Mission 5

No-man's Island

Annexes for the youth worker/facilitator - Mission 5

No man's land is an unoccupied area between two opposing positions.

The aim of the mission is to see how value based decisions shift when there is no frame of European Union or any type of systemic organization.

Thus, among the aspects that might be questioned by participants are:

- Who is in charge in a no-man's land and why?
- Is there any type or organizational structure? What type?
- How are decisions made and by who?
- How are citizens treated? Is there freedom, security, justice without borders?
- Where are different products coming from and how?
- How is the quality of the environment? Is there an open market?
- What do inclusion and sustainability look like?

Annexes for the youth worker/facilitator - Mission 5

The European Union is founded on the following values:

Human dignity

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

Democracy

The functioning of the EU is founded on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate and to vote in their country of residence, or in their country of origin.

Equality

Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957.

Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments have to be respected by all.

Human rights

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and the right to get access to justice.



Mission 5

No-man's Island

Mission 5 - No man's land

After an unsuccessful cruise you and all of the passengers on the ship end up on a deserted island. You don't know where you are and everyone seems to be waiting for someone else to take the first step and make decisions for the wellbeing of the team. You have been chosen by the people to be the decision-maker and your mission is to create a plan for survival until the rescue teams will find you. Take turns into making decisions.

What you should take into account:

- What could be the main needs of the people? How will you find them out?
- How can you address those needs?
- How can you make sure that your plan will be successful?
- What else do you need to consider?

Mission 5

No-man's Island

Mission 5 - No man's land

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Mission 5

No-man's Island

Mission 5 - No man's land

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Mission 5

No-man's Island

Mission 5 - No man's land

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Mission 5 - No man's land

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- What could be the main needs of the people? How will you find them out?
- How can you address those needs?
- How can you make sure that your plan will be successful?
- What else do you need to consider?

CREDITS

This game was designed by the following organizations:



Ofensiva Tinerilor, Romania



Rotterdam School of Management
Erasmus University

**Erasmus Universiteit
Rotterdam**



Stimmuli for Social Change



Youthfully Yours GR



**International Debate
Education Association**



**Asociația Copiii în Sănătatea
Familiei**



The game is part of the *Active Youth Hub* project, co-founded by the Erasmus+ programme of the European Union.



Co-funded by the
European Union