



**Knowledge is POWER:**

**Providing learning and empowering opportunities for young adults  
with special educational needs (SEN)**

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**MODULE No 4 (IN ENGLISH)**

**YOUTH ENTREPRENEURSHIP: THE HOW-TO:  
IDENTIFYING AND SEIZING OPPORTUNITIES (ENOROS)**

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# MODULE 4: YOUTH ENTREPRENEURSHIP: THE HOW-TO: IDENTIFYING AND SEIZING OPPORTUNITIES

## Module 4: Learning Needs

The module addresses critical learning needs for young entrepreneurs, focusing on three core areas: **sustainability**, **innovation**, and **digital skills**. Through engaging storytelling and practical examples, learners explore sustainable entrepreneurship by aligning business ideas with social and environmental goals, such as the UN's Sustainable Development Goals (SDGs), addressing the need to build businesses with a positive societal impact. The module further develops creative problem-solving skills by teaching innovative thinking, helping participants identify unique opportunities and solutions to overcome challenges in entrepreneurship. Lastly, the module equips learners with essential digital competencies, such as utilizing social media, e-commerce, and digital marketing strategies, addressing the growing need to leverage technology for business growth. By integrating practical tools, case studies, and interactive methodologies, the module holistically prepares young adults for successful, sustainable, and innovative entrepreneurial ventures.

## Module 4: Desired Learning Outcomes

The desired learning outcomes for this module focus on equipping young entrepreneurs with the skills, knowledge, and mindset needed to create and grow sustainable, innovative, and digitally-enabled businesses. Participants will learn to identify and address social and environmental challenges through entrepreneurship, aligning their efforts with global priorities such as the UN's Sustainable Development Goals (SDGs). They will develop critical innovative thinking and problem-solving abilities to tackle business challenges creatively and seize unique opportunities. Additionally, participants will gain practical knowledge of digital tools, including social media, e-commerce, and digital marketing strategies, enabling them to expand their business reach and optimize growth. The module also fosters an understanding of branding, communication, and customer engagement to build strong, purpose-driven businesses. Overall, learners will emerge empowered to create impactful, forward-thinking, and sustainable entrepreneurial ventures.

## Module 4: General Theoretical Background

The theoretical background of this module is grounded in three key pillars: sustainable entrepreneurship, innovative thinking, and digital transformation in business. These pillars draw on established frameworks, such as the UN's Sustainable Development Goals (SDGs) and the European Green Deal, emphasizing the role of entrepreneurship in addressing global social and environmental challenges. Sustainable entrepreneurship theories explore how businesses can balance profitability

with social and ecological responsibility, guiding learners to create ventures that align with these principles and contribute to long-term community and environmental well-being.

The module also builds on innovation theories, particularly those focusing on creative problem-solving and the ability to identify and leverage unique opportunities in competitive markets. Drawing from methodologies such as design thinking, innovation hubs, and living labs, the content encourages learners to adopt new perspectives and experiment with practical, collaborative solutions to overcome entrepreneurial challenges.

Additionally, the module integrates principles from digital business transformation and e-commerce, highlighting the critical role of digital tools in modern entrepreneurship. Topics such as digital marketing, social media engagement, branding, and e-commerce strategies are rooted in contemporary business practices and theories of digital connectivity and consumer behaviour. This background prepares learners to navigate the rapidly changing digital economy and leverage technology for business growth.

The teaching methods should also be highly individualized. Recognizing that each student has different strengths, preferences, and learning goals, individualized instruction is crucial. By tailoring teaching methods to suit each needs, educators can address specific learning challenges and provide personalized support that maximizes student engagement. For example, a SEN student who excels in creative thinking may benefit from entrepreneurial projects that encourage innovation, while another student with strong organizational skills may focus on the operational aspects of business. This allows educators to leverage each student's abilities, fostering a sense of accomplishment and self-confidence.

Small group learning environments can complement individualized instruction by promoting peer interaction and collaboration. Group activities not only help develop social skills but also encourage mutual support. For SEN youth, peer learning can be a powerful tool in promoting both academic success and social-emotional development. Through group discussions, projects, and collaborative problem-solving, students learn to work together, fostering a sense of belonging and improving their communication skills.

## Module 4: References

Dv, Visal. (2025). YOUTH ENTREPRENEURSHIP: ENCOURAGING INNOVATION AND LEADERSHIP AMONG YOUNG PEOPLE.

[https://www.researchgate.net/publication/389782555\\_YOUTH\\_ENTREPRENEURSHIP\\_ENCOURAGING\\_INNOVATION\\_AND\\_LEADERSHIP\\_AMONG\\_YOUNG\\_PEOPLE](https://www.researchgate.net/publication/389782555_YOUTH_ENTREPRENEURSHIP_ENCOURAGING_INNOVATION_AND_LEADERSHIP_AMONG_YOUNG_PEOPLE)

Directorate-General for Communication (European Commission). (2020). Green deal. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/ed23f3b1-8375-11ea-bf12-01aa75ed71a1/language-en>

Directorate-General for Communication (European Commission). (2024). Green deal. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/dd173b84-ca22-11ee-95d9-01aa75ed71a1/language-en>

# Unit 4.1: Sustainable Entrepreneurship: Creating businesses addressing social and environmental issues, and contributing to sustainable development goals

## Learning Needs of Unit 4.1

Issues such as environmental degradation, the wealth gap, and unequal access to opportunities and resources are increasing, thus increasing the need for sustainable entrepreneurship, defined as sustainable business practices (Rosário, 2022). The unit will introduce learners to the importance of creating businesses that contribute positively to society and the environment while aligning with global frameworks like the UN's Sustainable Development Goals (SDGs) and the European Green Deal. The unit meets the need for accessible education on sustainable practices, helping learners understand how to identify societal and environmental challenges and develop business ideas that address these issues.

To support neurodivergent learners, the unit employs structured, step-by-step approaches, incorporating visual aids such as SDG tables and interactive tools like games and practical activities. These methods cater to diverse learning styles, ensuring learners can effectively grasp complex concepts like responsible consumption, green production, and environmental stewardship. Additionally, it fosters critical skills such as brainstorming, planning, and collaboration by guiding learners through real-world scenarios, like creating an eco-friendly business plan.

By addressing these learning needs, Unit 4.1 equips SEN learners with the knowledge and skills to become socially and environmentally responsible entrepreneurs, while promoting their ability to contribute meaningfully to their communities and the broader economy.

## Specific Theoretical Approaches for Understanding and Support

Sustainable development and entrepreneurship are the key theoretical foundations of this unit as its main focus is to educate and share knowledge on sustainability and sustainable entrepreneurial endeavours.

Sustainable entrepreneurship plays a vital role in advancing the Sustainable Development Goals (SDGs) by integrating environmental, social, and economic priorities into innovative business practices. It significantly impacts SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), and SDG 8 (Decent Work and Economic Growth). Entrepreneurs contribute to SDG 11 by addressing urban challenges such as waste management, energy efficiency, and sustainable housing through eco-friendly solutions. For SDG 12, sustainable entrepreneurship promotes circular economies, reduces waste, and encourages resource-efficient production, fostering responsible

consumption. Meanwhile, under SDG 8, it stimulates economic growth and job creation through sustainable business models and innovation. The adoption of green technologies, circular business practices, and community-focused solutions exemplifies sustainable entrepreneurship's transformative potential. Support from governments, including favorable policies, tax incentives, and capacity-building programs, further enhances its impact, aligning entrepreneurial efforts with global sustainability goals. Moreover, collaborative networks among businesses, researchers, and policymakers help bridge knowledge gaps and facilitate sustainable innovation. By fostering resilience, reducing environmental impacts, and driving inclusive growth, sustainable entrepreneurship is a crucial mechanism for embedding sustainability into global economic systems, paving the way for a more equitable and sustainable future.

### Desired Learning Outcomes of Unit 4.1

#### Knowledge

- Understand the principles of sustainable entrepreneurship and its importance in addressing social and environmental issues.
- Recognize global frameworks like the UN's Sustainable Development Goals (SDGs) and their application in business.
- Identify social and environmental challenges within their community that can be addressed through entrepreneurial solutions.

#### Skills

- Brainstorm and generate innovative, sustainable business ideas that align with identified challenges.
- a basic sustainable business plan, including sourcing, production, marketing, and impact assessment.
- Analyze and apply sustainability principles to create practical and achievable business solutions.
- Collaborate with peers and mentors to refine ideas and plans, enhancing teamwork and communication skills.

#### Attitudes

- Foster a sense of responsibility toward social and environmental issues, seeing entrepreneurship as a tool for positive change.
- Develop confidence in applying sustainable practices in business initiatives.
- Cultivate an appreciation for collaboration and community engagement in achieving sustainability goals.

### Suggested feedback question(s) for Unit 4.1

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated
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		discussion, case study, visit, guest, etc)
<b>Theoretical Elements:</b> <ul style="list-style-type: none"> <li>● <b>Knowledge:</b> <ul style="list-style-type: none"> <li>○ Understanding of environmental problems (plastic waste).</li> <li>○ Awareness of sustainability challenges in everyday life.</li> </ul> </li> <li>● <b>Skills:</b> <ul style="list-style-type: none"> <li>○ Observational skills (noticing local issues).</li> <li>○ Critical thinking (linking problems to potential solutions).</li> </ul> </li> <li>● <b>Attitudes:</b> <ul style="list-style-type: none"> <li>○ Proactiveness.</li> <li>○ Social and environmental responsibility.</li> </ul> </li> <li>● <b>Approach:</b> <ul style="list-style-type: none"> <li>○ Problem-based learning.</li> <li>○ Entrepreneurial mindset development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>What everyday problems have you noticed in your community?</i></li> <li>● <i>Why do you think Maria and Nicholas chose plastic waste as their focus?</i></li> <li>● <i>How can a business help solve a social or environmental issue?</i></li> </ul>	N/A
<b>Theoretical Elements:</b> <ul style="list-style-type: none"> <li>● <b>Knowledge:</b> <ul style="list-style-type: none"> <li>○ Introduction to the <b>UN Sustainable Development Goals (SDGs)</b>.</li> <li>○ Basic understanding of the <b>European Green Deal</b> and its relevance to youth entrepreneurship.</li> </ul> </li> <li>● <b>Skills:</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Which SDG do you feel most connected to and why?</i></li> <li>● <i>Why is it important for a business to consider sustainability goals?</i></li> <li>● <i>How do the SDGs help entrepreneurs make responsible decisions?</i></li> </ul>	M4.A1 - Go Goals game

<ul style="list-style-type: none"> <li>○ Connecting business goals with global frameworks (e.g., SDG 12, SDG 13).</li> <li>○ Learning to seek mentorship and external knowledge sources.</li> <li>● <b>Attitudes:</b> <ul style="list-style-type: none"> <li>○ Openness to learning.</li> <li>○ Willingness to align personal goals with global values.</li> </ul> </li> <li>● <b>Approach:</b> <ul style="list-style-type: none"> <li>○ Values-based learning.</li> <li>○ Global citizenship education.</li> </ul> </li> </ul>		
<p><b>Theoretical Elements:</b></p> <ul style="list-style-type: none"> <li>● <b>Knowledge:</b> <ul style="list-style-type: none"> <li>○ Elements of a sustainable business model.</li> <li>○ Ethical production and market positioning.</li> </ul> </li> <li>● <b>Skills:</b> <ul style="list-style-type: none"> <li>○ Strategic planning and creativity.</li> <li>○ Identifying and leveraging personal and business strengths.</li> </ul> </li> <li>● <b>Attitudes:</b> <ul style="list-style-type: none"> <li>○ Solution-oriented thinking.</li> <li>○ Entrepreneurial resilience and innovation.</li> </ul> </li> <li>● <b>Approach:</b> <ul style="list-style-type: none"> <li>○ Experiential and project-based learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>What makes a business both ethical and sustainable?</i></li> <li>● <i>Which of your personal strengths could help in starting a business?</i></li> <li>● <i>How can you turn your values into a business idea?</i></li> </ul>	<p>M4.A2. - Quiz without right or wrong</p>

<ul style="list-style-type: none"> <li>○ Strengths-based and design thinking approaches.</li> </ul>		
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## Tips for trainers and facilitators

### Before the Session

1. Set the Scene Clearly
  - Use visual aids (images of plastic waste, SDG icons, etc.).
  - Present the characters (Maria & Nicholas) in simple terms.
  - Explain learning outcomes in a structured way.
2. Pre-teach Key Vocabulary
  - Introduce and explain terms such as: “Sustainability,” “Entrepreneur,” “SDGs,” “Eco-friendly,” etc.
  - Use visual cards or icons for better retention.

### During the Session

3. Use Multi-Sensory Learning Approaches
  - Combine narration with pictures, text, and hands-on activities.
  - Allow learners to touch, draw, or build their “own eco-friendly idea” (if time allows).
4. Chunk Information
  - Pause after each scene to check understanding with simple questions or visual cues (e.g., thumbs up/down, green/red cards).
5. Encourage Group Discussion in Safe Ways
  - Use pair or small-group work before open discussion.
  - Offer sentence starters: “I think this business idea is good because...”, “This reminds me of...”
6. Foster Strengths-Based Thinking
  - Prompt participants to reflect on their own strengths, using tools like:
  - Personal strengths checklists
  - Drawing or storytelling about their talents

### After the Session

7. Reinforce Learning Through Reflection
  - Use visual reflection tools: smiley face charts, “traffic light” reflection cards, or short journals.
  - Ask: “Which SDG would you like your own business to support?”
8. Support Transfer of Learning
  - Link discussion to real-life community examples.
  - Encourage learners to observe and document local sustainability challenges.

### Inclusion Tips (for Autism & Dyslexia)

- Use clear fonts (like Arial or Verdana) and high-contrast visuals.
- Offer scripts or captions with images/videos.
- Give additional processing time before expecting answers.
- Avoid metaphor-heavy language — be literal and concrete.
- Allow alternative expression formats (drawings, audio responses, pointing to options).

## Additional Material

### U 4.1/1: Neurodiversity & Enterprise Education Toolkit

#### What is it?

This toolkit gathers together a wide range of resources about neurodiversity and enterprise education, providing a central repository for all those working in further and higher education who wish to provide the best possible service to neurodivergent students, colleagues and external stakeholders.

#### Where can I find it?

<https://www.nea.global/post/launch-of-neurodiversity-toolkit>

#### Which theoretical elements does it support / refer to?

Entrepreneurship for neurodivergent people.

Optional -Before the Modules as preparation for the trainer and it's resources can also be used as further reading material.

### U 4.1/2: Sustainable Entrepreneurship. A Collection of Non-Formal Education Methods

#### What is it?

The Toolkit contains 19 activities that youth workers and educators in general can use to promote sustainable entrepreneurship amongst young people. These activities can be used combined in a training module or individually. The Toolkit provides an example of how the activities can be combined into a 5-day training module. This, however, is just one way of using the methods in a training course.

The Toolkit also provides an introduction to sustainable entrepreneurship, insights from the local context in Denmark, India, Kazakhstan, Vietnam, Myanmar, and Indonesia, as well as 13 case studies of sustainable businesses.

#### Where can I find it?

<https://www.salto-youth.net/tools/toolbox/tool/sustainable-entrepreneurship-a-collection-of-non-formal-education-methods.3743/>

#### Which theoretical elements does it support / refer to?

Creative, Entrepreneurial Thinking, Sustainable Business Development - Toolkits and case studies

Optional - As material for the trainer to engage participants further on.

## References

Aswathy Sreenivasan, M. Suresh, “Exploring the contribution of sustainable entrepreneurship toward sustainable development goals: A bibliometric analysis”, *Green Technologies and Sustainability*, Volume 1, Issue 3, 2023, 100038, ISSN 2949-7361, <https://doi.org/10.1016/j.grets.2023.100038>.  
(<https://www.sciencedirect.com/science/article/pii/S2949736123000313>)

Rosário, A. T., Raimundo, R. J., & Cruz, S. P. (2022). Sustainable Entrepreneurship: A Literature Review. *Sustainability*, 14(9), 5556. <https://doi.org/10.3390/su14095556>  
<https://www.communitycapacity.com.au/5662c165-1925-4a47-a13e-bcae27916d47>

UNCTAD (2015). Policy Guide on Youth Entrepreneurship. United Nations Conference on Trade and Development, United Nations

## Unit 4.2: Innovative Thinking in Entrepreneurship - Encouraging creative problem-solving and innovation to identify unique opportunities and solutions

### Learning Needs of Unit 4.2

It focuses on the need to identify and recognize individual strengths in youth, which may not always align with traditional academic skills. This requires educators and mentors to understand diverse talents, such as creativity, problem-solving, leadership, or communication, that are crucial in entrepreneurship. The module also addresses the need to valorise or give value to these strengths by helping young people realize their potential and channel their abilities into entrepreneurial activities. Many youths, especially those with non-traditional strengths, need guidance in understanding how their unique talents can be leveraged to create and sustain business ventures. Additionally, the module focuses on teaching educators how to develop youth's self-awareness and self-confidence, helping them to view their strengths as assets in the entrepreneurial world. It emphasizes the importance of fostering an entrepreneurial mindset, encouraging young people to take initiative, think innovatively, and be resilient in the face of challenges.

### Specific Theoretical Approaches for Understanding and Support

Several theoretical approaches can support and enrich U4.2: Innovative Thinking in Entrepreneurship by providing a solid foundation for fostering creativity, problem-solving, and self-awareness in young entrepreneurs. Constructivist Learning Theory (Vygotsky, 1978; Piaget, 1952) emphasizes active learning, where individuals construct knowledge through experiences. This aligns with the module's goal of encouraging creative problem-solving and innovation through hands-on entrepreneurial activities. Additionally, Multiple Intelligences Theory (Gardner, 1983) highlights diverse talents beyond traditional academic skills, such as creativity, leadership, and communication, which are essential in entrepreneurship. Recognizing and valuing these strengths allows educators to tailor their approach to different learners. Self-Determination Theory (Deci & Ryan, 1985) further reinforces the importance of autonomy, competence, and motivation, suggesting that when young people are encouraged to recognize and develop their unique talents, they gain confidence in their entrepreneurial abilities. Effectuation Theory (Sarasvathy, 2001) also provides a relevant framework, emphasizing that successful entrepreneurs leverage existing resources and strengths rather than relying on fixed plans. This aligns with the module's focus on helping youth realize how their personal strengths can be transformed into business opportunities. Lastly, Growth Mindset Theory (Dweck, 2006) supports the idea that resilience and adaptability are key traits in entrepreneurship, encouraging youth to view challenges as learning opportunities. By integrating these theoretical perspectives, the module can be further enriched to help young people develop an entrepreneurial mindset and effectively harness their strengths.

## Desired Learning Outcomes of Unit 4.2

### Knowledge

- To know the various strengths and talents that youth can possess in the context of entrepreneurship.
- To understand the importance of recognizing individual strengths for personal and professional development.
- To comprehend the principles of strengths-based education and its application in entrepreneurial activities.
- To identify effective strategies for valorising youth strengths in entrepreneurial contexts.
- To discover the relationship between self-awareness and entrepreneurial success.
- To discern how different strengths can be leveraged in various business scenarios.
- To learn about the role of positive psychology in fostering an entrepreneurial mindset.

### Skills

- To be able to conduct assessments that identify individual strengths in youth.
- To manage group activities that encourage collaboration and the sharing of strengths.
- To accomplish the creation of personalized entrepreneurial plans that utilize identified strengths.
- To perform mentorship activities that support youth in developing their entrepreneurial skills.
- To achieve effective communication strategies that highlight youth talents.
- To operate workshops that focus on building confidence and resilience in entrepreneurial pursuits.
- To design activities and projects that valorise and engage youth strengths in real-world applications.

### Attitude

- To feel empowered to recognize and nurture the strengths of young entrepreneurs.
- To believe in the potential of all youth to succeed in entrepreneurial endeavours.
- To expect positive outcomes when strengths are valorised in entrepreneurial activities.
- To regard individual strengths as valuable assets in the business world.
- To appreciate the diverse talents and abilities that each young person brings to the table.
- To respect the unique paths that youth may take in their entrepreneurial journeys.

## Suggested feedback question(s) for Unit 4.2

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
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<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understanding consumer behaviour and market response.</li> <li>• Recognizing product-market fit challenges.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Problem analysis and interpretation of feedback.</li> <li>• Critical thinking and openness to alternatives.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Resilience in facing setbacks.</li> <li>• Openness to change and improvement.</li> <li>• Entrepreneurial mindset (seeing failure as feedback).</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Problem-based learning.</li> <li>• Experiential learning (learning from real-world issues).</li> <li>• Growth mindset: Seeing failure as an opportunity to innovate.</li> </ul> <p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>• <b>Design Thinking</b> (Empathize, Define, Ideate, Prototype, Test).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why do you think the bags weren't selling well?</i></li> <li>• <i>How can feedback help a business grow?</i></li> <li>• <i>What do you do when your idea doesn't work as planned?</i></li> <li>• <i>Have you ever turned a problem into a new opportunity?</i></li> </ul>	<p>A4.2. - quiz without right or wrong)</p>
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<ul style="list-style-type: none"> <li>● <b>Project-based learning</b> through real-life problem-solving.</li> <li>● <b>User-centered innovation:</b> focusing on customer preferences and experience.</li> </ul>		
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Understanding co-creation and collaboration in entrepreneurship.</li> <li>● Knowing how to use customer input in product development.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Creative thinking and ideation.</li> <li>● Teamwork and communication.</li> <li>● Testing and refining prototypes based on real feedback.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>● Curiosity and willingness to try new ideas.</li> <li>● Collaboration and community engagement.</li> <li>● Confidence in adapting based on user input.</li> </ul> <p><b>Approach</b></p>	<ul style="list-style-type: none"> <li>● <i>Why is it helpful to work with artists or others outside your team?</i></li> <li>● <i>How can testing with customers improve your final product?</i></li> <li>● <i>If you were in their place, what design would you suggest?</i></li> </ul>	N/A

<ul style="list-style-type: none"> <li>• Design thinking (Ideate → Prototype → Test).</li> <li>• User-centered design and inclusive entrepreneurship.</li> </ul>		
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## Tips for trainers and facilitators

### Before the Session

1. Introduce Innovation Through Real-Life Examples
  - Show a simple case of a product that failed and was improved (e.g. Coca-Cola's New Coke, IKEA hacks, etc.).
  - Explain that innovation isn't always about invention—it's often about small, smart changes.
2. Set a Safe, Non-Judgmental Tone
  - Emphasize: "There are no wrong ideas when brainstorming."
  - Remind learners that "failure" is part of growth.

### During the Session

3. Use Structured Brainstorming Tools
  - Try methods like: "SCAMPER" (Substitute, Combine, Adapt, Modify...), "What if?" scenarios
  - Use visual brainstorming maps to support dyslexic learners.
4. Encourage Multisensory Participation
  - Let participants draw bag designs or describe them using words, mood boards, or sample materials.
  - Use sticky notes or color-coded cards to group ideas.
5. Break Down Innovation into Steps
  - Guide learners through a mini design thinking cycle:
    - Define the problem
    - Brainstorm
    - Create
    - Test
    - Improve
6. Support Emotional Regulation and Flexibility
  - Give processing time after group work.
  - Provide sentence starters like:
    - "One idea I have is..."
    - "Something I might change is..."

## After the Session

### 7. Reflect Creatively

- Ask participants to reflect using drawing, writing, or even creating a “before and after” product board.
- Offer reflection templates (e.g. 2 stars and a wish: ★ ★ + I wish...).

### 8. Celebrate All Ideas

- Acknowledge effort and creativity, not just the “best” ideas.
- Showcase a few participant ideas anonymously if needed to reduce social pressure.

## Inclusion Tips for Youth with Autism or Dyslexia

- Use clear visuals and avoid overloaded slides.
- Offer choice in expression (talk, draw, write, type).
- Give extra time and structured options during idea generation.
- Use visual timers or clear step-by-step visual guides for tasks.

## Additional Material

### U 4.2/1: Entrepreneurship from a Neurodiverse Perspective: Recommendations for Autistic Individuals

#### What it is?

Entrepreneurship presents both challenges and opportunities, especially for autistic individuals whose unique strengths—such as deep focus, creativity, and attention to detail—can drive business success. This article provides practical guidance on turning special interests into viable business ventures, conducting market research, creating a business plan, and leveraging marketing strategies. It also highlights the importance of support networks and community engagement. Through Divershines, neurodivergent entrepreneurs can access resources, connect with others, and gain inspiration to thrive in their entrepreneurial journey.

#### Where can I find it?

<https://divershines.com/entrepreneurship-from-a-neurodiverse-perspective-recommendations-for-autistic-individuals/>

#### Which theoretical elements does it support / refer to?

The article aligns with the strength-based approach and the neurodiversity paradigm, emphasizing how autistic individuals' unique abilities—such as deep focus and creativity—can drive entrepreneurial success. It also reflects the social model of disability, advocating for support networks and accessible resources to overcome societal barriers. Additionally, elements of self-determination theory and human capital theory are present, as the article encourages autonomy, skill development, and leveraging personal interests for business success.

As a support document for the preparation of the trainer.

## **U 4.2/2: Autism Entrepreneurship and Leadership Training: Entrepreneurship Skills for Autistic Teens: A Guide for Parents**

### **What it is?**

This article provides essential strategies to help autistic teens develop entrepreneurial skills and leadership qualities. It covers key topics such as embracing neurodiversity in business, tailoring entrepreneurial skills to individual strengths, effective communication, decision-making, and financial literacy. With a strong focus on fostering confidence, building relationships, and leveraging technology, the guide emphasizes the crucial role of parents and mentors in nurturing autistic talent for success in the business world.

### **Where can I find it?**

<https://fastercapital.com/content/Autism-Entrepreneurship-and-Leadership-Training--Entrepreneurship-Skills-for-Autistic-Teens--A-Guide-for-Parents.html>

### **Which theoretical elements does it support / refer to?**

The article supports the Neurodiversity Paradigm by emphasizing the strengths of autistic individuals in entrepreneurship. It aligns with Social Learning Theory through mentorship and role-playing, while also applying a Strengths-Based Approach to nurture unique talents. Additionally, elements of Self-Determination Theory and Cognitive Behavioural Theory are present in its focus on confidence-building, structured routines, and decision-making skills.

As a support document for the preparation of the trainer.

## Unit 4.3: Leveraging Digital Platforms for Growth - Utilising digital marketing, social media, e-commerce

### Learning Needs of Unit 4.3

The unit supports the development of digital literacy, helping learners understand and navigate online tools such as social media platforms and e-commerce sites. The unit meets the need for practical, future-oriented skills by teaching how to promote products, tell a brand story, and engage with audiences online—core competencies for modern self-employment or digital participation. The unit also nurtures self-expression and creative communication, particularly important for learners who may struggle with traditional formats of engagement. Through multimedia tools and social storytelling, the module provides inclusive ways to build confidence and voice. It meets the need for structure and visual learning through clearly scaffolded steps—planning, creating, posting, and reviewing digital performance. Moreover, it promotes independence and decision-making through analytical tasks like evaluating customer engagement, adjusting strategies, and planning for online growth—bridging the gap between digital tools and entrepreneurial autonomy.

### Specific Theoretical Approaches for Understanding and Support

Unit 4.3 addresses the growing need for digital literacy and entrepreneurial readiness among youth, especially those with diverse learning needs. It provides structured, hands-on guidance in navigating social media, e-commerce platforms, and digital marketing strategies. These skills are essential for today's employment landscape and self-employment opportunities. The unit is designed to build practical, future-focused competencies such as product promotion, customer engagement, and digital storytelling.

It supports learners who may struggle with abstract or traditional teaching methods by incorporating visuals, multimedia tools, and step-by-step processes—scaffolding learning in a clear, inclusive way. It nurtures self-expression through creative content design and encourages autonomy by engaging learners in campaign planning and performance analysis. Additionally, the unit fosters self-regulation and confidence, empowering youth to reflect on results and adapt their strategies using real data (e.g., clicks, views, and conversions).

Importantly, it provides multiple entry points for learning, from creating mock posts to simulating online sales, ensuring accessibility and meaningful participation for learners with autism, dyslexia, or low confidence in digital environments.

## Desired Learning Outcomes of Unit 4.3

### Knowledge

- Understand the basic functions and purposes of digital platforms (e.g., Instagram, Facebook, Etsy, Shopify) in entrepreneurship.
- Recognize key components of digital marketing: storytelling, branding, engagement, content planning.
- Learn how to interpret simple digital analytics (e.g., views, likes, clicks, and conversion rates).
- Know the importance of digital presence for product/service visibility and customer engagement.
- Identify best practices in e-commerce operations, including product listings, pricing, and customer communication.

### Skills

- Develop digital literacy, including platform navigation, posting content, and interacting with audiences.
- Design and implement a basic digital campaign, including visuals, captions, and calls to action.
- Apply creative thinking to personalize marketing content and attract potential customers.
- Analyse feedback and performance data to improve digital strategies (e.g., adapt content based on what works).
- Practice communication and collaboration, especially when working on team-driven digital ideas.

### Attitudes

- Show openness and curiosity toward new digital tools and trends.
- Demonstrate confidence and initiative in sharing content and engaging with audiences.
- Embrace a growth mindset, learning from digital feedback (both successes and failures).
- Value ethical online behaviour, including respect, transparency, and responsible communication.
- Show entrepreneurial motivation, seeing digital tools as opportunities for self-expression, income generation, and social impact

## Suggested feedback question(s) for Unit 4.3

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Awareness of digital tools: social media, e-commerce platforms.</li> <li>• Understanding the role of digital visibility in business growth.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• Digital literacy and platform navigation.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why is it important for businesses to be online?</i></li> <li>• <i>What social media platform do you think works best for small businesses? Why?</i></li> <li>• <i>Have you ever discovered a business</i></li> </ul>	M4.A2 QUIZ without right or wrong (specifically the 3 last questions)

<ul style="list-style-type: none"> <li>Strategic thinking for audience outreach.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Openness to digital transformation.</li> <li>Motivation to try new tools.</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>Technology-enhanced learning.</li> <li>Real-world application of digital entrepreneurship.</li> </ul>	<p><i>online that you later visited or bought from?</i></p>	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Basics of digital marketing: campaigns, content, engagement.</li> <li>The value of storytelling and influencer collaboration.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Communication and content creation.</li> <li>Campaign planning and customer engagement.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Creativity and adaptability.</li> <li>Customer-centered thinking.</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>Project-based learning with real application (e.g. mock social media posts).</li> <li>Entrepreneurial experimentation.</li> </ul>	<ul style="list-style-type: none"> <li><i>How can telling your story help a business grow?</i></li> <li><i>Why do you think influencers are effective in marketing?</i></li> <li><i>If you ran your own business, what would you post online?</i></li> </ul>	<p>M4.A2 QUIZ without right or wrong (specifically the 3 last questions)</p>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding analytics (views, clicks, sales).</li> <li>Awareness of digital performance metrics.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Data interpretation.</li> <li>Decision-making based on evidence.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Reflectiveness and accountability.</li> <li>Desire to grow and improve.</li> </ul> <p><b>Approach</b></p>	<ul style="list-style-type: none"> <li><i>How do we know if a digital campaign is working?</i></li> <li><i>Why is it useful to track your sales and clicks?</i></li> <li><i>What would you improve based on this data?</i></li> </ul>	<p>M4.A2 QUIZ without right or wrong (specifically the 3 last questions)</p>

<ul style="list-style-type: none"> <li>• Evidence-based learning.</li> <li>• Entrepreneurial evaluation practices.</li> </ul>		
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understanding analytics: traffic, conversions, and engagement.</li> <li>• Recognizing the connection between digital strategy and business performance.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Data analysis.</li> <li>• Strategic thinking for business improvement.</li> <li>• Reflection and decision-making.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Responsibility and ownership.</li> <li>• Growth mindset and willingness to learn from results.</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Evidence-based learning.</li> <li>• Reflective practice in entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How do analytics help a business grow?</i></li> <li>• <i>Have you ever learned something useful by looking at your results?</i></li> <li>• <i>What's one thing you would change in their digital plan?</i></li> </ul>	M4.A2 QUIZ without right or wrong (specifically the 3 last questions)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Awareness of the entrepreneurial journey.</li> <li>• Understanding the role of storytelling in inspiring others.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Public speaking and sharing experiences.</li> <li>• Long-term planning and goal setting.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Leadership and generosity (sharing knowledge).</li> <li>• Confidence and pride in accomplishments.</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Peer learning and inspirational storytelling.</li> <li>• Life-long learning perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What lesson from Maria and Nicholas' journey inspired you the most?</i></li> <li>• <i>What would your first step be if you started a business?</i></li> <li>• <i>How can sharing your story help others?</i></li> <li>• <i>What goal would you set for yourself after watching this?</i></li> </ul>	M4.A2 QUIZ without right or wrong (specifically the 3 last questions)

## Tips for trainers and facilitators

Preload key vocabulary: Teach important terms (post, like, e-commerce, campaign) using icons, pictures, and simple definitions.

Offer choices for content creation: Allow learners to write, draw, record audio, or use templates when designing social media posts or product descriptions.

Use real-world relatable examples: Show examples of small, youth-led businesses on Instagram, TikTok, Etsy, etc., that are simple and inspiring.

Provide visual guides and checklists: Give printed or digital checklists (e.g., "1. Upload photo, 2. Write caption, 3. Add hashtag") to help sequence actions.

## Additional Material

### **U 4.3/1: Social Media Literacy as an IEP Intervention for Social and Emotional Learning**

#### **What it is?**

Media literacy and special education communities have largely ignored the impact of digital media use on special education students with Autism spectrum disorder and Emotional and Behavioral Disorder. This paper investigates the possibility of using social media literacy education as part of an individualized education plan (IEP) intervention for improving the social and emotional learning outcomes of students with disabilities. Using the example of a "provocative selfie" as a form of media production and consumption, this paper provides a framework for using the NAMLE key questions to teach specific CASEL Social and Emotional (SEL) competencies and address IEP goals and objectives of students with social and emotional deficits. By using the key questions of media literacy to teach the CASEL competencies, educators can provide special education students with strategies for analyzing, evaluating, creating, and acting responsibly in the digital world while remediating poor social and emotional skills commonly associated with many social, emotional, and behavioral disorders.

#### **Where can I find it?**

<https://files.eric.ed.gov/fulltext/EJ1160478.pdf>

#### **Which theoretical elements does it support / refer to?**

The paper highlights how teaching social media literacy to young people with special educational needs, particularly those on the autism spectrum or with emotional and behavioral disorders, can significantly improve both their digital and real-world social skills. The paper proposes using structured frameworks — specifically the CASEL five competencies for social and emotional learning (SEL) and NAMLE's media literacy key questions — to guide youth in analyzing, evaluating, and creating digital content. This method aligns with Unit 4.3's emphasis on practical, future-focused skill development in digital marketing, social media, and e-commerce. Additionally, the approach reflects principles of experiential learning, advocating hands-on, real-world tasks such as critical evaluation of social media posts, which matches the unit's aim to foster entrepreneurial readiness through practice. It also embraces an individualized learning approach similar to Universal Design for Learning (UDL), tailoring

activities to the specific needs and abilities of learners with autism and dyslexia. Finally, the paper reinforces the importance of building responsible digital citizenship, empathy, and ethical online behavior—core competencies essential for young people’s success in today’s digital economy.

It can be used as preparation material for the trainer.

#### **U 4.3/2: Navigating the Social Media Landscape: A Guide for Special Education Teachers and Parents**

##### **What it is?**

This research probes the complex relationship between social media and special education in Jordan. The purpose of this paper is to provide critical viewpoints that might guide the development of a useful guidebook tailored to the needs of educators, parents, and students in the field of special education. Special education instructors and parents of children with disabilities have been shown to use Facebook and WhatsApp at much higher rates than the general population. This discovery highlights the potential of these platforms as efficient ways to enhance special education communities' capacity to communicate, collaborate, and share resources. The study highlights the importance of ethical social media use, career advancement opportunities, effective communication, and diversity and inclusion as cornerstones of the recommended guide. The goal of this living document is to equip stakeholders and make a significant contribution to the area of inclusive education as special education practices evolve.

##### **Where can I find it?**

[https://www.researchgate.net/profile/Mohammad-Ayasrah-3/publication/376164419\\_Navigating\\_the\\_Social\\_Media\\_Landscape\\_A\\_Guide\\_for\\_Special\\_Education\\_Teachers\\_and\\_Parents/links/6779b6fc117f340ec3f253a4/Navigating-the-Social-Media-Landscape-A-Guide-for-Special-Education-Teachers-and-Parents.pdf](https://www.researchgate.net/profile/Mohammad-Ayasrah-3/publication/376164419_Navigating_the_Social_Media_Landscape_A_Guide_for_Special_Education_Teachers_and_Parents/links/6779b6fc117f340ec3f253a4/Navigating-the-Social-Media-Landscape-A-Guide-for-Special-Education-Teachers-and-Parents.pdf)

##### **Which theoretical elements does it support / refer to?**

It highlights how social media can be strategically used to foster communication, collaboration, and resource sharing for young people with special educational needs, including those with autism and dyslexia. The paper emphasizes the importance of building digital competencies not only for communication but also for promoting career advancement and inclusivity — key outcomes also targeted in Unit 4.3 through digital marketing and e-commerce training. It supports the principle that digital learning for youth with SEN must be structured, purposeful, and aligned with ethical online behavior, reflecting a Universal Design for Learning (UDL) approach. Moreover, it reinforces the role of experiential, community-based digital interaction (such as through social media campaigns or groups) as a critical means of building real-world competencies like digital storytelling, audience engagement, and entrepreneurial thinking. The paper also stresses the importance of individualized supports and accessible digital practices, resonating with the objective of equipping SEN youth with the confidence and skills to create meaningful and inclusive digital campaigns.

It can be used as preparation material for the trainer.

#### **U 4.3/3: Inclusive, Digital-Supported Approaches in Entrepreneurship Education**

##### **What it is?**

The paper (p. 377-390) explores how digital learning environments can create more inclusive opportunities for entrepreneurship education, particularly for marginalized and neurodiverse groups, including youth with autism and dyslexia. It discusses the evolving role of digital entrepreneurship, the necessity for new pedagogical models that combine experiential, problem-based, and project-based learning, and the potential of digital spaces to reduce barriers traditionally faced by underrepresented learners. The paper emphasizes that building digital literacy and entrepreneurial skills through inclusive, scaffolded, and flexible learning environments can empower diverse learners to participate fully in society and the economy.

#### **Where can I find it?**

[https://www.researchgate.net/profile/Fitriadi-Fitriadi-2/publication/373976619\\_Rethinking\\_and\\_Design\\_Facilitating\\_Pillars\\_SME\\_Performance\\_An\\_Illustration\\_for\\_Indonesia/links/651c251a3ab6cb4ec6b75f38/Rethinking-and-Design-Facilitating-Pillars-SME-Performance-An-Illustration-for-Indonesia.pdf#page=378](https://www.researchgate.net/profile/Fitriadi-Fitriadi-2/publication/373976619_Rethinking_and_Design_Facilitating_Pillars_SME_Performance_An_Illustration_for_Indonesia/links/651c251a3ab6cb4ec6b75f38/Rethinking-and-Design-Facilitating-Pillars-SME-Performance-An-Illustration-for-Indonesia.pdf#page=378)

#### **Which theoretical elements does it support / refer to?**

This paper strongly supports the theoretical elements of Universal Design for Learning (UDL), Experiential Learning Theory, and the EntreComp Framework (Entrepreneurship Competence Framework). It reinforces that entrepreneurial education for neurodiverse youth must be hands-on, practical, and individualized, offering multiple ways of engagement, expression, and representation. It also supports the principle that digital entrepreneurship can serve as a leveling tool, reducing social biases and structural barriers that neurodiverse youth often encounter. By advocating for reflective, collaborative, and interdisciplinary approaches, the paper aligns with the vision of developing critical digital skills, self-efficacy, and creative problem-solving—all essential for fostering inclusive entrepreneurial competencies in a digital economy.

It can be used as preparation material for the trainer.

#### **References:**

"Design Thinking for Education: A Practical Guide for Teachers and Students" by A. Brown, C. Crews, and T. Kalantzis

"The Role of Creative Problem Solving in the Classroom" by Edward de Bono

"Creative Problem Solving: What Is It, and How Can It Help Our Students?" by J. Scott

"Creative Problem Solving: An Introduction" by Donald J. Treffinger, Scott G. Isaksen, and K. Brian Dorval

"The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" by Clayton Christensen

"The Creative Problem Solver's Toolbox: Developing Skills for Decision Making and Innovative Thinking" by Richard Fobes

"Problem Solving 101: A Simple Book for Smart People" by Ken Watanabe

The Creative Education Foundation: this site offers educational materials specifically designed to help teachers develop students' problem-solving and creative thinking skills.

Retrieved on 31/03/2025: <https://www.creativeeducationfoundation.org/>

IDEO's Design Thinking for Educators Toolkit

Retrieved on 31/03/2025: [https://www.talentlms.com/sem-register-lms/id:instructional-design-tool&aff:nstr?utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=taphr&utm\\_term=instructional%20design%20tools&matchtype=p&network=g&keyword=instructional%20design%20tools&device=c&cid=14788770159&grpId=133335820768&gad\\_source=1&gclid=Cj0KCQiA\\_NC9BhCkARIsABSnSTaSLm7ecMy4GO3623crRF\\_jTqB31uu8ILuoDFEvKyMVfm\\_fj07ZktwaAs41EALw\\_wcB](https://www.talentlms.com/sem-register-lms/id:instructional-design-tool&aff:nstr?utm_source=google&utm_medium=cpc&utm_campaign=taphr&utm_term=instructional%20design%20tools&matchtype=p&network=g&keyword=instructional%20design%20tools&device=c&cid=14788770159&grpId=133335820768&gad_source=1&gclid=Cj0KCQiA_NC9BhCkARIsABSnSTaSLm7ecMy4GO3623crRF_jTqB31uu8ILuoDFEvKyMVfm_fj07ZktwaAs41EALw_wcB)

# MODULE 4 ACTIVITIES

## ACTIVITY 1 (M4.A1)

Title	Go Goals Game
Type	Game
When to use?	The Go Goals game can be used as an interactive tool to introduce participants to the UN Sustainable Development Goals (SDGs). It is ideal for workshops on sustainability, responsible entrepreneurship, and environmental awareness. The game is best used at the beginning of a session to engage participants or as a concluding activity to reinforce learning. It has to be downloaded.
Number and skills of the trainer(s)	1 or 2 trainers-facilitators with a social science background or basic facilitation skills. No specific artistic skills are required.
Number of participants	4-15 participants
Duration	30–45 minutes
Skills needed	Basic language skills, problem-solving, teamwork.
Equipment	20 A4 papers, 10 markers, Scissors, Printed SDG materials (optional), Projector and internet access (optional for digital version)
Setting	A large room with tables and chairs for group work or an open space for movement-based activities.
Aims	Raise awareness of the SDGs, foster teamwork, encourage critical thinking, and develop problem-solving skills.
Procedure/description	<p>Please follow the guidance you will find here: <a href="https://go-goals.org/">https://go-goals.org/</a></p> <ul style="list-style-type: none"> <li>• The facilitator introduces the SDGs using a brief presentation or posters.</li> <li>• Participants are divided into small teams (3-5 people per team).</li> <li>• Each team receives a set of SDG-related challenge cards.</li> <li>• Teams work together to answer questions, solve riddles, or complete small tasks related to sustainability.</li> <li>• Some tasks may include drawing a solution, acting out a scenario, or finding real-life examples.</li> <li>• Teams earn points for each correct answer or creative solution.</li> </ul>

	<ul style="list-style-type: none"> <li>After the game, the facilitator leads a reflection discussion on what was learned and how the SDGs connect to entrepreneurship.</li> </ul>
Evaluation-assessment-reflection method, including feedback question(s)	<p>Feedback discussion: What SDG did you find most interesting? How can these goals be integrated into business ideas?</p> <p>Quick survey: Participants rate their understanding of the SDGs before and after the game.</p> <p>Small group reflections: Each group shares a key takeaway from the game.</p>
Pay attention	<ul style="list-style-type: none"> <li>Ensure all participants are engaged by assigning different roles within teams.</li> <li>Adapt the game for accessibility by providing visual aids or alternative task formats.</li> <li>Encourage a positive, inclusive atmosphere where creative thinking is valued.</li> </ul>
REFERENCES	<p>Downloadable game</p> <ul style="list-style-type: none"> <li><a href="https://go-goals.org/">https://go-goals.org/</a></li> </ul>

## ACTIVITY 2 (M4.A2)

Title	QUIZ without right or wrong
Type	Quiz
When to use?	This quiz can be used after watching the video of Module 4 to initiate a discussion between the participants and increase their interest in the elements and information included in the story that relate to the theoretical framework of the course, and facilitate the trainer's ability to provide more information in order to achieve the learning outcomes through experiential learning.
Number and skills of the trainer(s)	1 facilitator/trainer
Number of participants	1-15 participants
Duration	30minutes (depending on the depth of the discussion)
Skills needed	Basic language skills
Equipment	Connection to the platform/ access to the internet/phones or pcs
Setting	It can be done in any room used for training. It is strongly recommended that the group of learners be seated in a circle so that all members can maintain eye contact with all the other members.

Aims	<p>The goal of this quiz is to increase the learners' interest in basic concepts related to sustainable development &amp; entrepreneurship, which are included in the theoretical framework of Module 4.</p> <p>Learners' answers are not evaluated based on right or wrong to avoid the unwanted feeling of criticism or the rejection of their already acquired knowledge and experience. All options are correct. Learners are asked to rank their answers on a scale (most important – least important), encouraging them to critically approach the elements included in the quiz. It is recommended that the person facilitating the educational process asks the learners to justify the ranking they propose with their answers. The greater the diversity in the answers from different learners, the richer the discussion and dialogue can be, helping to highlight the various aspects of entrepreneurship and entrepreneurship education included in this module.</p>
Procedure/description	<p>The person coordinating the educational process ensures that the learners have access to the quiz on the platform via their smartphones (alternatively, tablets and/or computers with internet connection can be used).</p> <p>They are asked to answer the questions but stop after submitting their answers for each question to allow for an open discussion. The discussion can start with the question, "Why did you choose this ranking?" directed to each learner in turn until everyone has shared their thoughts.</p> <p>QUIZ</p> <p>We ask you to score the importance of the answers to the following questions, using the numbers from 1 to 4 (where 1: Very important, 2: Quite important, 3: Important, 4: Less important).</p> <p>Take a moment to think. There is no right or wrong, but it might be more challenging than you think.</p> <p><b>How does sustainable entrepreneurship contribute to long-term societal well-being?</b></p> <ul style="list-style-type: none"> <li>○ It creates economic growth while addressing social and environmental challenges</li> <li>○ It promotes responsible resource use and minimizes environmental impact</li> <li>○ It fosters innovation in creating solutions aligned with sustainable development goals</li> </ul>

	<p>o It encourages businesses to prioritize people and the planet alongside profit</p> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p> <p><b>What are key characteristics of a sustainable business model?</b></p> <p>o It integrates environmental, social, and economic sustainability into its core strategy</p> <p>o It reinvests a portion of its profits into sustainable initiatives</p> <p>o It prioritizes transparency and ethical supply chain management</p> <p>o It seeks long-term impact rather than short-term financial gain</p> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p> <p><b>Why is entrepreneurship essential in achieving the Sustainable Development Goals (SDGs)?</b></p> <p>o It drives innovation to solve pressing global challenges</p> <p>o It helps reduce social inequalities by providing employment opportunities</p> <p>o It supports the circular economy through sustainable production and consumption</p> <p>o It influences policymakers to integrate sustainability into economic frameworks</p> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p> <p><b>What factors drive innovation in entrepreneurship?</b></p> <p>o The ability to recognize and adapt to changing market needs</p> <p>o Encouraging diverse perspectives and collaboration in decision-making</p> <p>o Investing in research and development to improve products and services</p> <p>o Taking calculated risks and embracing failure as a learning opportunity</p>
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	<p>① Very important, ② Quite important, ③ Important, ④ Less important</p>
	<p><b>How does creative problem-solving enhance entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>○ It helps businesses differentiate themselves in competitive markets</li> <li>○ It enables entrepreneurs to anticipate challenges and create proactive solutions</li> <li>○ It supports the development of unique and customer-centric value propositions</li> <li>○ It fosters a mindset of resilience and adaptability</li> </ul> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p>
	<p><b>What role does an entrepreneurial mindset play in fostering innovation?</b></p> <ul style="list-style-type: none"> <li>○ It encourages continuous learning and improvement</li> <li>○ It helps entrepreneurs identify hidden opportunities in challenges</li> <li>○ It promotes openness to new ideas and unconventional approaches</li> <li>○ It enables businesses to quickly adapt to technological advancements</li> </ul> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p>
	<p><b>How do digital platforms contribute to entrepreneurial growth?</b></p> <ul style="list-style-type: none"> <li>○ They provide access to a broader customer base beyond local markets</li> <li>○ They offer cost-effective marketing and branding opportunities</li> <li>○ They enable data-driven decision-making and personalized customer experiences</li> <li>○ They facilitate direct communication and engagement with customers</li> </ul>

	<p>① Very important, ② Quite important, ③ Important, ④ Less important</p> <p><b>What are key success factors for entrepreneurs using digital marketing?</b></p> <ul style="list-style-type: none"> <li>○ Creating authentic and engaging content that resonates with audiences</li> <li>○ Utilizing analytics to measure and refine marketing strategies</li> <li>○ Leveraging social media platforms to build strong brand identity</li> <li>○ Implementing search engine optimization (SEO) to improve online visibility</li> </ul> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p> <p><b>How can e-commerce platforms benefit entrepreneurs?</b></p> <ul style="list-style-type: none"> <li>○ They lower barriers to entry for new businesses and startups</li> <li>○ They provide opportunities for scalability and global reach</li> <li>○ They enable automation and streamlining of sales and logistics processes</li> <li>○ They enhance customer convenience and improve purchasing experiences</li> </ul> <p>① Very important, ② Quite important, ③ Important, ④ Less important</p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>At the end of the training process, and after allowing time for all participants to share their views, the person leading the session could ask the group the following questions:</p> <ol style="list-style-type: none"> <li>1. What is your main thought about what we discussed?</li> <li>2. What new insights are you taking with you today?</li> <li>3. Is there something you believed until today that you've changed your mind about now?</li> </ol>
Pay attention	<p>This quiz is part of the learning process, as it allows participants to learn from each other (peer learning approach), drawing on the experience and knowledge they have already acquired. Even if some participants express something that is incorrect or does not reflect reality, avoid focusing on the mistake. Simply highlight another, more significant aspect of the same issue and ask for</p>

	their opinion. Try to confirm all the rankings suggested by the participants using knowledge, information, and data from the theoretical part of Module 1 or other reliable sources you may have.
REFERENCES	N/A