



## MODULE No: 3 “ENGAGE, community entrepreneurship and the SDG goals”

### Name “Become part of the change” (4-6 hours)

**OBJECTIVE:** Developing social entrepreneurship and community innovation.

#### LEARNING OUTCOME AND DESCRIPTORS

*Following are descriptors to measure learning outcomes from the implemented lesson.*

#### Knowledge on (K)<sup>1</sup>

- SDGs goals and relevance of sustainability and sustainable lifestyles in their community
- local resources and stakeholders
- approaches in exploring stakeholders
- need analysis for project implementation
- project causal chain
- the relevance of stakeholders and resources
- project organization, tasks, and actions

#### Skills in (S)<sup>2</sup>

- communication and cooperation
- identifying challenges related to the SDGs goals
- identification of stakeholders and relevance to SDGs goals
- identification of relevant projects matching with community challenges and stakeholders
- identification of causal chain of tasks to implement a project
- assigning and connecting tasks and actions to relevant stakeholders
- project design, organisation, and human resources necessary
- identification action needed to implement a project
- reviewing and presenting workshop outcomes.

#### Competences to (C)<sup>3</sup>

- apply SDGs to the local community and their lives
- choose a topic/ challenge to investigate
- choose methods to collect and analyse information
- choose relevant stakeholders to investigate and present
- select analyse and report projects causal chain
- design a project, organizing, timing actions/tasks
- constructing feedback.

#### TRAINING METHODS

Build on problem based and cooperative learning, see ENGAGE curriculum and pedagogical section of this handbook.

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<sup>1</sup> Knowledge refers to being able to read, understand and interpret information and guidelines.

<sup>2</sup> Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.

<sup>3</sup> Participants/pupils will have competences to put to practice general knowledge and skills acquired.



## OVERVIEW FOR FACILITATORS AND GROUP COACHES

Facilitator assists with organization to round-table groups of 4-6 pupils. Each group will be assisted by one group-coach (teacher or trained mentor) monitoring and supporting the conversation and group work. Involved stakeholders will either act as mentors to individual groups or the whole group, if responsible for monitoring and supporting the group work mentors will receive basic training in group coaching methodologies.

### Key concepts

The group work is based upon following key concepts:

- **Challenges:** Define group goals and explain how it is related to the Sustainable Development Goals (SDGs) of the United Nations.
- **Stakeholders:** Define groups and organizations that have impact on and will be affected by the solution you want to design. This influence can be positive and/or negative and stakeholders can be diverse.
- **The project:** What needs to be done for your solution to be implemented.
- **Actions:** What is the group contribution to implementing the solution referring to individual strengths of group members.

### For group coaches, one for each table/group, notes on facilitating group discussions

- The objective is to call for different perspectives and ensure that everyone can speak their minds.
- Be positive and try not to judge ideas nor favour individual participants.
- Try to make participants feel that you care for them and that their perspectives and suggestions are well received. This can be done by repeating what they say and/or follow it up with an open question.
- Keep track of time and manage discussion to fit within the time limits.
- Participants should not use computers or phones during group work unless they are searching for information related to the challenge they are exploring.
- Your role is first and foremost to be present and support the work, it is important that participants initiate and develop their own solutions and ideas.
- **If the group believes that they have solved the defined challenge within the time limit they will alert the facilitator and continue to discuss the solution and the related topics.**
- It can be good to ask open questions to encourage further discussions on the topics and solutions already presented in the group work.

Activity	Method and organisation	Time
<b>Challenges:</b> Define group goals and explain how it is related to the Sustainable Development	Facilitator explains this part of the workshop, allowing for questions and discussions. Group coach/mentor: <ul style="list-style-type: none"><li>● Read the sub-goal or challenge that the group aims to create a solution for.</li><li>● Explain that the group needs to define a feasible and realistic challenge to work with.</li></ul>	20 min.



Activity	Method and organisation	Time
<p>Goals (SDGs) of the United Nations.</p> <p>Definition of group challenge or topic.</p> <p>Selection of a winning proposal see “Challenge template”</p>	<ul style="list-style-type: none"> <li>Go through organization, timing and outputs. Give room for discussions, answer questions and allow for discussions if the group needs to adjust their expectations.</li> <li>Distribute <b>blue</b> labels to all participants.</li> <li>Participants get 5 minutes to write down their definition of group challenge or topic.</li> <li>One proposal in each label including argument/definition (as few words as possible)</li> <li>As many notes as participants want.</li> <li>One participant at a time, selects one of their notes, reads and explains and puts in the centre of the table. Let each participant shortly discuss, meaning and content. Categorize and put together similar ideas and make sure that participants agree with your categorization and mark each category with a letter.</li> <li>It is possible to add new notes after participants start to present their ideas/notes.</li> <li>Go round and round until the facilitator announces that only 5 minutes are left, then go to the last round and as for new ideas.</li> <li>After the final round discussion participants vote for ideas/letters unless it is obvious which idea has most followers. Invite participants to look for further information online prior to the voting if necessary.</li> <li>If the group needs to vote, each participant selects 3 ideas/letters by marking them with a red dot. If votes are even, participants vote between ideas with raising their hands.</li> <li>The group will then write down the winning proposal on the “The Challenge Template” including arguments and definitions presented in the group work. Group coach reads the note and makes sure that everyone agrees with wording and adjusts if necessary.</li> <li>Make sure that one group member is nominated as secretary.</li> <li>Make sure that your group assembles all notes, they put a strap around it and leave it on the table.</li> </ul>	
<p><b>Stakeholders:</b></p> <p>Define groups and organizations that have impact on and will be affected by the solution you want to design. This influence can be positive and/or negative and</p>	<p>Facilitator presents the organisation of the 2<sup>nd</sup> part, allows for questions and discussions.</p> <p>Group coach/mentor:</p> <ul style="list-style-type: none"> <li>Distribute enough of pink notes to all participants.</li> <li>Participants get 5 minutes to write suggestions on stakeholders.</li> <li>On suggestion on each note (in as few words as possible)</li> <li>As many notes as participants want.</li> <li>Each participant, one at time, selects one of their notes, reads, explains and puts in one of the four boxes for the stakeholder analysis (Stakeholder Document). Allow participants to explain the selected location but make sure that everyone agrees with it.</li> <li>It is possible to add new notes after participants start to present their ideas/notes.</li> </ul>	40 min.



Activity	Method and organisation	Time
<p>stakeholders can be diverse.</p> <p>Results on:  <b>“Stakeholder Template”</b></p>	<ul style="list-style-type: none"> <li>• If there is a disagreement on the location of stakeholders, it should be cleared with the raise of hands.</li> <li>• Go round and round until the facilitator announces that only 5 minutes are left, then go to the last round and as for new ideas.</li> <li>• The group will then write down the winning proposal on the “The Stakeholder Template” including arguments and definitions presented in the group work. Group coach reads the note and makes sure that everyone agrees with wording and adjusts if necessary.</li> <li>• Make sure that your group assembles all notes, they put a strap around it and leave it on the table.</li> </ul>	
<p><b>The project:</b>            What needs to be done for your solution to be implemented.  <b>A: Project definition</b>            written down on <b>“The Project Template”</b></p>	<p>Facilitator presents the 3<sup>rd</sup> part that is divided into A and B parts. <b>A part:</b></p> <ul style="list-style-type: none"> <li>• Go through procedures, timing and outputs. Answer questions and allow for discussions if expectations need to be adjusted.</li> <li>• Distribute enough of yellow notes to all participants.</li> <li>• Participants get 5 minutes to write down their project proposals.</li> <li>• One proposal per note, including name, outcome and measurable objectives (in as few words as possible)</li> <li>• As many notes as participants want.</li> <li>• One participant at a time, selects one of their notes, reads and explains and puts in the centre of the table. Let each participant shortly discuss, meaning and content. Categorize and put together similar ideas and make sure that participants agree with your categorization and mark each category with a letter.</li> <li>• It is possible to add new notes after participants start to present their ideas/notes.</li> <li>• Go round and round until the facilitator announces that only 5 minutes are left, then go to the last round and as for new ideas.</li> <li>• After the final round, each participant selects 3 ideas/letters by marking them with a red dot.</li> <li>• Make sure that the secretary writes down the 3 proposals receiving most votes to the “The Project Template”. If proposals receive the same number of votes, vote between them with the raise of hands.</li> <li>• Make sure that your group assembles all notes, they put a strap around it and leave it on the table.</li> </ul>	40 min
<p><b>B part “Project design or causal chain”</b>            Causal chain written into the <b>“Project Template”</b></p>	<p><b>B Par “Project causal chain”</b></p> <ul style="list-style-type: none"> <li>• For each project use green notes to assist participants in building up a chain of tasks (causal chain) necessary to implement the project.</li> <li>• Assist participants to connect stakeholders with each task, that is relevant stakeholders for these tasks.</li> <li>• Make sure to activate all participants and ensure that different perspectives are presented in the discussions.</li> <li>• Be aware that the same tasks can be common within projects, and there can be other connections between projects as well.</li> </ul>	60 min



Activity	Method and organisation	Time
	<ul style="list-style-type: none"> <li>Disagreements should be solved with the raise of hands.</li> <li>Go round and round until the facilitator announces that only 5 minutes are left, then use the rest of the idea to finish project(s) description. You need to emphasize that it is more important to provide detailed description rather than presenting many projects, as time is limited.</li> <li>Make sure that the secretary writes down the causal chain into the “The Project Template”. Make sure that participants are satisfied with how the project(s) are presented and adjust.</li> <li>Make sure that your group assembles all notes, they put a strap around it and leave it on the table.</li> </ul>	
<p><b>Actions:</b> What is the group contribution to implementing the solution referring to individual strengths of group members. Results written down on “<b>Actions Template</b>”</p>	<p>Facilitator presents the 4<sup>th</sup> part</p> <ul style="list-style-type: none"> <li>Go through procedures, timing and outputs. Answer questions and allow for discussions if expectations need to be adjusted.</li> <li>Distribute enough of white notes to all participants.</li> <li>Participants get 5 minutes to write down suggestions about what she/he can do to implement specific tasks of the project.</li> <li>One suggestion per note, including name of task, actions and name of participants.</li> <li>As many notes as participants want.</li> <li>One participant at a time, selects one of their notes, reads and explains and locates one of 3 periods of the Action Template. Let each participant shortly discuss their selected period and how actions are internally related. Categorize and put together similar ideas and make sure that participants agree with your categorization.</li> <li>It is possible to add new notes after participants start to present their actions/notes.</li> <li>Go round and round until the facilitator announces that only 5 minutes are left, then go to the last round and as for new ideas or actions.</li> <li>Disagreement on purpose, usefulness, timing and series of actions, should be solved with the raise of hands.</li> <li>Make sure that the secretary writes down actions into the “The Action Template”. Make sure that participants are satisfied with how they are presented and adjust.</li> <li>Make sure that your group assembles all notes, they put a strap around it and leave it on the table.</li> </ul>	50 min.
<p><b>Presentation and feedback.</b></p> <p>Answers written down on “<b>Lesson Template</b>”</p>	<p><b>Presentation and feedback.</b></p> <ul style="list-style-type: none"> <li>Go through procedures, timing and outputs. Answer questions and allow for discussions if expectations need to be adjusted.</li> <li>Participants go through findings from part 1 to 4 (Challenge Template, Stakeholder Template, Project Template and Action Template) make sure of its consistency and rewrite templates if necessary, the templates are then put together on a canvas Participants lead the work without coach assistance.</li> </ul>	30 min.



Activity	Method and organisation	Time
	<ul style="list-style-type: none"> <li>• When 20 minutes are left, the secretary goes to the final round and asks each participant to answer the question “What is your biggest lesson you learned in the group work?”</li> <li>• Write down their answers in points on the “Lessons Template” put a strap around the answers and leave it on the table.</li> </ul>	

## EVALUATION AND FEEDBACK

Following are a few general descriptors to evaluate the workshop process/outcomes and pupils participation:

- Participants engagement, everyone involved.
- Communication and cooperation.
- Selection of a secretary.
- Number of:
  - challenges presented
  - stakeholders identified
  - projects identified
- Quality of session output
  - “The Challenge Template”
  - “The Stakeholder template”
  - “The project template” including now relevant tasks, stakeholders into the causal chain.
  - “The Action Template” including workflow outline and timings, usefulness of defined actions to implement the project
  - “The Lesson Template” including constructive feedback on the workshop / Lesson

Following evaluation including module descriptors can be used to evaluate individual pupils, for self- and peer evaluation.

*The pupil should be able to:*

<b>DESCRIPTORS:</b> Knowledge (K), Skills (S) and Competences (C)	<b>Poor (D)</b>	<b>Fair (C)</b>	<b>Good (B)</b>	<b>Excellent (A)</b>
(K) on SDGs goals and relevance of sustainability and sustainable lifestyles in their community				
(K) on local resources and stakeholders				
(K) on approaches in exploring stakeholders				
(K) on need analysis for project implementation				
(K) on project causal chain				
(K) on the relevance of stakeholders and resources				



<b>DESCRIPTORS:</b> Knowledge (K), Skills (S) and Competences (C)	<b>Poor (D)</b>	<b>Fair (C)</b>	<b>Good (B)</b>	<b>Excellent (A)</b>
<b>(K)</b> on project organization, tasks, and actions				
<b>(S)</b> in communication and cooperation				
<b>(S)</b> in identifying challenges related to the SDGs goals				
<b>(S)</b> in identification of stakeholders relevant to SDGs goals				
<b>(S)</b> in identification of relevant projects matching with community challenges and stakeholders				
<b>(S)</b> in identification of chain of tasks to implement a project				
<b>(S)</b> in assigning and connecting tasks and actions to relevant stakeholders				
<b>(S)</b> in project design, organisation, and human resources necessary				
<b>(S)</b> in identification action needed to implement a project				
<b>(S)</b> in reviewing and presenting workshop outcomes.				
<b>(C)</b> to apply SDGs to the local community and their lives				
<b>(C)</b> to choose a topic/ challenge to investigate				
<b>(C)</b> to choose methods to collect and analyse information				
<b>(C)</b> to choose relevant stakeholders to investigate and present				
<b>(C)</b> to select analyse and report projects causal chain or organisation				
<b>(C)</b> to design a project, orgazing, timing actions/tasks				
<b>(C)</b> to construct feedback				

**TEACHERS REFLECTION:**