
**THE POWER
OF STORIES
IN 'DIFFICULT'
TOPICS - EXPLAINING
INEQUALITIES
AND ECONOMY**

TOOLKIT

CREATED BY THE PARTICIPANTS
OF THE ERASMUS+ TRAINING
WISŁA, POLAND 2019

INFORMATION ABOUT THE TRAINING

Our training had two main objectives:

To equip youth workers with broader knowledge regarding Social Economy and possibilities it gives in terms of promoting tolerance and feeling of solidarity with excluded groups in local communities.

To equip youth workers with knowledge of Storytelling as a tool of non-formal education, as well as practical skills that will allow to use it in the most effective way.



THE TRAINING WAS A JOINT EFFORT! :)

The training was funded by the EU (Erasmus+) and was coordinated by **Fundacja Ekonomisja from Poland** (Economission Foundation). We would like to thank our partner organizations in the project:

Partner organization from Armenia:

International Centre for Intercultural Research, Learning and Dialogue NGO

Partner organization from Ukraine:

Civic Organization "Development and Initiative"

Partner organization from Lithuania:

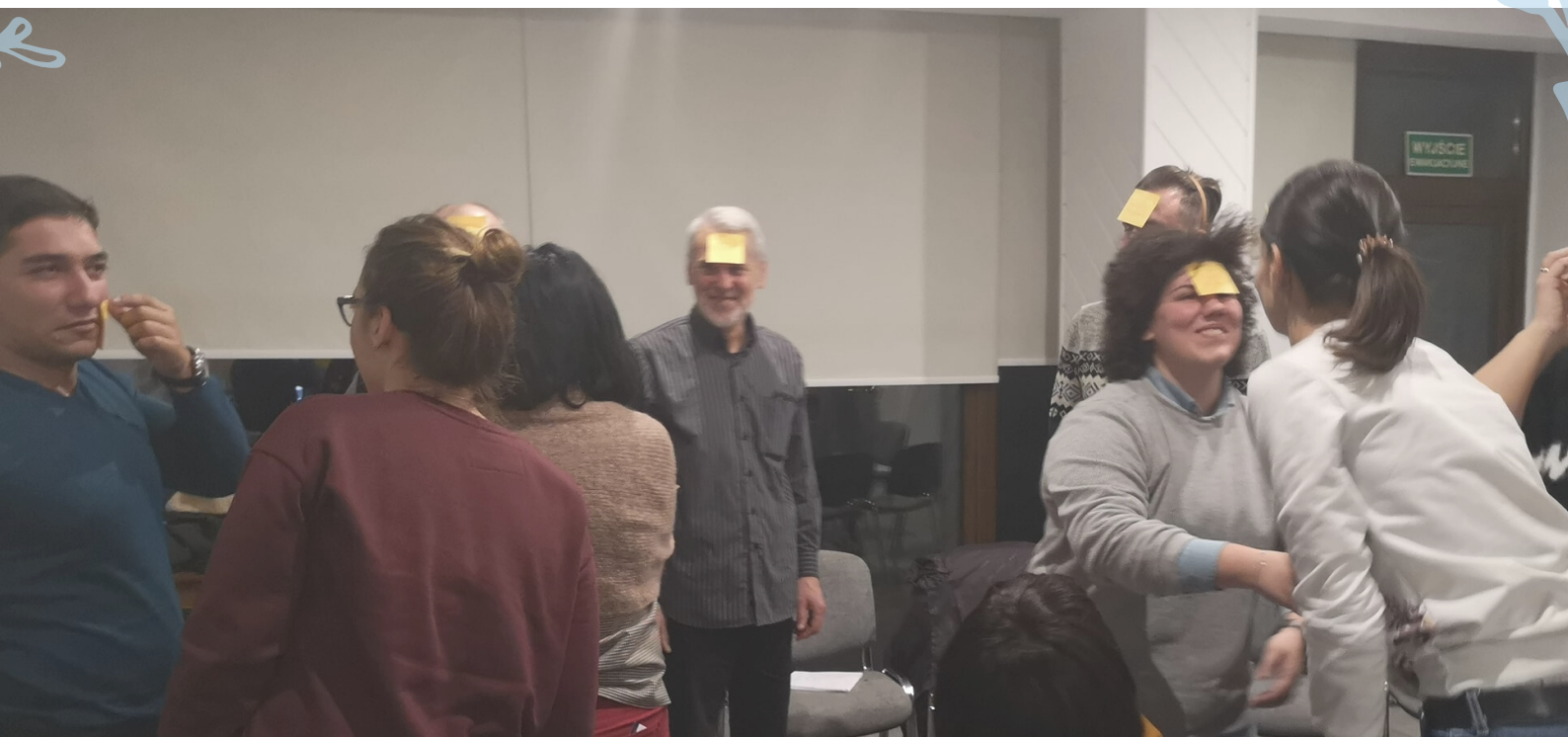
VSJ Inovaciju Biuras

Partner organization from Serbia:

Inicijativa Raxvoj i Saradnju

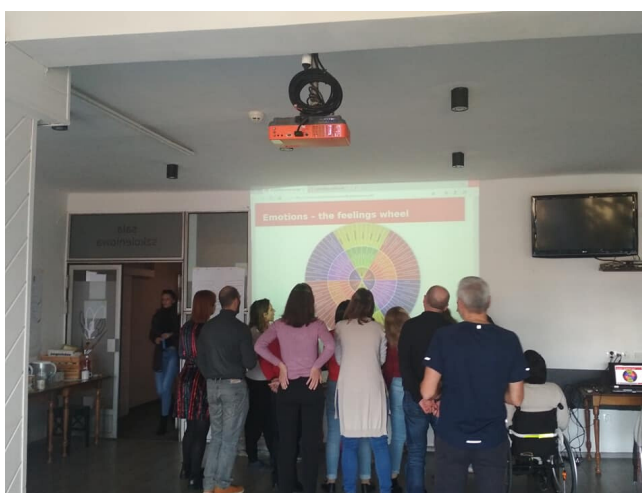
Partner organization from Georgia:

Student-Youth Council



PRACTICAL INFORMATION

The training "The power of stories in 'difficult' topics - explaining inequalities and economy" took part in Wisła, in November 2019. There were 18 participants of the training - youth workers from Lithuania, Georgia, Serbia, Ukraine, Poland and Armenia.



Our training was based on non-formal education methods, including simulations, discussions and group work, brain storming, educational games, role playing. During 8 days of the training, we improved our skills, knowledge and gained new attitudes. First, the training focused on the topic of social economy (its values, important concepts such as inequalities) and then the second part of the training was dedicated to the methodology of storytelling.





CREATING WORKSHOP SCENARIOS

During our training, we not only increased our knowledge about storytelling and social economy, but also created workshop scenarios about social economy, based on storytelling methodology. After creating the scenarios we tested them in local school with young people and then we decided to share our scenarios in the form of publication, so every youth worker from around the world can replicate the sessions in their local communities.



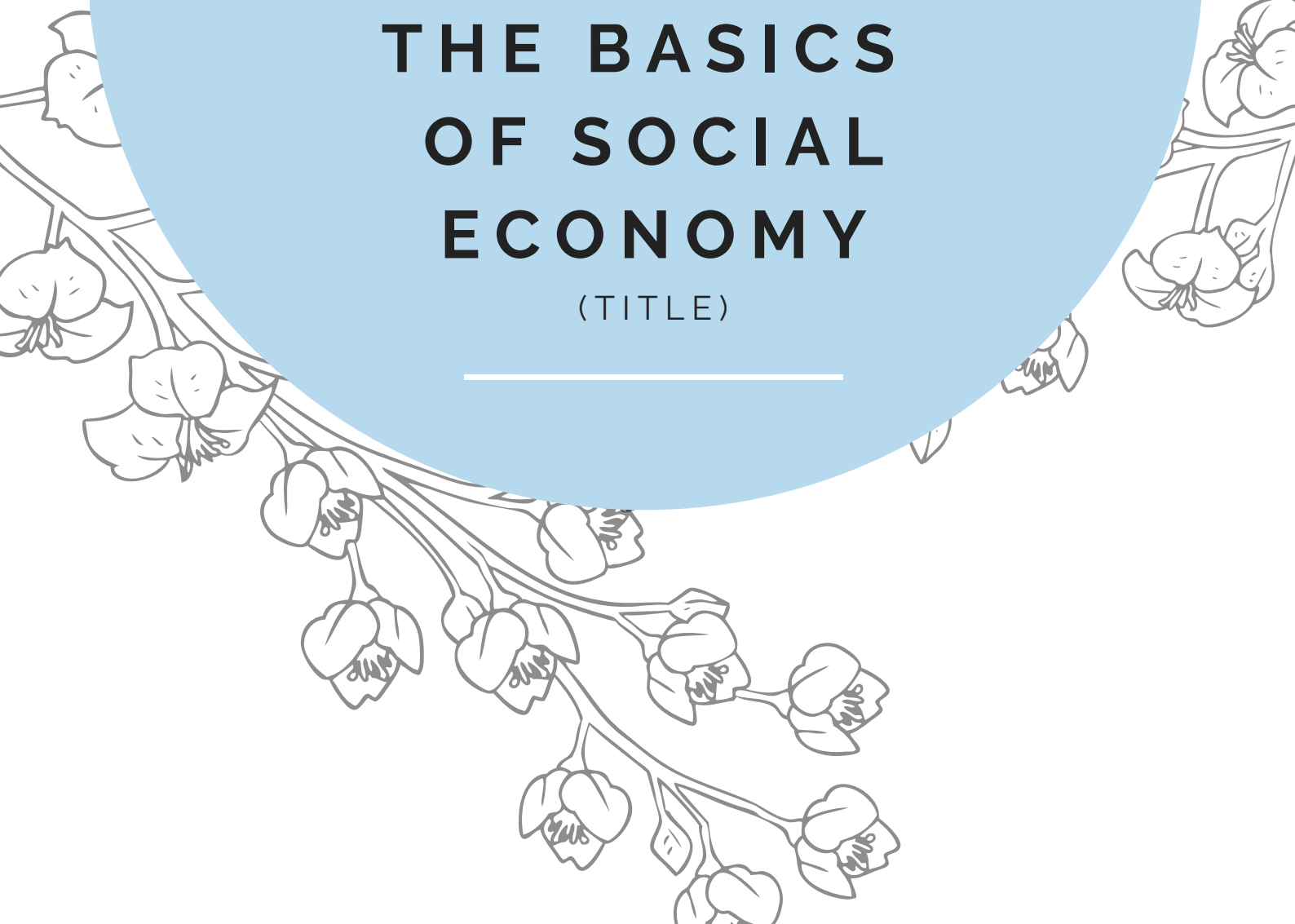
In small international group of 3 participants, we created workshop scenarios for the target group of young people aged 16-19 years old. Altogether we created 6 scenarios (planned to be realized in 90 minutes each) and then we had a pleasure to test these scenarios with young people from Liceum Ogólnokształcące im. Pawła Stalmacha w Wiśle (highschool in Wisła, Poland). We would like to thank the teachers and the students of the school for the warm welcome and active participation. Thanks to these "test sessions" we could improve our scenarios and now we are presenting them in this publication - **next pages of the document contain 6 ready-to-use scenarios.**

We hope they will be useful for you!



**WORKSHOP SCENARIO
NUMBER 1**

**THE BASICS
OF SOCIAL
ECONOMY**
(TITLE)



THE BASICS OF SOCIAL ECONOMY

Description of the workshop. Authors and moderators:
Patrycja Lango, Oleh Shpilin, Nino Gvasalia

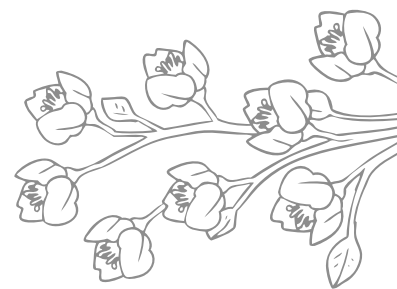
INTRODUCTION

In this part, we are introducing our names, where are we from, why we are here – we're here because we are participants of the Erasmus+ program "The power of stories & Social Economy" co-funded by the EU. Today we will talk about the social economy. We have a simple plan for today, firstly we will get to know each other, play some games, then we will define some methods like brainstorming, Walt Disney Method and a little bit about storytelling. By using these methods you will understand a little bit more about social economy.



At first, we need to get to know each other, so we'll play one game – tape with names. What is this game about? You should take a piece of glue-tape, so your name can fit on it, write as many lines on it as many letters your name has. When you're ready, you should start searching for your letters in others names, so that they can give them to you. For example, your name is Patrycja, you'll need to find 8 letters, so you start looking for people who have the same letters in their names. So, if there is a pupil named Anna, you can ask her for 2 letters "A" and she has to write down this letters on the relevant gaps. Players are given 3 minutes to complete their names, after finishing, they stay in the circle and tell their names and if they've found all the letters. After the first energizer, we will explain one rule about Silence – we will show them a movement that looks like a house and in houses, we listen to each other, so when a person show this sign, it means that she/he can't speak because it's too loud in the classroom. When someone sees this sign, does the same and stays silent.

First Energizer: Tape with names



A person stands and says his/her name and with showing hands, he/she tells 2 things that he/she likes, for example, my name is Nini and on my left hand I like pizza and on my right hand I like travelling. If a person likes pizza, he/she grabs his/her left hand and then does the same – tells his/her name, repeats what he/she likes and then he/she says another thing that he/she likes. In the end of this game, they are standing in the circle, grabbing each others' hands.

If the audience seems not-energetic and we have enough time, we can do the 3rd energizer - stop-walk, clap-dance. In this energizer, the trainer will be telling some commands and the students do it. First 2 commands is “stop-walk” and people do them directly. Then after few commands, we change their meanings, so stop is walk and walk is stop. After that, we add 2 new commands “clap-dance” and they do them directly. After a few commands, we change their meanings also, so clap becomes dance and dance becomes clap.

Second Energizer: Tape with names



Task 1 After the energizers, students will be united in groups of 3-4 people (max. 9 groups) and they will get the first task. They'll get some stickers where should write down 10 problems that they would like to change in their town/society/environment? Topics can't be about politics, religion... We will use brainstorming method for the first task. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

There are four rules of doing it properly:

- 1) No judgements. This is the first rule of creativity in general.
- 2) Think freely. While brainstorming, ideas are neither silly nor impossible.
- 3) Big numbers. The more ideas, the better.
- 4) Many heads are better than one.

With brainstorming method groups will generate some ideas and write them down on the stickers, then they'll leave a sticker with the main problem for their group and the rest stickers they'll stick on a board. Group gives its sticker to the another group, so that problems rotate and other group needs to find the solution to this problem.





Task 2

The groups should find out solution to the problems that are given on the stickers by using brainstorming method again.

After the second task, there should be a comfort break for about 10 minutes.

Presentation of solutions

Each group will present what problem they had and discuss if they found a solution and how can it be implemented. Each group will have 1-2 min. for presentation



STORYTELLING PART

We will represent one case of a social problem and its solution by a small performance, using a petal structure, metaphors, flashback. The petal structure is a way of organizing multiple speakers or stories around one central concept. It's useful if you have several unconnected stories you want to tell or things you want to reveal – that all relate back to a single message. You tell your stories one by one before returning back to the center. The petals can overlap as one story introduces the next but each should be a complete narrative in itself. In doing so, you can weave a rich tapestry of evidence around your central theory. Or strong emotional impressions around your idea. By showing your audience how all these key stories are related to one another, you leave them feeling the true importance and weight of your message.

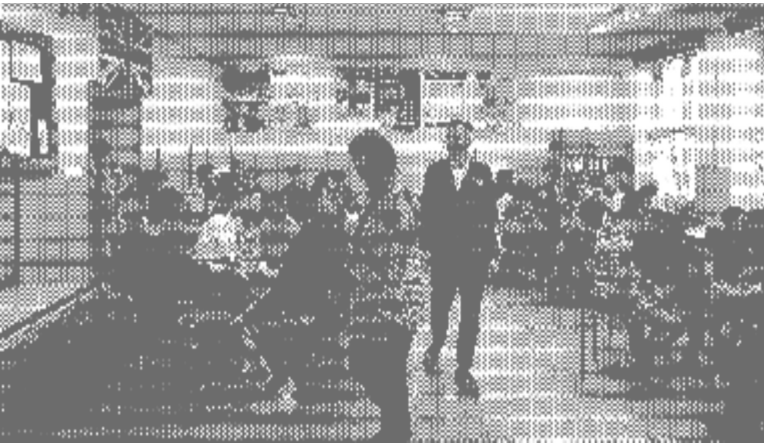
First actor starts storytelling, it's present time: "Hi, I'm glad you are here. I'd like to tell you a story - the story of my life."

Actor changes, second actor continues. (It's past): "Those thoughts about suiciding are following me everywhere, every time... I don't know what to do, I'm only 14 and it seems to me that I'm in a big tunnel and there is no light on the end of the tunnel... I have no one, I feel like I am a bench in a desert... My aunt is raising me up... she beats me all the time, she is drug-addicted, oh , do you hear this sound? She's even now looking for some alcohol... I'm just an extra burden for her, can it even be called raising? I would kill myself, but I've promised my mum that I would become a good person, when she took her last breath... Maybe I should join the program of "The Helping Hand", they say, it is a place where people help children like me... You know, I don't know any orphans like me, we are not accepted in a society, I just to go the ordinary school, they all have a good life, they have parents, they are loved... I think, no one loves me... I can't forget this person's face, who offered me to join this group... Maybe it's the way out of this labyrinth..."

The first actor returns and tell about the present: "My name is Ana and I work in the Marketing Department of a large foreign company. Now I am happy and I feel fulfilled, but my past was not so colourful. Few years ago I met a loving and caring man, after few months we got married. I shared the story of my childhood with him. I told him about my stay at the orphanage. It was really hard time for me and I still have a hard time telling about it. My husband and I decided to share our love with those who did not have the opportunity to experience the family warmth. We gave a house and family to eleven years old girl whose parents died in a car accident. Two years later I gave birth to a beautiful, healthy son. We love both of them so much and we can not imagine our family without them."



Actor changes, the third actor continues storytelling. (It's future): "So now I'm a grandmother. It's was Christmas eve, snow was going on slowly. It felt really warm inside. I was waiting for it very much. I've prepared a lot of different tasty dishes to feed all the family. Some was salty, some spicy, some I didn't like even by myself but I know that part of the family adores it. So I don't mind. First was Peter's family, he had an orphan wife, 2 own kids and 2 orphan kids. Second came Liza's family, she has her husband Derek and 1 orphan child. We had a lot of interesting conversations about the family, program that all us took part. We were totally opened, fulfilled and happy. It was that ordinary Christmas day that every orphan child wants to have. And I had one interesting line on my mind: <If every person put seed in the ground that will grow for the other, could be our world become a different place.>"



Introduction - 5 minutes

Energizers - 10 minutes

Task 1 - 10 minutes

Task 2 - 20 minutes

Presentation of solutions - 10-15 min.

Storytelling linked to Social Economy - 5-7 minutes

Debriefing, questions after the story - 20 minutes

AFTER THE STORY

After the performance, we will have questions&answers part for 10-15 min., where students will be asked next questions:

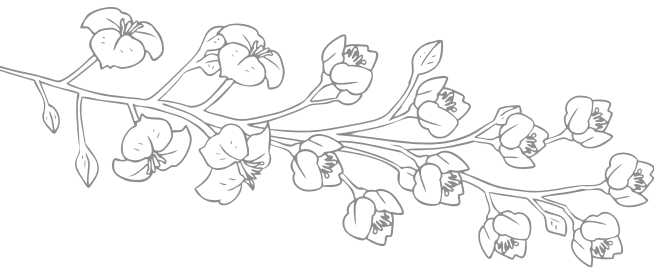
- 1)What was the problem in this story?
- 2) What is the solution?
- 3) What other solutions would you offer?
- 4) What is the result?
- 5) What is the most important for you in the story?
- 6) What values did you grab from it?
- 7) How did you feel?

TIMELINE OF THE SESSION

LEARNING OUTCOMES

After session students will be more aware of the problems of their society and how some of them can be solved. They will get some knowledge about basics of social economy and have an example how social enterprise works and helps in solving the problems. The students will also become more sensitive to problems of social responsibility and become more active in their local communities.



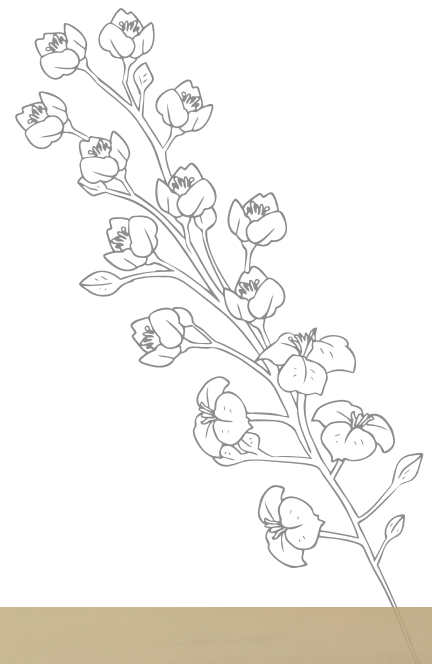


MATERIALS

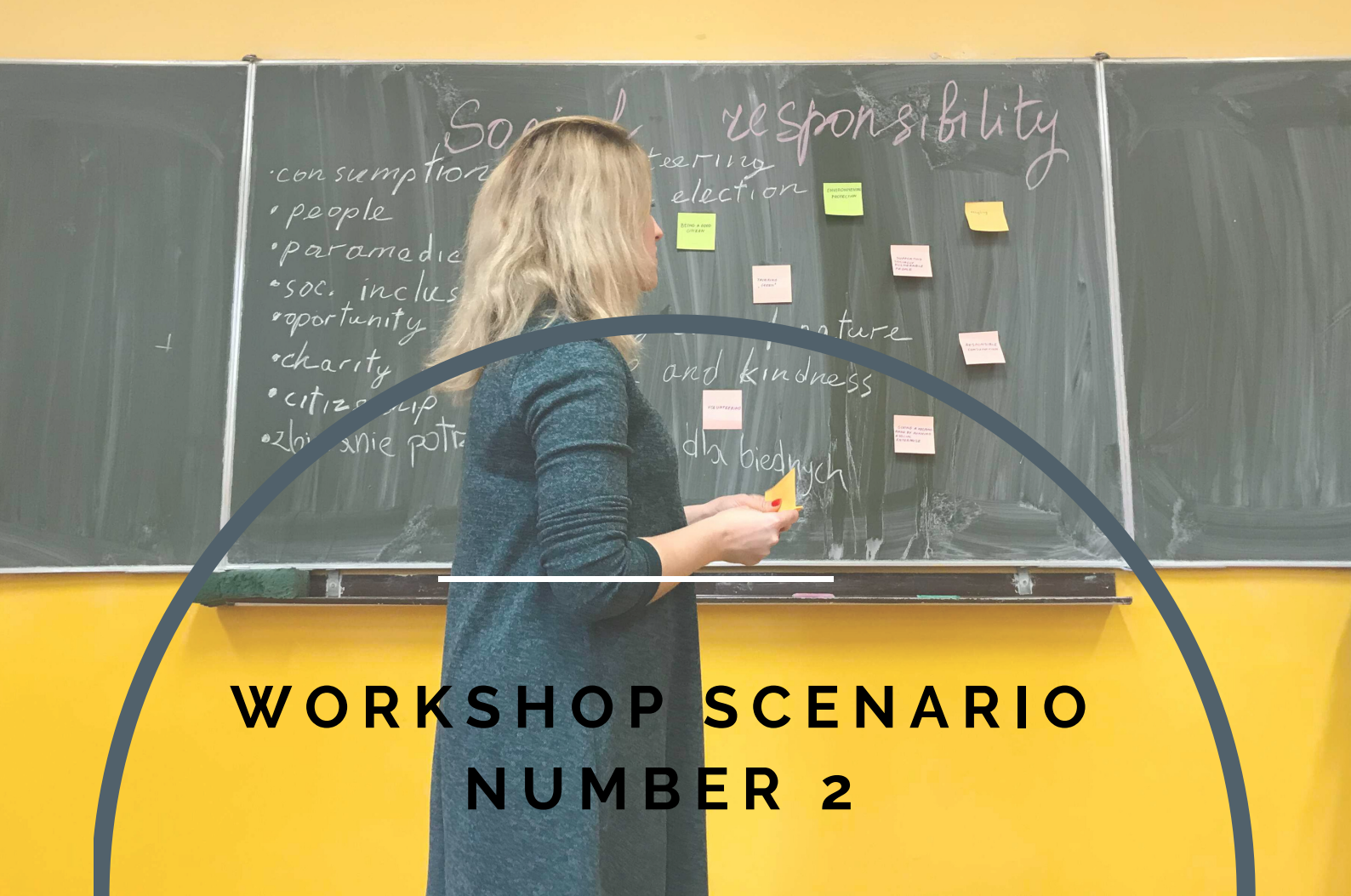
For conducting the workshop describe above you will need: stickers, pens, markers, blackboard/whiteboard, paper tape, sheets of white and colourful paper.

FURTHER READING

If you want to know more about the social enterprise described in the storytelling part: “THE HELPING HAND” - The Foundation that takes care of parentless kids and families besides children <https://hhf.bg/>







WORKSHOP SCENARIO NUMBER 2

THE APPLE HAMLET (TITLE)



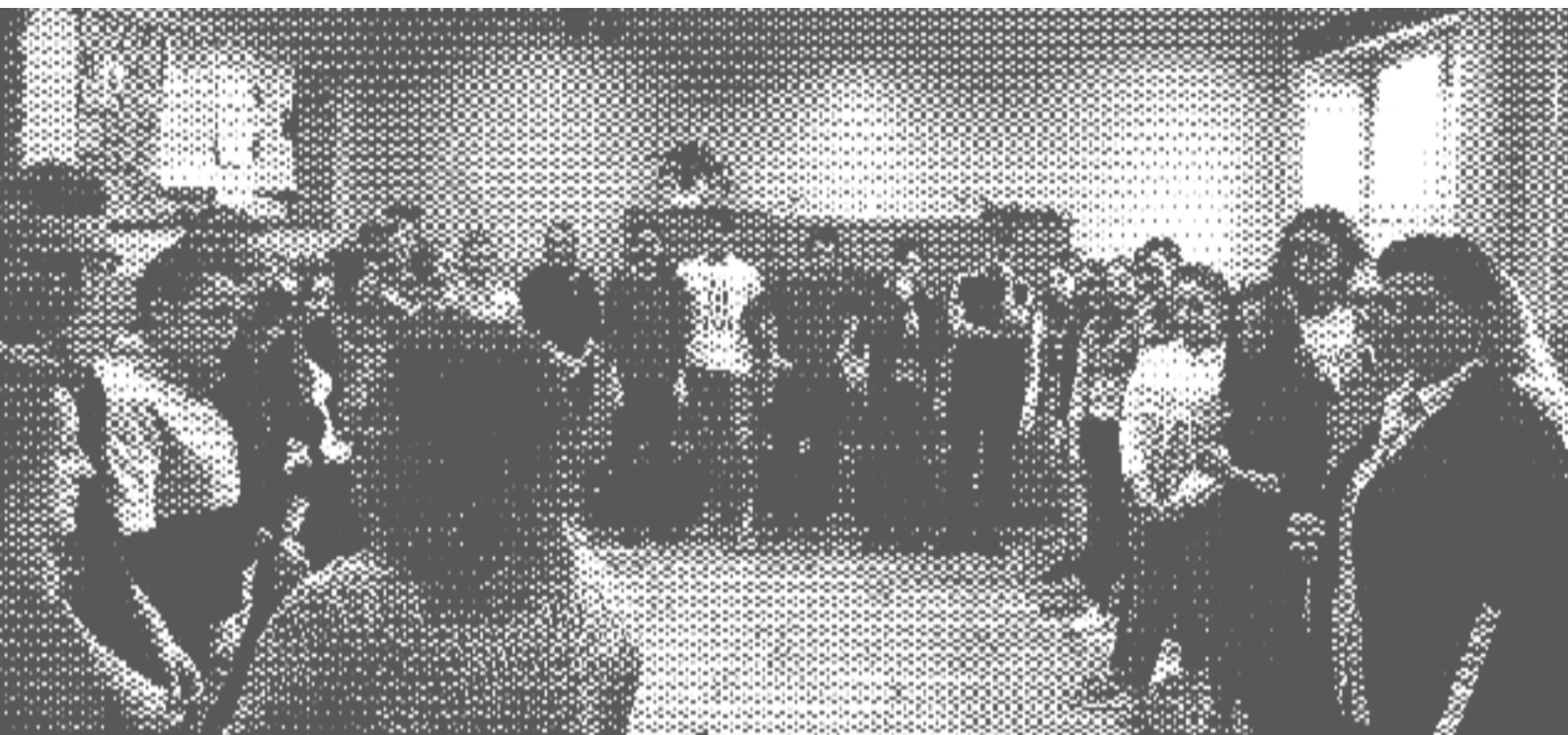
THE APPLE HAMLET

Description of the workshop. Authors and moderators:
Agne Goberyte-Meskauskiene, Mariia Shenenko, Zori Zoryan



INTRODUCTION

To cover the topic of social responsibility we used a storytelling method based on ‘in media res’ narrative, with the mix of prose and drama genres, including personification and metaphors, and interaction of students by giving them roles of ‘special effects’ within the story. Also we used a brainstorm session to check the students’ knowledge on ‘social responsibility’ topic by collecting the ideas. These ideas were used for activity ‘Frozen theater’: the students picked one item to show in group, how did they understand the meaning of these ideas. To warm-up the audience we used 3 energizers.



Who we are? Why are we here?
What is the Erasmus+ project and how can it
impact young people and youth workers?

INTRODUCTION OF TRAINERS (5 min)

FIRST ENERGISER

The activity starts with dividing into 2 lines. Than the participants change their position when they agree with a statement, proposed by trainers and stand still if they disagree:

- I live in Wisla
- I'm volunteering for some organization
- I recycle
- I'm in love
- I was abroad
- I have a brother
- I have a sister
- I like winter
- I like my Math teacher
- I like Kim Kardashian



“Bunny bunny, toki toki”

<https://ericgallagher.me/game-bunny-bunny-toki-toki/>

SECOND ENERGISER





Common rules

The trainers invite the participants to invent the group rules for the event to follow:

- we respect each other and are silent while one person is speaking,
- if we need silence, we show the 'House' and wait others to see our sign and to follow,
- cells on a silent mode
- if someone needs to go out, he/she does it freely without permission.

Participants make a circle and answer on by one the following questions:
What is your name?
What are your interests/ leisure activities?

Get-to-know-each-other activity

(10 min)

What does the social responsibility mean to you?

(15 min)

The participants brainstorm the ideas on the topic of social responsibility and the trainers stick the written ideas on the board.

If the students are shy with speaking out the ideas, it's better to let them write the items on the sticky notes. If the participants can't come up with the ideas, there are some tips:

- environmental protection
- being a good citizen
- garbage sorting
- buying qualitative and local goods
- responsible consumption
- supporting socially vulnerable people
- giving a helping hand by running a social enterprise
- thinking "green"
- volunteering
- leadership



To grab the attention and make the participants focused. The trainer shows to the participants the numbers from 1 to 5 with fingers (showing with fingers of one hand and pointing with another one.

Energiser

(5 min)



STORYTELLING PART

A story about a social enterprise (15 min) -
Before the story, the trainer explains the audiences engagement by giving the roles: rain, wind, storm, cows, birds, noise in the store.

Day 1

NARRATOR: Hamlet, an apple, woke up in the shelf in the shop and looked around.

HAMLET: Where am I? Oh I know that sexy apple among the nice apples in the shelf for the apples for the table. I know that apple that is in the apple pie, and that sliced apple in the box of Muesli looks like the apple I grew up with. I'm curious, what is written on the package that I am? Oh, 'Fodder', what does that mean? Is it connected with my unpleasant dots left by the roaring sun in the field?

NARRATOR: Hamlet thought up to the end of the day and went to sleep in this philosophic mood.

Day 2

NARRATOR: When the second day came, Hamlet felt nostalgic and dived deep into memories.

HAMLET: I remember when I was a flower in the beginning of spring and we were so fragile and that angelic farmers from social enterprise 'ZeroPerCento' from Italian Lombardia that produced a healthy local food came and protected us from thunder, wars and they were taking care of us and were watering us every day, they were so nice and I remember the last day they came and started to collect us from the tree for some purpose.

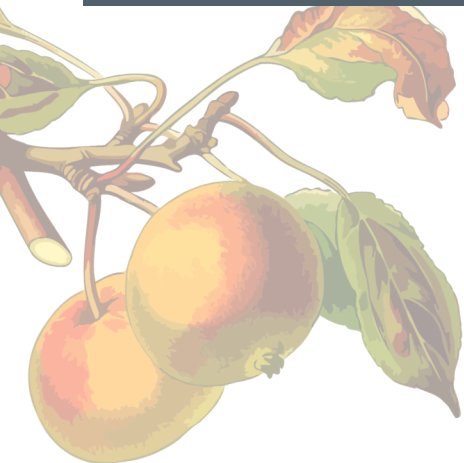
Day 3

NARRATOR: On the third day Hamlet was already not that much emotional and started to get on with his new home. He was really curious, what was he meant for in this place with local good and once heard from the cashbox of the store that this is the social enterprise, that helps long-term unemployed people to earn money and local farmers to sell their products.

DAY 4

NARRATOR: He was feeling already really comfortable in that shop with other healthy local fruits and vegetables. Some apple pies were bought already, the sexy apple from the front shelf was gone, however the Muesli was still in the place and Hamlet started to think about the life and his fate.

HAMLET: I remember when we were little apples on the tree we were talking and thinking what will happen with us and what will our life be like. Some of us wanted to have calm lie however the others wanted to have an adventurous life. Now I see different friends of mine that took different paths and I see that an apple can have a simple life and just hang on a tree however it can be cut and smashed and baked in an apple pie, and afterwards travel to the other side of the world and see what life is there like and have all these adventures and feelings. however, whatever you do, due to the ZeroPerCento none of us die without a reason in life. Some are eaten by cows, the others become a desert for the dinner but we all help other creatures to live and develop...





The theatre of Frozen figures

(16 min)

Participants are divided into 3 groups. Each group picks 1 idea from the 'Social responsibility board' and explain it with a frozen figure so that other participants could guess the idea.

Group work - 10 minutes.

Presentation - 2 minute for each group.

Reflection and Q&A session

(9 min)



The students gained new skills on working in groups, the basic knowledge of social responsibility and the problems connected with it, especially being good, proactive citizens..

LEARNING OUTCOMES



The participants make a circle and the trainer asks if there are any questions left.
 The trainer prepares the sticked bag or backpack on the board or on the wall of the classroom (with the meaning of new values and new knowledge) for the sticky notes.
 Then the participants put on the stickers their WHAT (new knowledge), HOW (new skills), WHY (new commitment) moments and



MATERIALS

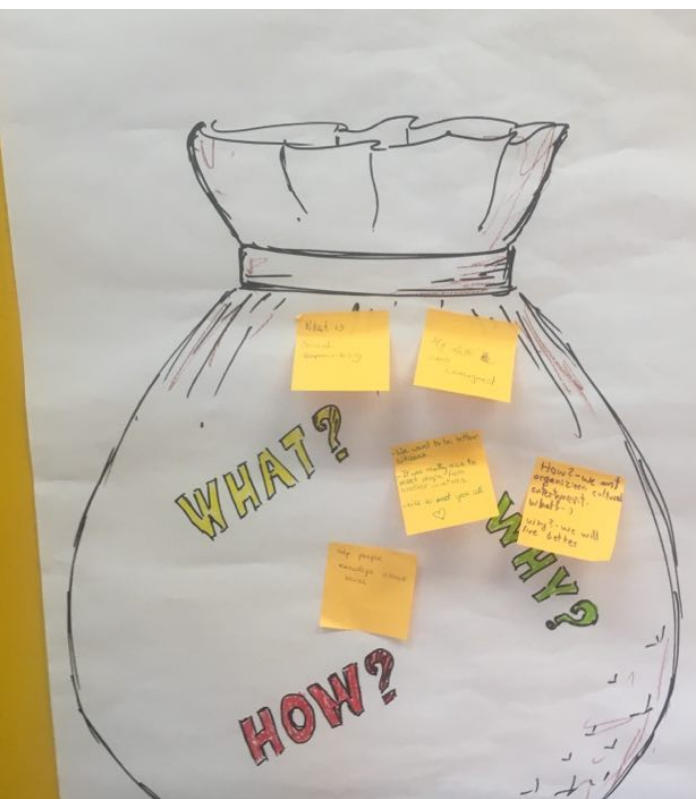
- sticky notes
- markers
- paper
- scotch
- flipchart
- paper for the 'Knowledge jar'

FURTHER READING

Manual of success on social entrepreneurship:
shorturl.at/ghOY9

Energizer 'Bunny bunny':
<https://ericgallagher.me/game-bunny-bunny-toki-toki/>

8 Classic storytelling techniques for engaging presentations:
<https://www.sparkol.com/en/blog/8-classic-storytelling-techniques-for-engaging-presentations>



citizenship competence

KNOWLEDGE

- learned about different social enterprises from ^{almost} all over the world.
- different solutions to different problems
- how regular schools in Poland are;

- learned the ways how to solve the different kinds of problems.
- How simple people can destroy inequalities in the society.
- knowledge about conditions of other countries (problems).

SKILLS

- How to start the social enterprise
- How find the ways of solution.

on local community (school children)

- HOW TO EMPOWER PEOPLE TO BE GOOD CITIZENS

ATTITUDE

- Solidarity - How people try to support others.

• feeling more connections with your national identity

• Be aware of the community

PARTICIPANT'S

different languages

their own specific targets

pages

in the same time.

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WORKSHOP SCENARIO NUMBER 3

SOCIAL ENTERPRISE AND SOCIAL INCLUSION

(TITLE)



SOCIAL ENTERPRISE AND SOCIAL INCLUSION

Description of the workshop. Authors and moderators:
Monika Kehl, Eugenijus Valavicius, Ricardas Kliminskas

INTRODUCTION

Establishing a social enterprise can be a good way to solve the problems of people with disabilities who have problems related with having a job and integrating into local community. At the same time, establishing such an enterprise is closely connected with conveying the values of tolerance, social inclusion and promoting better understanding of people, no matter what their abilities are. The scenario "Social Enterprise and Social Inclusion" addresses these two issues. The target group of the workshop is young people. The methods used during the workshop are warming-up activities, energisers and the story-telling part about Maria. The storytelling part is based on drama and prose genre, the story also uses the petal structure of the narrative and the third person narrator.



During the first part of the session, we introduced ourselves. We explained why we are in the school, what we are doing, why. We summarized also what is Erasmus+. We talked about the rules of our collaboration during the session (silence, respecting each other, phones turn off). Then ask the participants to write their names of tapes and stick it to their clothes. Then conduct an energizer – an ice-breaking game. In this game, everybody, in a circle needs to say his/her name together with a hobby (what he/she likes to do).

Warming-up and meeting with the youth group

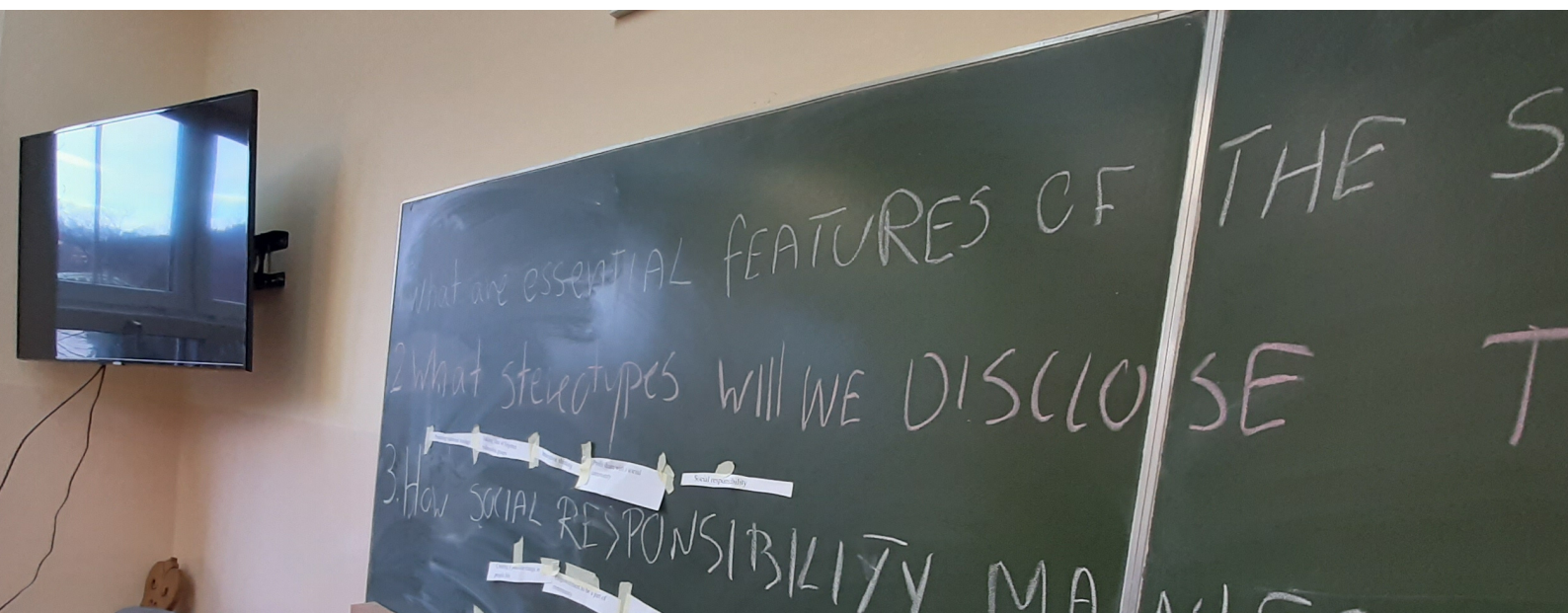


Guiding questions

Then, write three following questions on the table/flip-chart:

- 1) What are the essential features of the social economy?
- 2) What stereotypes will we disclose?
- 3) How does social responsibility can manifest in life?

These will be the “guiding questions” present through the whole session.



STORYTELLING PART

The storytelling part comprises of 3 people speaking - narrator, Maria and Mantas. Therefore, 3 actors are needed. If you are leading the session alone, you can engage the audience - ask some volunteering participant to read the part of one actor loud. It will be engaging for the group.

Narrator: Maria was born in a friendly family. She's has two older brothers and one younger sister. But she was unlucky one because from the birth she has fragile bones and couldn't play in active way with others. When Maria was 7 she because of that not manage in walking and break legs bones. She underwent an operation in Chicago an successfully recovered, but after operation Maria had to sit a wheelchair. Maria attended gymnasium and had friends. The most challenging question for her was her was future career.

Narrator's questions for the participants: What you can to propose to Maria to do in her situation? What work can she choose in the future? [the participants answer]

Narrator: At gymnasium the best friend of Maria was Mantas, because they were both interested in IT and liked singing. Once, Maria said to Mantas...

Maria: Mantas, I have an idea to make own business of creating websites for schools and other institutions.

Mantas: OK, it's a good idea to earn some money. By the way, we can buy some necessary equipment for singing and playing music which we like so much. I read in newspaper about the our municipality support for people establishing social enterprises. We can try and get some money for it. I think you already know words HTML, Wordpress, JavaScript,PHP.

Maria: What are the differences between private company and social enterprise? What problems can be if we decided to make enterprise?
[Mantas answer - the participants suggest answers]

Narrator: Maria, Mantas and few other friends with disabilities created social enterprise who's the name Monter-e. And started their business.
Their business was successful.

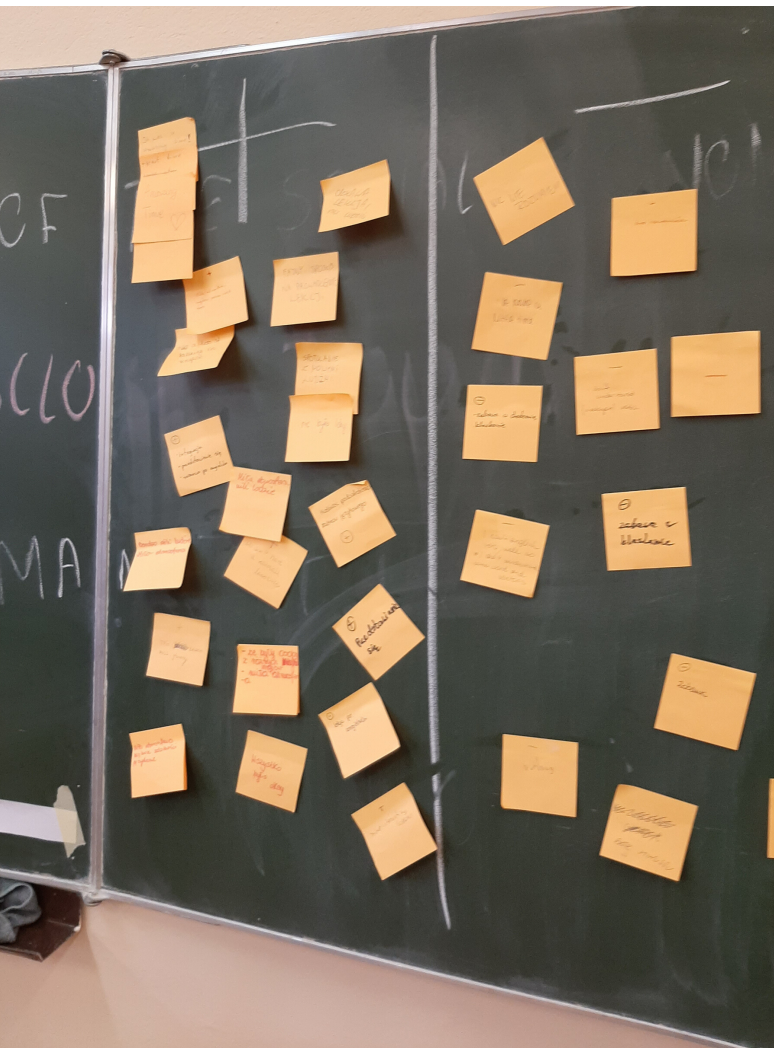
Narrator: From the other side, Maria and Mantas liked the music and singing in rapper style and long autumn evenings started to practice ones.
After a year Mantas saw an announcement about songs competition in National TV show.

Mantas: Maria, you are singing so nice and I would like that you participate in this competition. We invite our friend Darius to help with singing, because he is a singer.

Narrator: Do you think Maria agreed to participate? [the participants of the session try to answer the question, they brainstorm about possible scenarios].

Narrator: Maria not only participated at competition but won it and made her life colourful and enjoyable and gained new friends. She became TV Star.

Narrator: What do you think, what stereotype we disclosed in this story?
[time for the participants to reflect on the story, in smaller groups].



Group work

Divide the participants into smaller groups of 3-4 people. The groups need to write 2 true and 2 false attributes about social enterprise features. Then, they stick it to the board and together, the whole group of participants, facilitated by you, decide which features are false and which are truth.

In the same groups, ask the participants to write a short story about local social problems and the possible ways to solve these problems. (15minutes). Then, the groups present ideas to other groups.

Evaluation

Stories about local problems

As a main facilitator, you should comment students' findings about the local social problems and ways to solve them. Then students evaluate the lessons – they write, anonymously on stickers what they thought about the session.





**WORKSHOP SCENARIO
NUMBER 4**

**LEARNING
SOCIAL ECONOMY
THROUGH
STORYTELLING**

(TITLE)



LEARNING SOCIAL ECONOMY THROUGH STORYTELLING

Description of the workshop. Authors and moderators: Lasha Ratiani, Elene Ganaia, Kinga Danielczyk

INTRODUCTION

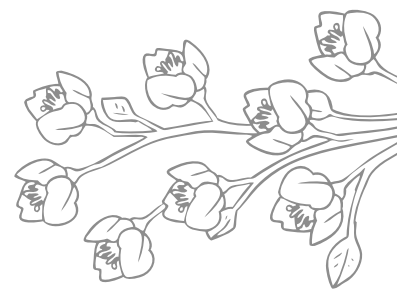
We started our session with introduction - who we are and what we wanted to do. Then we started with the game - we played a game called „Find someone who”, where students have to use a checklist as they walk around the room trying to find a person who has a certain characteristic. The goal is to meet and talk to as many people as possible within the time limit in order to put one name by each of the characteristics.



After playing the game we asked the students to play the game „step in someone’s shoes”, to take on a particular role or task that someone else has been doing. It helps you to find out what this person feels. If you could just put yourself in his shoes for a moment, perhaps you would understand why it is not as easy as you seem to think. We gave the students the stick papers and glue them on their foreheads, there were written different kinds of statuses of people, mostly the ones who are discriminated or bulled, like: homeless, single mother, alcoholic, beggar, blind person, rich celebrity, president, single father, orphan, drug-addicted, corrupted politician, businesswoman and etc.

According to the rules of the game they were not able to read what was written on their stick papers, they were asked to treat each other as written on their classmates stickers - stereotypically - and tell good or bad comments to each other. The participants were acting as it was claimed and at the end of the game, we asked them to share their feelings and expressions how it is to be in someone’s shoes. Their answers were very interesting, they felt how people with special needs requires others support and assistance.

First activity: how it is to be in someone's shoes?



After that we wanted to play another game, which is called human knot. We asked the class to divide in 4 groups and every group make a circle. They had to close their eyes, and grab the other person hands.

In this way they made knots from their hands and the task was to make a circle again, without losing contact with the other person. In total, game was about group building and then we explained why they played this game.

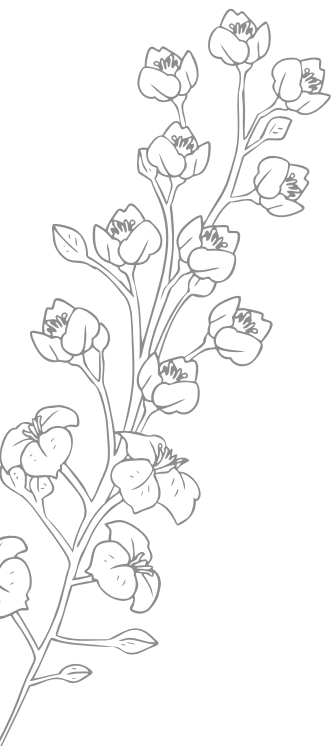
Energiser: human knot



Introductionary exercise to the storytelling part

In order to prepare the participants to listen to the storytelling part, first we conducted one more exercise. We divided the participants into smaller groups of 4-5 people and asked them to write 3 most important problems of their local community (family problems, social, economical, infrastructural, environmental). Then, we asked them to discuss their ideas for solutions to the problems they had written down. After that, all groups presented what they created.

In the next step, we wanted to present them one example of how to solve social problems. We told them a story of „Food and Life” social entrepreneurship (<http://psfoodlife.pl/>). This social enterprise gave jobs for people with mental and physical disabilities. We used case study methods and told them the example of how one of the local enterprises was created. One of the group members presented the audience how the entrepreneurs of the Social enterprise has started. We used the storytelling narrative technique - „in medias res”.

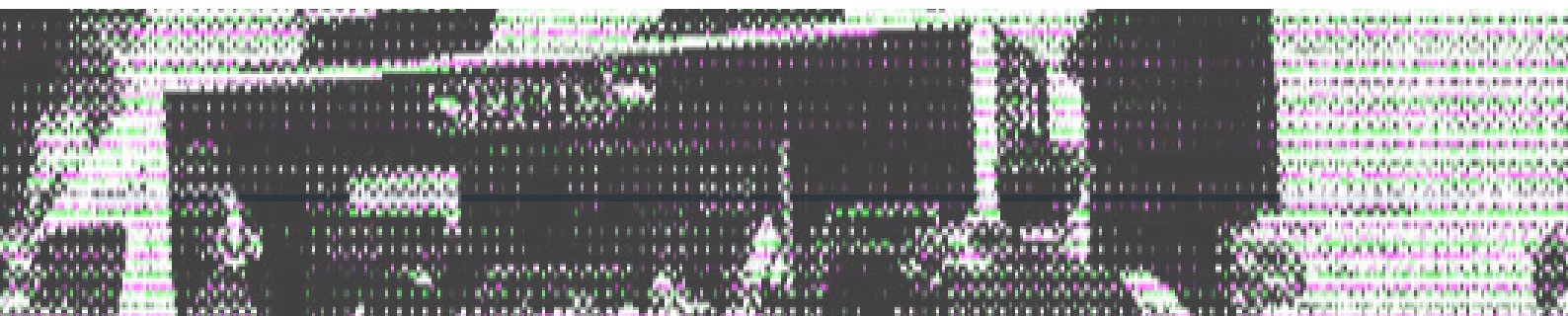


STORYTELLING PART

One social enterprise was awarded for the most successful of its kind and received a lot of popularity and trust in the city of Cracow! They gained respect and confidence from the locals. It is a social enterprise where 5 people with disabilities work in. They cook and sell „zapiekanki” (special type of bread with cheese) in the Food truck. You can find this food truck everywhere in Cracow, during the festivals, events and concerts. And we want to tell you and share with you how it all started!

One day, 3 friends met together and decided to make something special for the people with disabilities from Cracow to change their life for a better future. At first, these friends were afraid, they did not even have any idea how to start! After some time, via Facebook, they got to know that one organization was inviting participants for trainings about how to make business involving the people with disabilities. And then everything happened so fast!

By a coincidence, the three friends got to know that the European Union was giving the grants to the ones who wanted to create the social enterprise for the people with disabilities. They had only two months to apply, but with their friends' support they wrote the project and won! That was how it started. Their main values are responsibility for us & for others, passion in life, friendship; fair workplace and transparency.



Before the end of the session we wanted to know if students were satisfied or not. For that we asked them to write their emotions about lesson on the sticker, which we gave them before the task. We told them not to write their names on it, so they will be more free to write their real feedback.

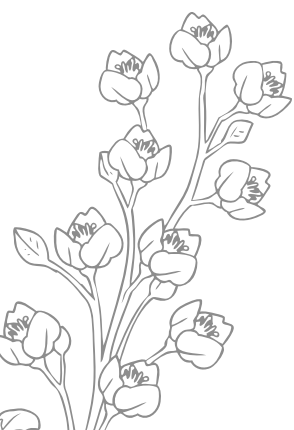
Evaluation

Timing

Introduction – 5 minutes,
Find someone who game – 10 minutes,
Sticker game – 10 minutes,
Problems session – 10 minutes,
Story telling – 20 minutes,
Human knot – 10 minutes,
Evaluation – 5 minutes.

Pens, papers, stickers, tape, materials from the website of the social enterprise:
<http://psfoodlife.pl/>.

Materials needed





LICEUM OGÓLNOKSZTAŁCĄCE
im. Pawła Stalmacha w Wisie



**WORKSHOP SCENARIO
NUMBER 5**

**YOUTH
AS A GENERATOR
IN SOCIAL
ECONOMY**

(TITLE)



YOUTH AS A GENERATOR IN SOCIAL ECONOMY

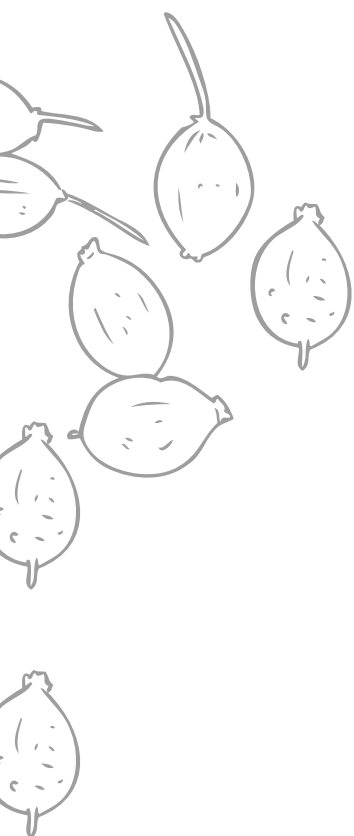
Description of the workshop. Authors and moderators: Bojana Vuletic, Milica Djordjevic and Zorana Milovanovic

BACKGROUND

The main goal of the session “Youth as a generator in social economy” is to teach youth how to recognize and define social problems in society and to try to understand basics of social economy as a field in which many people see the solutions for these problems. This session is a part of the training „The power of stories in ‘difficult’ topics – explaining inequalities and economy!” and it completely fits in the entire training in both ways – goals of the session and the methodology that was used. The session is designed to fit the age of the students it was created for.

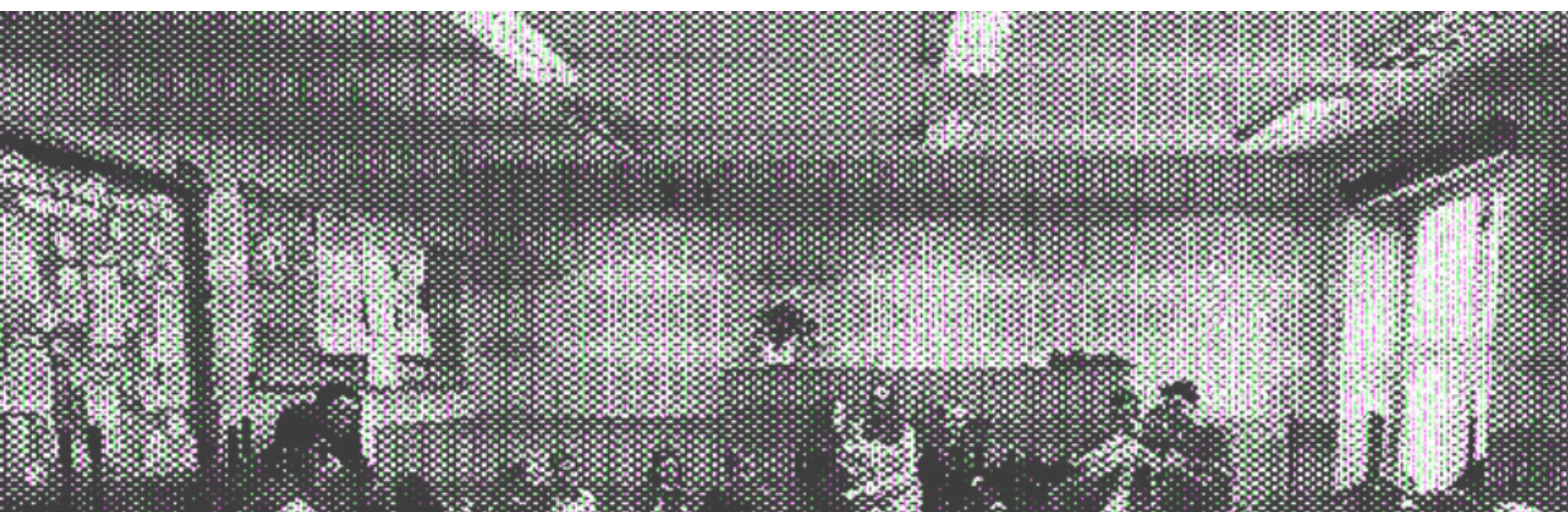
The beginning of the first part of the session will include introducing the Erasmus + program and the session facilitators. The first part of the session will be focused on defining the social problems through two group games. In the second part of the session, a discussion about the problems identified by the students will be organized. In the second part, the emphasis will be on presenting how actors in the social economy can be carriers of solutions for recognized problems, and at the same time, what the social economy is. Using the storytelling methods, an example of a social enterprise will be presented and it will help students to better understand how it works in practice, as well as what the values of social entrepreneurship are. In the end, the impression is that the students will have a great task - to learn about a very complex area of the social economy, but the chosen methodology will help facilitators and students make it understandable and simple.





Social segregation game

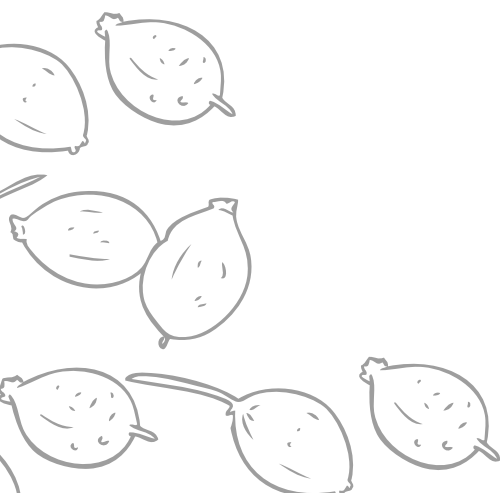
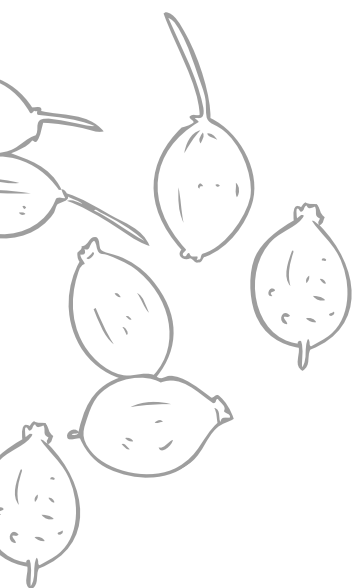
Second game we called „Social segregation game” and it has the similar methodology, but the different goal. We will be using the same stickers with the different social roles as in the first game, but in this one, students will know their roles. Standing in the circle or line, students will listen to the sentences and try to recognize those that relate to them, from the aspect of the social role that is given for them in the game. Those students who can relate to the sentence will make a small step forward. Results of this small steps are making visible social segregation, because sentences are based on different living condition and opportunities that exists in the society, so it will help them see the inequality in the society. Main goal of this game is to make students able to recognize inequality in the society in both ways – based on the social status and based on the economic status. After playing both games and in same time, at the end of the first part of the session, we will give the students a task to discuss about how they felt and which problems they identified during the games.



Solving problems: who is in charge?

In the second part of the session we will have a focus on identified social problems. At the early beginning of the second part we will discuss about the problems that students have recognized. After hearing their list of social problems, we will make categorization of those problems to 2 main group so we can paint them bigger picture – social exclusion and poverty. Then we will discuss what they think who is responsible for solving these problems so we can discuss about role of the state, civil sector and market. We will help them understand good and bad sides of state programs, as well as civil sector activism or corporate social responsibility. It will be introduction part for explaining main idea and values of social economy. First part of explanation of social economy will be storytelling about social enterprise Agro Iris – example from Serbia, so they can already imagine what social enterprise is and what impact it makes to the society. The story is available here: <https://www.agroiris.org/en/about-us/>

After the storytelling part, we will identify main values of social economy and discuss with the students about their favourite ones. At the end of the session we will kindly ask them for the feedback about the session. fied during the games.



- I – Introduction of Erasmus + and facilitators from Serbia – 5 minutes,
- II – Social problem games – Stereotyped roles and Social segregation games 30 minutes,
- III – Identifying problems – group work – 10 minutes,
- IV – Solving problems – who is in charge? Public sector, civil sector or business sector? - 18 minutes,
- V – Agro Iris storytelling – example of social enterprise – Serbian experience 10 minutes,
- VI – Values of social economy and social entrepreneurship – building blocks 17 minutes.

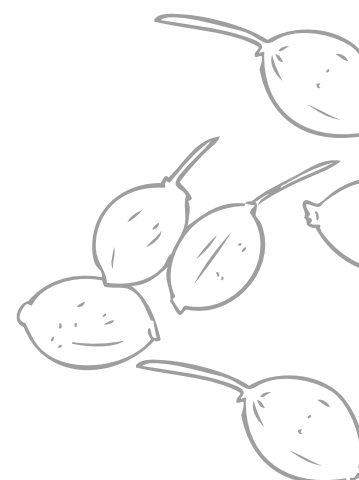
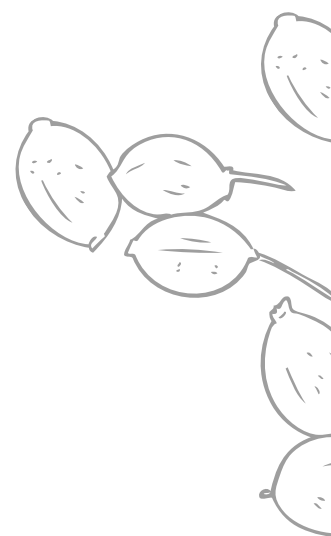
Outputs of the session

The outcome of the session for the students will be lesson how you can gain knowledge about serious social topics and play at the same time by participating in games. One of the outcomes will be raising awareness about inequality in the society and other problems that need to be solved, as well as improving feeling of solidarity. Another value for the students will be gaining knowledge about social economy.

Timeline of the session

Outputs produced during the session: In first part of the session we will produce lists of social problems that will be identified by students. In the second part we will produce lists of subjects/stakeholders who are in charge for solving this problems. At the end, we will build the block of values of social economy with papers attached on the wall.

Learning outcomes



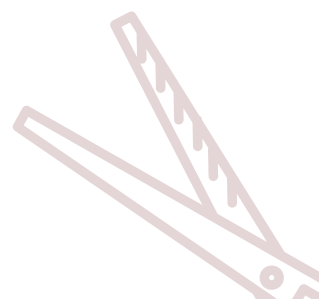
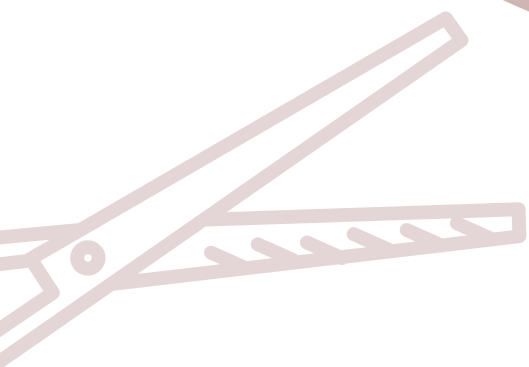




WORKSHOP SCENARIO NUMBER 6

SOCIAL ECONOMY FOR YOU!

(TITLE)

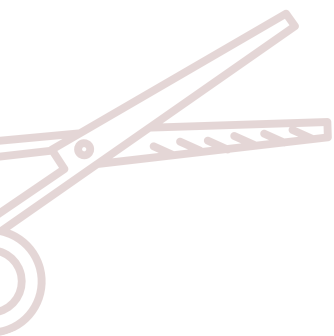


SOCIAL ECONOMY FOR YOU!

Description of the workshop. Authors and moderators: Yuliia Shpinova, Avo Petrosyan and Hripsime Kocharyan

BACKGROUND

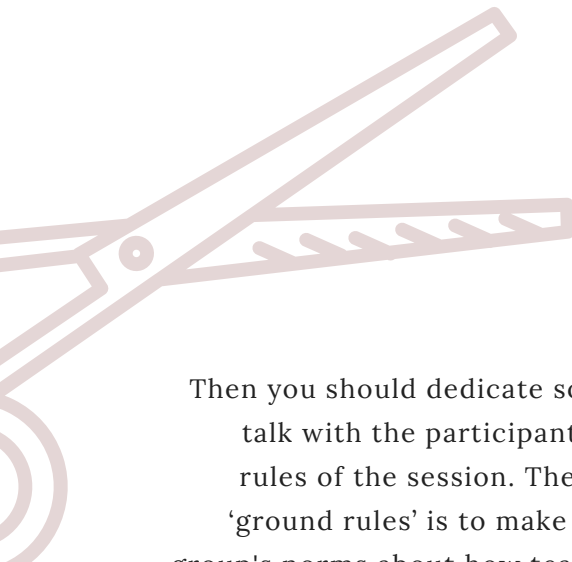
Thanks to the session „Social Economy for you!”, the participants can understand what is social economy and why social enterprise is important for community. Using storytelling method and participatory workshops, the participants will discover the problems which their community faces. Consequently, they will also analyze how can social enterprise support their community.



Ball name game

Players throw the ball to each other.

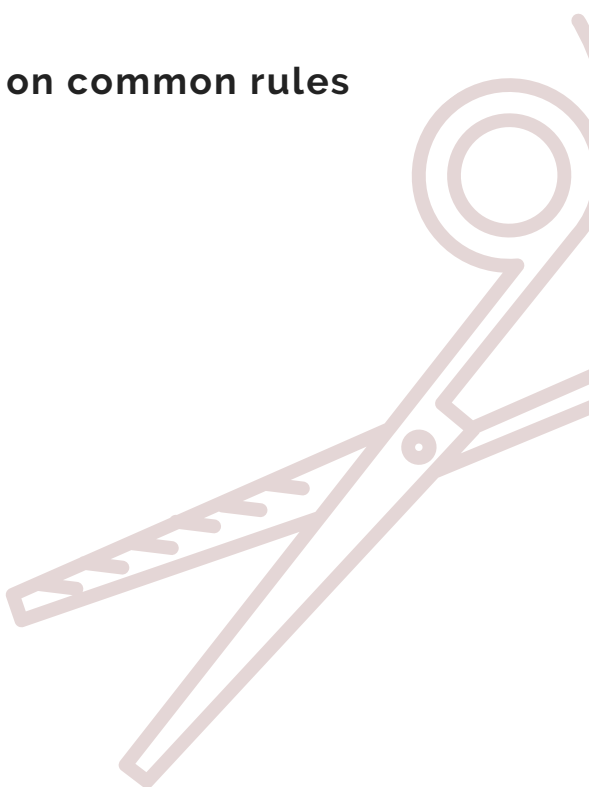
The person who catches the ball says aloud not only his/her name, but also some quality of their own, additionally characterizing themselves. According to the conditions of the game, quality should begin with the same letter as the name. For example: Barbara, beautiful. It helps to get to know each other and to tone down each other's mood.




Then you should dedicate some time to talk with the participants about the rules of the session. The purpose of 'ground rules' is to make explicit the group's norms about how team members will interact, thus preventing or reducing misunderstandings and disagreements. This should take form through a discussion and proposing rules – such as, for example, switching off phones, listening to each other, etc. You can also propose the “fox” rule. If somebody wants to silence the participants, he or she can make the “fox” gesture with the fingers.

Agreeing on common rules

Introduction to Erasmus+



Then we communicated to the students a short summary about what Erasmus+ is. First, we asked the question: “What do you know about Erasmus+?”. Then, after the participants' guessing and answers, we told our story of how we ended up participating in an Erasmus+ programme, what was our path. Then we explained to students what kind of opportunities Erasmus+ can provide for young people.



Problems in local community

Participants work in the small groups of 3 people. They discuss about the problems which they can see in their community (for example – social, economical, environmental). With this method they develop problem-solving, interpersonal, presentational and communication skills, all beneficial for the life outside the classroom. These generic skills are difficult to develop in isolation and require feedback and interaction with other individuals. After the discussion each group should write or paint one problem and present it to the rest of the group. Then the problems are attached to the picture of the “tree” - to the root of the tree that you need to draw beforehand on the flipchart. After this activity we told the story about the “with me” social enterprise from Armenia.



STORYTELLING PART

When I started our NGO, after some time, I took part one project. During this project I met a girl. The girl told me a story. The story was about a mother who had a boy with Down syndrome, she lived alone with his son and she had not any relative, any support that she could use. The girl I met told me that their organization had given this mother a sewing machine for her, but it did not change a lot. Although she had the machine to sew, she could not go to work, she needed to work from home, because she was the only person who was taking care for her son. Her husband had left them years ago, when the mother had not agreed to leave their son to orphanage... This mother – her name was Naira had been growing up in an orphanage and she knew she did not want to give the same fate to her son.

Then, the girl who told me the story, left me with a question – is there something that can be done? I started to think what we can do for her. I thought, what if we teach her sewing (because she did not know how to sew) and then after that give her orders to sew.

After a while, I decided to meet Naira in person. She seemed to be such a good person. Her home – their home – her and her son's – was very small and old, but clean. After getting to know her and her son I was determined to find a volunteer who could teach her sewing...

That was one year ago....



Now our social enterprise employs 12 mothers who know how to sew, the process was free for them, we have also 6 additional mothers who learning sewing at the moment. We have 4 mothers who are working with us, they have kids with different disabilities. We sew fabric eco bags for different segments. Most of our customers are organizations who give us order for their conferences. We do not reject any mothers who turn to us.

I like my job, I like when I see people full of hope and my team of the social enterprise is wonderful to collaborate with. All of our mothers like their jobs and working with our team, in every small step forward they are happy with me.

Because of all what happened, I have become a trainer of social enterprise and I am trying to help people who want to start their own enterprise – an enterprise who wants to put people and their needs before profit.



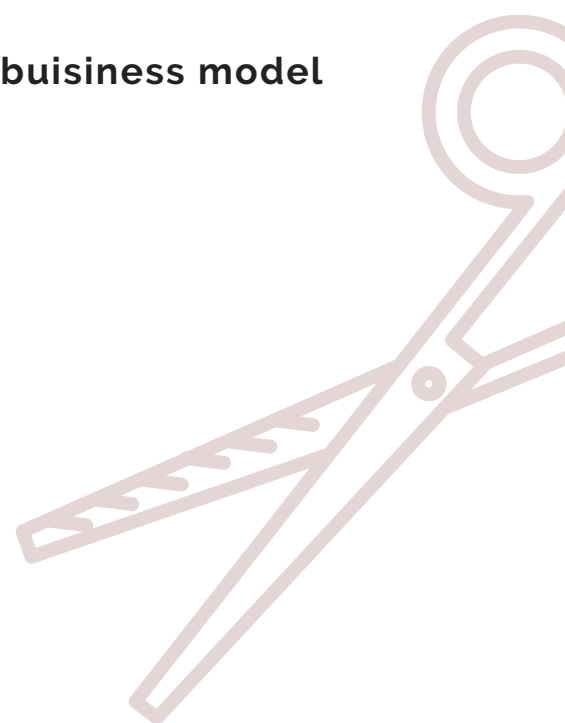
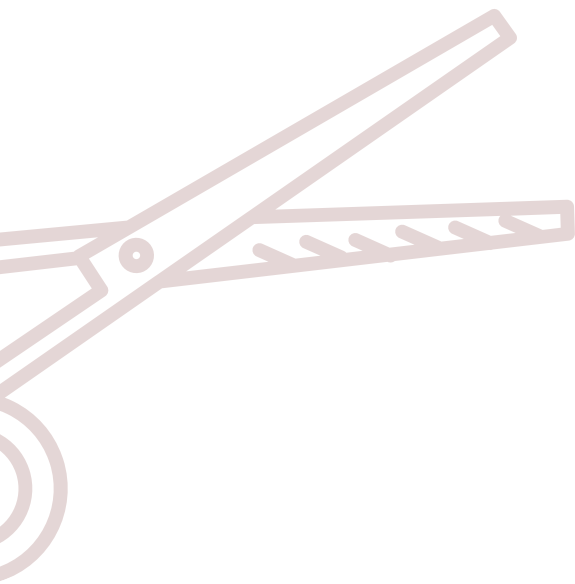
Energiser: "Dragon, Samurai and Girl"

"Dragon, Girl and Samurai" is an active and fun game. The number of players is 10-15 people. The meaning of the game is similar to the destiny game "Rock-paper-scissors". The whole group forms two teams of 5-6 people. The goal of each team is to win.

The game takes place in three corners. Each corner's team shows one of the figures: Girl, Samurai or Dragon. Each team has 30 seconds to make a decision. Time is fixed by the facilitator. If the team is delayed by more than 5 seconds, the point is counted towards the opposing team. At the command of the facilitator, the teams line up in rows opposite each other, with their backs to the center.

After listening to the story of the social enterprise and the energiser, it is time to go back to the problems the participants named in their communities. In the same groups as before, they discuss about the solutions which they can suggest: they should draw business models of their planned social enterprises. Then they present their social enterprise drawings.

Solutions: business model painting



Methods

Energisers, story telling, presentation, case studies method, painting, drawing, brainstorming.

- 5 minutes – introduction,
- 10 minutes – getting to know each other,
- 5 minutes – energizer,
- 10 minutes – what is Erasmus+ and social economy,
- 15 minutes – group work (local problems),
- 10 minutes – the storytelling part,
- 5 minutes – energiser,
- 20 minutes – business models painting
- 10 minutes – feedback

Timelines of the session

Recommended further reading

- https://en.wikipedia.org/wiki/Social_economy
- https://en.wikipedia.org/wiki/Community_economic_development
- <https://learningforsustainability.net/starting-social-enterprise/>
- <https://www.salto-youth.net/>
- <https://www.forbes.com/sites/rodgerdeanduncan/2014/01/04/tap-the-power-of-storytelling/#ba7aaf2614ab>
- <https://www.tonyrobbins.com/career-business/the-power-of-story-peter-guber/>



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