



IO3- Online and  
Social  
Entrepreneurship  
Handbook



**Building Problem-solving Skills of Youth to Address  
Environmental and Climate Change Issues**

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## Introduction to the Online and Social Entrepreneurship Curriculum

This Online and Social Entrepreneurship Curriculum is intended to be completed by young people who have successfully developed their own climate change solutions, having first completed the Climate Change Challenge WebQuests (IO2) as part of their engagement with the Solution Not Pollution project. The idea behind this curriculum is that young people who collaborate with their peers to develop their own climate change solutions may wish to take their ideas further, and to investigate and research how they might develop and refine their idea to bring it to the market. Through this curriculum, our intention is to support young people who are engaged in the Solution Not Pollution climate change challenge to learn more about how their idea can be further developed into either an online or social enterprise; and then to guide them through the steps of how they will develop their idea for the competitive economic market.

Over the past few years, we have seen the potential of young people, young climate activists and influencers to promote climate change awareness on a global stage. Through this curriculum, we aim to support young people in our communities to have a social and climate impact with their business ideas, on a local level and to achieve a meaningful impact in the communities and cities where they live.

### Topics Addressed in the Online and Social Entrepreneurship Curriculum

The Online and Social Entrepreneurship Curriculum of the Solution Not Pollution project is presented as a series of eight modules. The curriculum has been designed to be modular, in that young people do not have to complete all modules in sequence; and rather they can pick and choose the topics that are most pertinent to supporting them to develop their climate change solution into a green online or social enterprise.

Each module focuses on building knowledge, skills and competences necessary to support young people to develop next generation online sustainable enterprises. Thus, the curriculum is developed to help raise awareness of new online business opportunities that are becoming more demanded today.



The eight modules of the curriculum are as follows:

1. Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context
2. Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs
3. Generating and Evaluating your Online Environmental Business Idea
4. Using Ubiquitous Social Media Platforms and Networks to Test and Prototype your New Green/Sustainable Business
5. Analysing Online User Trends and Conducting Online Market with a Focus on Green
6. Building Social Media Platform Awareness and Developing Online Promotional using Eco-conscious Practices
7. Monetising your Online and Social Business Models
8. Online Entrepreneur Networking

This bespoke online and social online entrepreneurship curriculum has been developed to introduce to young people some of the key competences identified in the EntreComp (Entrepreneurship Competence) framework developed by the European Commission, such as developing ideas and opportunities, being able to use resources effectively and being capable of actioning their ideas and bringing their ideas to market. This will enable participants to promote online entrepreneurship and social entrepreneurship by presenting the climate change challenges that face our society as business opportunities.

### Structure of the Online and Social Entrepreneurship Curriculum

This new curriculum has been designed and produced for delivery in a blended learning format and comprises approximately 24 hours of face-to-face classroom-based or workshop-based learning and 40 hours of self-directed learning, i.e., learning activities which young people can undertake autonomously, in their own time, to further deepen their knowledge of the topics covered in the workshop sessions. As previously mentioned, the curriculum is modular in design allowing young people to select the modules that are most appropriate to their learning needs. Each module comprises 2 units and each unit includes 2 short video





lectures with video footage and short animations embedded in the video and 2 workshop lesson plans (with alternative activities included so that training can also be delivered online).

Each module is also supported by a suite of reference resources, case studies, videos, reading materials, etc.

In total, the curriculum is presented as eight modules, each of which include the following content elements:

1. 2 case studies (one for each unit)
2. 2 lesson plans (one for each unit – each lesson plan lasts 1.5 hours)
3. 2 video lectures (one for each unit)
4. 4-5 additional reading materials (4-5 per module, or 2-3 per unit)

## Introduction to Content for Young People

In presenting the curriculum content, in the next section you will gain access to the case studies and additional reading and learning resources that you, as a young person will use to guide your own autonomous learning and to deepen your understanding of the topics covered in the eight modules.

Further down in this handbook, in the Youth Worker Section, youth workers will be able to access all the lesson plans, activities and a list of learning outcomes that will help to guide their work in delivering the curriculum in workshop sessions.

## Module 1 – Introducing Online & Social Entrepreneurship

The aim of this module is to provide you, as a young person with an overview of the concepts of Online Entrepreneurship and Social Entrepreneurship and to help you to develop your awareness of the opportunities that exist for you in both fields.



We will first present the case study and additional reading and learning activities for Unit 1 – Introduction to Online Entrepreneurship, and this will be followed by the case study and additional learning materials for Unit 2 – Introduction to Social Entrepreneurship.

But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 – Introduction to Online Entrepreneurship, and
- Unit 2 – Introduction to Social Entrepreneurship.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 - Climate Protection & Saving Energy: The case of: CO<sub>2</sub>online

<b>Module Title</b>	<b>Introducing Online and Social Entrepreneurship in a Green Business Context</b>
<b>Unit Title:</b>	<b>Unit 1: Introduction to Online Entrepreneurship</b>
<b>Case Study Title:</b>	<b>Climate Protection &amp; Saving Energy: The case of: CO<sub>2</sub>online</b>





<b>Name of the Online Enterprise:</b>	CO2 Online gGmbH
<b>What is their Story?</b>	<p>Co2online was the first company in Germany to launch a range of online consulting tools in the field of climate protection and energy efficiency in early 2000. Since its launch, it has developed a consulting package of more than a dozen online tools on a variety of topics such as modernization, promotion and energy saving. The centrepiece is the energy savings account, which consumers can use, access and update on the go.</p> <p>co2online has been involved in climate protection since 2003 as a consulting company. Through making online information campaigns, energy saving checks, competitions, and practical tests, co2online helps private households conserve energy and reduce their CO<sub>2</sub> emissions.</p> <p>The company provides consumers with important information on topics such as hydraulic balancing, heating costs, climate protection technologies or subsidies using online means and innovative apps, such as the Craftsman-App focusing on pump replacement, hydraulic balancing, and further heating optimisation technologies.</p>





<p><b>Link to the Case Study</b></p>	<p>Link to the online enterprise: <a href="http://www.co2online.de/">www.co2online.de/</a></p> <p>Links to the enterprise's Social media profiles: <a href="https://www.facebook.com/co2online">https://www.facebook.com/co2online</a> <a href="https://www.instagram.com/co2online/">https://www.instagram.com/co2online/</a></p> <p>YouTube video about the business: <a href="https://www.youtube.com/c/co2online/videos">https://www.youtube.com/c/co2online/videos</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>This enterprise combines the use of online modern technologies with the dissemination of practical, sustainable, and eco-friendly advice for the customers, encouraging them to think and behave as active and informed citizens of the planet. This digital and eco-social concept is supported by the European Commission, the Federal Environment Ministry in Germany, and a network of partners from the media, science, and industry.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>This case study can be used for the following purposes:</p> <ul style="list-style-type: none"> <li>• To inspire young environmental entrepreneurs through online consulting tools in the field of climate protection and energy efficiency.</li> <li>• To help online entrepreneurs understand the importance of online consultation related to 'green' solutions in everyday life.</li> <li>• To help online entrepreneurs to realise the importance of creating a solid network of partners and what it means in practice to promote the active participation of citizens in climate protection activities through online information campaigns.</li> </ul>
<p><b>What Impact has this case study example achieved?</b></p>	<p>Co2online:</p> <ul style="list-style-type: none"> <li>• Helped consumers behave as active citizens and multipliers by following eco-solutions and practices that protect our environment.</li> <li>• Mobilised national and European stakeholders to promote climate protection awareness.</li> <li>• Highlighted the importance of constant improvement of provided services through practical tests and research.</li> </ul>





	<p>Co2online in numbers:</p> <ul style="list-style-type: none"> <li>• 300,000 monthly website visits</li> <li>• 120,000 monthly online consultations</li> <li>• 900 members in its network of partners</li> </ul>
<b>Follow-up or Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Why can 'co2online' be considered as a pioneer?</li> <li>• How can online consulting tools positively affect our climate?</li> <li>• How can consumers become 'role model' citizens?</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.co2online.com/">www.co2online.com/</a></li> <li>• <a href="https://www.facebook.com/pg/co2online/videos/?ref=page_internal">www.facebook.com/pg/co2online/videos/?ref=page_internal</a></li> </ul>

### Additional Learning Activities – Module 1, Unit 1

<b>Module Title:</b>	<b>Introducing Online and Social Entrepreneurship in a Green Business Context</b>
<b>Unit Title:</b>	<b>Introduction to Online Entrepreneurship</b>
<b>Title of Reading Material/Video:</b>	<b>23 Green Business Ideas for Eco-Minded Entrepreneurs</b>





<p><b>Introduction to the resource:</b></p>	<p>An article which proposes ‘green’ business ideas for people who are interested in starting a business and protecting the environment at the same time.</p>
<p><b>What will you get from using this resource?</b></p>	<p>By reading this article you can:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of a green business.</li> <li>• Get ideas on how an eco-friendly company can offer online products and services combined with a strong social impact.</li> <li>• Get informed about the ongoing ‘green’ opportunities.</li> </ul>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>Read carefully this resource and:</p> <ul style="list-style-type: none"> <li>- Start thinking about a concept for your own business based on the provided innovative examples and ideas.</li> <li>- Imagine how you can follow selected good practices in order to implement your business idea.</li> </ul>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• Based on what you have read, provide an example of an impact social or online Green Business Idea.</li> </ul>





	<ul style="list-style-type: none"> <li>In order to start a successful green business, what should you do first?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.businessnewsdaily.com/5102-green-business-ideas.html">https://www.businessnewsdaily.com/5102-green-business-ideas.html</a>

<b>Module Title:</b>	<b>Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context</b>
<b>Unit Title:</b>	<b>Introduction to Online Entrepreneurship</b>
<b>Title of Reading Material/Video:</b>	<b>Smart green start-ups you should know</b>



<b>Introduction to the resource:</b>	An article presenting successful ‘smart green’ start-ups along with several YouTube videos. These start-ups work hard to create big climate – as well as social – impact and many of them have the potential to become smart green unicorns made in Europe.
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<b>What will you get from using this resource?</b>	<p>By reading this article you can:</p> <ul style="list-style-type: none"> <li>- Understand the meaning of ‘Smart green start-ups’.</li> <li>- Get ideas on how an eco-friendly company can offer online products and services combined with a strong social impact.</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>Read this article carefully and:</p> <ul style="list-style-type: none"> <li>- Brainstorm to come up with some good online business ideas based on the examples provided.</li> <li>- Select one of them and start thinking about the best practices you could use in order to successfully implement your business idea.</li> </ul>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What is a ‘Smart green start-up’?</li> <li>• Based on what you have read and seen, provide an example of a social impactful ‘smart green start-up’.</li> </ul>
<b>Link to resource:</b>	<p><a href="https://ecosummit.net/articles/smart-green-startups-you-should-know">https://ecosummit.net/articles/smart-green-startups-you-should-know</a></p>

<b>Module Title:</b>	<b>Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context</b>
<b>Unit Title:</b>	<b>Introduction to Online Entrepreneurship</b>
<b>Title of Reading Material/Video:</b>	<b>Green eCommerce – 2 Simple Steps Entrepreneurs Can Take to Go Green</b>





<b>Introduction to the resource:</b>	An article about ‘Green’ ecommerce, or ‘eco-friendly’ ecommerce, along with a YouTube video.
<b>What will you get from using this resource?</b>	By reading this article you can: <ul style="list-style-type: none"><li>- Understand the meaning of ‘green Ecommerce’.</li><li>- Get ideas on how online stores can use the opportunity of ‘eco-friendly’ ecommerce to offer greener choices to shoppers while simultaneously reducing their carbon footprints.</li></ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	Read this article carefully and: <ul style="list-style-type: none"><li>- Follow selected good practices to make your future online company eco-friendly and consequently socially responsible.</li><li>- Get ideas on how to create loyal customers through eco-friendly packaging, which shows that your online company is committed to limiting its environmental impact.</li></ul>





<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What is 'green ecommerce'?</li> <li>• How can online companies go Green with 2 simple steps?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.sustainablebusinesstoolkit.com/green-ecommerce/">https://www.sustainablebusinesstoolkit.com/green-ecommerce/</a>

<b>Module Title:</b>	<b>Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context</b>
<b>Unit Title:</b>	<b>Introduction to Online Entrepreneurship</b>
<b>Title of Reading Material/Video:</b>	<b>How Sustainable Is Germany's Start-up Scene?</b>



<b>Introduction to the resource:</b>	A blog post about Germany's green start-up sector, including success stories and documented challenges.
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<b>What will you get from using this resource?</b>	<p>By reading this blog post you can:</p> <ul style="list-style-type: none"> <li>- Understand with simple words Germany’s green start-up sector (opportunities, supportive tools, challenges).</li> <li>- Get inspiration by pioneered and nominated eco-friendly start-ups.</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>Read this blog post carefully and:</p> <ul style="list-style-type: none"> <li>- Follow useful advice in order to deal with sector’s challenges.</li> <li>- Take advantage of the existing support mechanisms (e.g., large incubators).</li> </ul>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What are the main challenges eco-friendly start-ups face?</li> <li>• What makes the existing scene supportive of green businesses?</li> </ul>
<b>Link to resource:</b>	<p><a href="https://www.hubraum.com/how-sustainable-is-germanys-startup-scene-anyway/">https://www.hubraum.com/how-sustainable-is-germanys-startup-scene-anyway/</a></p>

### Case Study 2 - How German green electricity impacts a family in Cambodia?

<b>Module Title</b>	<b>Introducing Online and Social Entrepreneurship in a Green Business Context</b>
<b>Unit Title:</b>	<b>Unit 2: Introduction to Social Entrepreneurship</b>
<b>Case Study Title:</b>	<b>How German green electricity impacts a family in Cambodia?</b>





<p><b>Name of the Online Enterprise:</b></p>	<p>Polarstern Energie</p>
<p><b>What is their Story?</b></p>	<p>Polarstern supplies green electricity that is produced 100% by German hydropower and actively promotes the development of renewable energy, on both a local and an international scale. Each year, for every one of its customers, Polarstern supports a family in a developing country such as Cambodia, by helping it to construct its own micro-biogas plant.</p> <p>Their story gives insights into how intersections between agri-business, green energy, micro-financing and international collaborations work on the ground.</p>
<p><b>Link to the Case Study</b></p>	<p>Link to the enterprise’s website (Use Chrome in order to access the website as it is only in German and Chrome provides the translated version in your language):</p> <p><a href="http://www.polarstern-energie.de">www.polarstern-energie.de</a></p> <p>Links to the enterprise’s social media profiles:</p> <p><a href="https://www.facebook.com/PolarsternEnergie/">https://www.facebook.com/PolarsternEnergie/</a>  <a href="https://www.instagram.com/polarstern_energie/">https://www.instagram.com/polarstern_energie/</a>  <a href="https://twitter.com/polarstern_nrgi/">https://twitter.com/polarstern_nrgi/</a></p> <p>YouTube video about the business:</p> <p><a href="https://www.youtube.com/user/polarsternenergie">https://www.youtube.com/user/polarsternenergie</a></p>





<p><b>Why is this a Good Example to Follow?</b></p>	<p>This social enterprise is part of one of the most important systemic shifts that have taken place in Germany in the previous decades, most notably:</p> <ul style="list-style-type: none"> <li>• the Energiewende – the shift from coal and nuclear power to renewable energy.</li> </ul> <p>Polarstern not only supports this policy shift within Germany, but it has also found a mechanism to transfer social and environmental impact to other counties. They provide a great example of how social enterprises support and scale systemic change and how they adapt their activities to local needs.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>This case study, has the following benefits, it:</p> <ul style="list-style-type: none"> <li>• Explores the fascinating potentials and intersections between agri-business, green energy, micro-financing and international collaborations.</li> <li>• Helps social entrepreneurs to realise the importance of creating a solid network of local, national and international partners.</li> <li>• Supports social entrepreneurs to understand the social and economic benefits between entrepreneurship and sustainable local communities.</li> <li>• Takes into consideration the market gaps and the rising social needs while social entrepreneurs design, test and develop their ideas.</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<p>Polarstern has:</p> <ul style="list-style-type: none"> <li>• Contributed to the global energy transition to ‘green’ energy products.</li> <li>• Encouraged entrepreneurs to focus not only on financial growth, but also to take social and sustainable aspects into consideration.</li> <li>• Created conscientious and responsible consumers.</li> <li>• Raised environmental awareness among households in Cambodia and the importance of building their own biogas digesters that generate biogas from livestock and human waste.</li> </ul>
<p><b>Follow-up or Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• What inspired and encouraged the founders of Polarstern to establish their own social business?</li> <li>• Why did Polarstern focus on biogas, and what benefits does it hold for the farmer?</li> <li>• How has micro-financing smallholder farmers had a big return for farmers and emissions controls?</li> </ul>





<b>References</b>	<ul style="list-style-type: none"><li>• <a href="http://www.mobilityhouse.com/int_en/knowledge-center/day-night-tariff-for-electric-car-drivers-use-green-energy">www.mobilityhouse.com/int_en/knowledge-center/day-night-tariff-for-electric-car-drivers-use-green-energy</a></li><li>• <a href="https://www.oekostromanbieter.org/polarstern-energie.html">https://www.oekostromanbieter.org/polarstern-energie.html</a></li><li>• <a href="https://en.munich-startup.de/2016/12/22/polarstern-profile-energy-transition-needs-happen-globally/">https://en.munich-startup.de/2016/12/22/polarstern-profile-energy-transition-needs-happen-globally/</a></li><li>• <a href="http://www.seforis.eu/news/2015/11/5/polarstern-changes-the-world-with-energy">http://www.seforis.eu/news/2015/11/5/polarstern-changes-the-world-with-energy</a></li></ul>
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### Additional Learning Activities – Module 1, Unit 2

<b>Module Title:</b>	Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context
<b>Unit Title:</b>	Introduction to Social Entrepreneurship (in an environmental context)
<b>Title of Reading Material/Video:</b>	Public Funding Programs for Green and Social Businesses





<b>Introduction to the resource:</b>	It is a blog post about various public funding programs for those who are willing to locate their green or social business in Germany.
<b>What will you get from using this resource?</b>	Valuable information about public funding programs and public loans that can help young nascent environmental entrepreneurs to realize their project.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	Take advantage of the existing funding programs and public loans.





<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• <i>What are public funding programs and public loans for Green and Social Businesses?</i></li> <li>• <i>Give some examples of the current funding opportunities and mechanisms in Germany in favour of Social Businesses.</i></li> </ul>
<b>Link to resource:</b>	<a href="https://expansion.eco/public-funding-programs/">https://expansion.eco/public-funding-programs/</a> <a href="https://www.businessnewsdaily.com/5102-green-business-ideas.html">https://www.businessnewsdaily.com/5102-green-business-ideas.html</a>

<b>Module Title:</b>	Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context
<b>Unit Title:</b>	Introduction to Social Entrepreneurship (in an environmental context)
<b>Title of Reading Material/Video:</b>	Green Start-ups & Social entrepreneurship



<b>Introduction to the resource:</b>	As social entrepreneurship creates a green industry, which helps to solve environmental problems through the development of innovative solutions,
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	some companies go green either to reduce environmental harm or to gain consumer support. This article provides great insights into this topic.
<b>What will you get from using this resource?</b>	Get inspiration by successful start-ups, whose founders have true passion and strong will to rise above all challenges, while helping to protect the society and the environment.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	Start thinking of a concept for their own business based on the provided innovative examples and ideas.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Based on what you have read and seen, provide two examples of Green start-ups, that seek to leverage technology in order to create environmentally-friendly products and to encourage social good.</li> <li>• What it takes for a start-up to generate revenue and profits for shareholders, while also working to increase the social good and mitigate the environmental problems of the 21st century?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.investopedia.com/articles/investing/021116/10-fastest-growing-green-startups-2016.asp">https://www.investopedia.com/articles/investing/021116/10-fastest-growing-green-startups-2016.asp</a>

<b>Module Title:</b>	Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context
<b>Unit Title:</b>	Introduction to Social Entrepreneurship (in an environmental context)
<b>Title of Reading Material/Video:</b>	The business logic of sustainability





<b>Introduction to the resource:</b>	It is a TED video about the need for businesses to transform. Ray Anderson, CEO of Interface, gives a convincing account of the business case for sustainability. At his carpet company, Ray Anderson has increased sales and doubled profits while turning the traditional “take / make / waste” industrial system on its head. In a gentle, understated way, he shares a powerful vision for sustainable commerce.
<b>What will you get from using this resource?</b>	Out of the box thinking in the field of green and social economy.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<ul style="list-style-type: none"> <li>- Follow alternative approaches.</li> <li>- Understand the challenges of our era and respond accordingly.</li> </ul>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What is the meaning of ‘sustainability’ in practice?</li> <li>• How can social and green entrepreneurs impact the climate?</li> </ul>
<b>Link to resource:</b>	<a href="https://bit.ly/3l12Umu">https://bit.ly/3l12Umu</a> <a href="https://www.sustainablebusinesstoolkit.com/green-ecommerce/">https://www.sustainablebusinesstoolkit.com/green-ecommerce/</a>





<b>Module Title:</b>	Introducing Online Entrepreneurship/ Social Entrepreneurship in a Green Business Context
<b>Unit Title:</b>	Introduction to Social Entrepreneurship (in an environmental context)
<b>Title of Reading Material/Video:</b>	22 Awesome Social Enterprise Ideas and Examples



<b>Introduction to the resource:</b>	It is a blog post about Social Enterprise Ideas and Examples. Social enterprise ideas, unlike conventional business ideas, typically result from a desire to solve a social need; similar to how many non-profit and charity organizations find their beginning.
<b>What will you get from using this resource?</b>	<ul style="list-style-type: none"> <li>- Understand the differences between typical companies and social enterprises.</li> <li>- Seeing examples of social enterprise in action is one of these best ways to get inspired for what you might want to create!</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<ul style="list-style-type: none"> <li>- Understand the framework and take the right decisions based on the successful example of other companies.</li> <li>- Start thinking / working on a similar project inspired by the success stories of other companies.</li> </ul>





<b>Debriefing Questions</b>	<ul style="list-style-type: none"><li>• What is an example of social enterprise?</li><li>• How does a social enterprise work?</li></ul>
<b>Link to resource:</b>	<a href="https://www.thesedge.org/socent-spotlights/22-awesome-social-enterprise-business-ideas">https://www.thesedge.org/socent-spotlights/22-awesome-social-enterprise-business-ideas</a>

## Module 2 – Creative Thinking, Initiative and Self-Confidence

Now that you know more about what online and social entrepreneurship are, and you have seen some examples of how climate entrepreneurs have established their own successful businesses, this module aims to support you in taking the next steps in considering how you can become such a climate entrepreneur. Specifically, from the case studies and additional activities included in this module, you will develop your skills in creative thinking, taking the initiative in business and growing your own self-confidence so that self-employment becomes a viable option for you.

We will first present the case study and additional reading and learning activities for Unit 1 – Creative Thinking for Young Entrepreneurs, and this will be followed by the case study and additional learning materials for Unit 2 – Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs.

But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 – Creative Thinking for Young Entrepreneurs, and
- Unit 2 – Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>





## Case Study 1 – Gumdrop Ltd.

<b>Module Title</b>	Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs
<b>Unit Title:</b>	Creative Thinking for Young Entrepreneurs
<b>Case Study Title:</b>	Gumdrop Ltd



<b>Name of the Online or Social Enterprise:</b>	Gumdrop Ltd
<b>What is their Story?</b>	<p>Have you ever noticed how our towns, cities, streets, parks, schools, cinemas, trains, planes, and theme parks are being taken over by random white splodges? Have you ever taken the time to stop and look at exactly what these splodges are?</p> <p>So why do we do it? Why do we litter our streets? Destroy our surroundings with a dirty eye sore? Allow others to stand or sit in our poorly disposed chewing gum? Unfortunately, we cannot answer questions on the wonders of mankind, but what we can do is offer a solution to this sticky situation. Gumdrop Ltd was founded by Anna</p>





	<p>Bullus in 2009 to tackle the global problem of chewing gum litter. Gumdrop Ltd is the first company in the world to recycle and process chewing gum into a range of new compounds that can be used in the rubber and plastics industry.</p> <p>To reduce waste and litter, city marketing organization Amsterdam, designer Explicit Wear, and sustainability company Gumdrop have collaborated to design a shoe from the recycled gum. The Gumshoe project says it is the world's first pair of sneakers made from gum.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Gumdrop Ltd: <a href="http://gumdropltd.com/gumtec/">http://gumdropltd.com/gumtec/</a></li> <li>• Gumshoe Amsterdam <a href="https://gumshoe.amsterdam/">https://gumshoe.amsterdam/</a></li> <li>• Case video: <a href="https://www.youtube.com/watch?v=ifl82awl4ac">https://www.youtube.com/watch?v=ifl82awl4ac</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Gumshoe is the world's first pair of shoes made with 100% recycled chewing gum. The soles of these shoes are made from recycled chewing gum from the streets of Amsterdam. In the Netherlands 1.5 million kilos of gum ends up on the street every year. By buying these shoes you contribute to the solution, by wearing them you show your support.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>This case study can serve as a good example of “thought provoking” idea, boosting the creativity of young entrepreneurs. All it takes is to analyse your surroundings, evaluate existing environmental challenges and ideate on what could be done out of them.</p> <p>This case study can be used for the following purposes:</p> <ul style="list-style-type: none"> <li>• To inspire young environmental entrepreneurs to think creatively</li> <li>• To help online entrepreneurs understand how they can integrate and find creative solutions to everyday problems</li> <li>• To help online entrepreneurs to realise the importance of creating a business idea that fills out a market gap and saves in parallel the environment.</li> </ul>



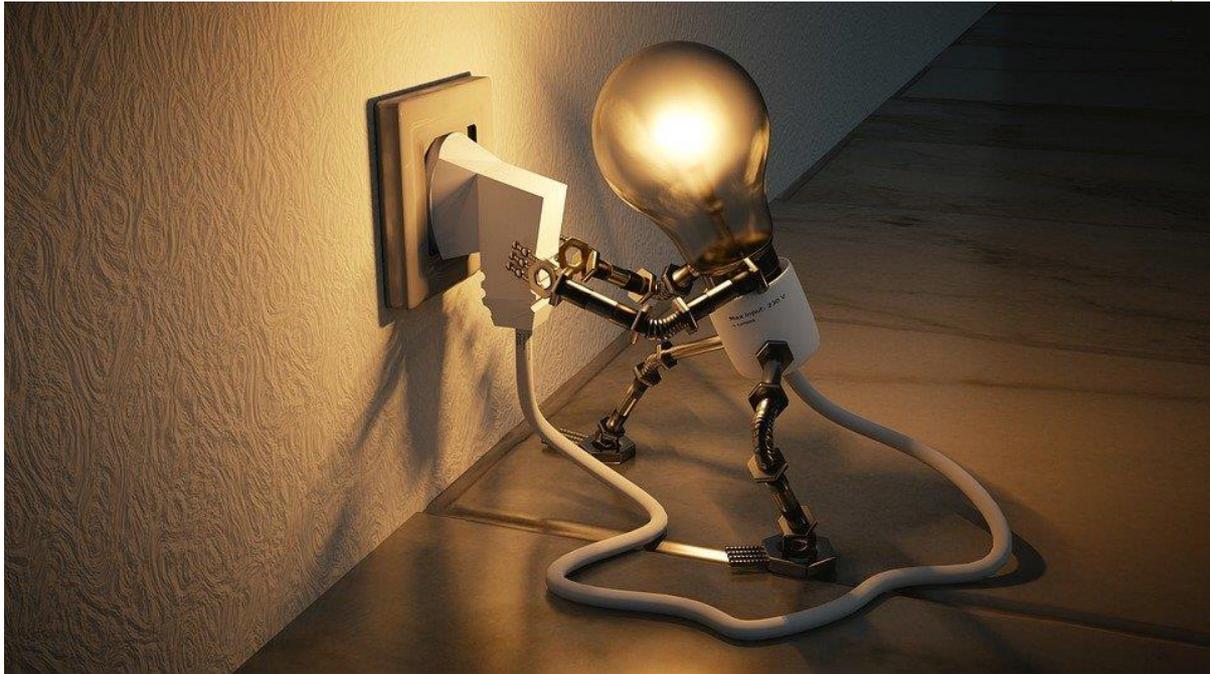


<b>What has Impact this case study example achieved?</b>	<ul style="list-style-type: none"> <li>• According to the project, roughly 3.3 million pounds of gum make it onto Amsterdam pavements each year, and that costs the city millions of dollars to clean up. The project uses around 2.2 pounds (1 kg) of gum for every four pairs of shoes.</li> <li>• The company found a creative way to make people aware of this environmental problem and to involve them in its solution.</li> </ul>
<b>Follow-up or Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Why can ‘Gumdrop’ be considered as a pioneer?</li> <li>• How did Gumdrop end up with this creative solution to this environmental problem?</li> <li>• What else than creativity is crucial for a business to succeed?</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• <a href="https://gumdropltd.com/case-studies/">https://gumdropltd.com/case-studies/</a></li> <li>• <a href="https://www.theverge.com/2018/4/24/17274414/sneakers-chewing-gum-tec-amsterdam-gum-drop-explicit-wear">https://www.theverge.com/2018/4/24/17274414/sneakers-chewing-gum-tec-amsterdam-gum-drop-explicit-wear</a></li> </ul>

### Additional Learning Activities – Module 2, Unit 1

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Creative Thinking for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>Creativity in Entrepreneurship: Importance and Types</b>





<p><b>Introduction to the resource:</b></p>	<p>The major contributor to economic growth is Entrepreneurship but there is a huge impact of creativity on it. Creative thinking is a must-have skill that an entrepreneur must have to create some inventive ideas and make the entrepreneurial process a big success. Creativity allows the business to devise some interesting strategies that give advantage to the entrepreneurs.</p>
<p><b>What will you get from using this resource?</b></p>	<p>By reading this article you can:</p> <ul style="list-style-type: none"> <li>• Learn what factors make creativity so important to the entrepreneurial process and why it works perfectly in the work-life of an entrepreneur</li> <li>• Get introduced to the reasons why creativity leads to entrepreneurial success</li> <li>• Identify four different types of creativity which may create huge differences in the entrepreneurial process</li> </ul>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>Read, this article carefully and start reflecting on:</p> <ul style="list-style-type: none"> <li>• How vital it is to understand the importance of creativity in your life as an entrepreneur?</li> <li>• The reasons why you must apply creativity in your everyday life as an entrepreneur</li> </ul>





<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Now that you have learned about the psychology behind creativity, how would you use the different types of creativity in order to become a successful “green” entrepreneur?</li> <li>• How do you plan to embed your entrepreneurial life techniques in order to cultivate and boost your creativity?</li> </ul>
<b>Link to resource:</b>	<a href="https://101entrepreneurship.org/creativity-in-entrepreneurship/">https://101entrepreneurship.org/creativity-in-entrepreneurship/</a>

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Creative Thinking for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>How Entrepreneurs Can Unlock Creativity</b>



<b>Introduction to the resource:</b>	Author John Lehrer discusses the science of creativity, and how entrepreneurs can find inspiration.
<b>What will you get from using this resource?</b>	There are many ways you can help yourself to come up with more creative ideas and eventually solve your problem, but sometimes you must force yourself to discover new and unique ways to get your





	creativity back. As an entrepreneur, if you hope to become successful in the world of business, there is no other option.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	This video helps you to identify the role that creativity plays in entrepreneurship and how a CEO/leader can foster a creative workplace.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Do you have what it takes to be a creative entrepreneur?</li> <li>• What are your entrepreneurial strengths and weaknesses?</li> <li>• How resilient are you?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=Oo3qO-m1G-Q">https://www.youtube.com/watch?v=Oo3qO-m1G-Q</a>

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Creative Thinking for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>Brainstorming Techniques for Entrepreneurs</b>





<p><b>Introduction to the resource:</b></p>	<p>Whether you're trying to come up with a great home business idea, or you're looking for new ideas to boost your income in your existing business, brainstorming is an excellent way to generate ideas. In business, brainstorming is often done in groups, but even as a solo entrepreneur, you can use brainstorming techniques to generate ideas.</p>
<p><b>What will you get from using this resource?</b></p>	<p>Not only can brainstorming help you generate ideas that might not have otherwise been considered, but it can also help you better understand what areas your business is struggling in, and where you need to focus your time.</p> <p>This article provides you with seven brainstorming techniques that you can implement on your own that can help you expand your mind to new ideas and strategies for your business. You can use one, several, or all these techniques to generate ideas. Plus, you'll find rules for maximizing brainstorming success, as well as helpful tools.</p>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>This resource can help you to learn certain brainstorming techniques, such as:</p> <ul style="list-style-type: none"> <li>• Asking the right questions</li> <li>• Mind mapping</li> </ul>





	<ul style="list-style-type: none"> <li>• Word mapping</li> <li>• SWOT Analysis</li> </ul> <p>and rules you need to follow to have productive brainstorming sessions.</p>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• <i>What kind of pitfalls could bring a brainstorming method?</i></li> <li>• <i>Do you consider it as an effective method to find a solution?</i></li> <li>• <i>What methods would you use to generate as many “green” business ideas as you can?</i></li> </ul>
<b>Link to resource:</b>	<a href="https://www.thebalancesmb.com/brainstorming-techniques-for-entrepreneurs-4178822">https://www.thebalancesmb.com/brainstorming-techniques-for-entrepreneurs-4178822</a>

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Creative Thinking for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>The 9 Best Business Podcasts of 2020</b>



<b>Introduction to the resource:</b>	Podcasts are fantastic: you can listen to them while you wash the dishes, while you walk the dog, or while you wait for your kid in the carpool line. If you are looking to expand your business, learn from top
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	international experts, or just get started taking charge of your work and your life in a more fulfilling way, business podcasts can help you get started.
<b>What will you get from using this resource?</b>	You can choose from the top business podcasts. The list of podcasts covers a variety of different business-related topics and cater to different interests.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>Business podcasts can serve multiple functions. Listening can be a way to use time productively during commutes to and from work, and the subject matter can be beneficial in many ways. Depending on the type of work you do, there likely is a podcast that covers issues and topics you will find helpful.</p> <p>Business podcasts also can serve as entertainment through storytelling, and they can be interesting background noise while performing tasks at work.</p>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Do you think podcast is a useful tool to boost ideation or creativity?</li> <li>• Did you find a particular podcast extremely useful?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.thebalancesmb.com/best-business-podcasts-4176439">https://www.thebalancesmb.com/best-business-podcasts-4176439</a>

## Case Study 2 - Patagonia

<b>Module Title</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</b>
<b>Case Study Title:</b>	<b>Patagonia</b>





Source: <https://www.patagonia.com.au/pages/worn-wear>

<p><b>Name of the Online or Social Enterprise:</b></p>	<p>Patagonia</p>
<p><b>What is their Story?</b></p>	<p>Patagonia is one of the most sustainable clothing brands in the sport and outdoor sector. Patagonia has been striving to be an environmentally friendly business for more than twenty years. One per cent of their revenue goes to environmental organisations, and they organise workshops where consumers learn how to repair their own clothing and belongings - or Patagonia fixes it for them. The clothing does not have to be Patagonia's. They also encourage sustainable travel by organising a yearly event in June, when their bicycle-loving employees come together and celebrate.</p> <p>In 2019, CEO Rose Marcario announced that the outdoor clothing brand strives to be completely CO2 neutral by 2025. Patagonia will try to have a fully sustainable production cycle by that time. They will use solar energy and comply with strict standards in terms of production materials and the use of raw materials.</p>
<p><b>Link to the Case Study</b></p>	<p>Patagonia's website: <a href="https://eu.patagonia.com">https://eu.patagonia.com</a></p>





	<p>Patagonia’s Activism Page: <a href="https://www.patagonia.com/activism/">https://www.patagonia.com/activism/</a></p> <p>Patagonia’s Environmental and Social Initiatives Videos:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=4HgSRKiaj7s">https://www.youtube.com/watch?v=4HgSRKiaj7s</a></li> <li>• <a href="https://www.youtube.com/watch?v=NXWGudS8DV4">https://www.youtube.com/watch?v=NXWGudS8DV4</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Patagonia shows a great sense of initiative because the company’s ability to turn ideas into innovative actions in the field of environmental activism is huge. It acts in a creative way and takes the risk to not comply with the “entrepreneurial norm” of fast fashion. A high proportion of its materials are made from recycled fabrics, including its polyester, nylon, and wool. Patagonia belongs to both the Sustainable Apparel Coalition and 1% For the Planet. It rejects fast fashion by creating high-quality, long-lasting products, and offers a repair and reuse program. Patagonia has been using the resources they have—their voice, their business and their community—to do something about the climate crisis since its establishment via the implementation of various projects.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>Patagonia's business model is manufacturing and selling high quality outdoor clothing products both through distributors and direct to consumers. The business model also focuses on creating social and economic value through its business. Patagonia’s product design and branding continues to be in line with its original vision and values, keeping its great sense of initiative alive. The approach to its core products and brand development emphasizes the values and ethics of the founding vision. Some of their initiatives and activities are:</p> <ul style="list-style-type: none"> <li>- Reporting as a Benefit Corp (B-Corp): Patagonia became a B-Corp in 2012 in California, as soon as it was possible in that state. Becoming a B-Corp allows socially and environmentally committed companies to write those values into their articles of incorporation, and more generally holds companies accountable to impact metrics beyond simply financial gain.</li> <li>- 1% For the Planet Initiative: Patagonia has pledged 1% of revenues to go to non-profit charities that promote sustainability and conservation. This further emphasizes its focus on environmental impact.</li> <li>- Operations Causing No Harm: The company’s facilities and resources are committed to being energy efficient. In addition,</li> </ul>





	<p>consumers can look up the manufacturing and distribution footprints for their products online.</p> <ul style="list-style-type: none"> <li>- Design Thinking through Simplicity</li> <li>- Worn Wear Initiative: The initiative emphasizes the ability to repair clothing while highlighting Patagonia’s durability.</li> <li>- Anti-Consumerism Marketing</li> </ul> <p>This case study can be used for the following purposes:</p> <ul style="list-style-type: none"> <li>• To help young environmental entrepreneurs understand how a big company operating for more than 45 years can keep a sense of initiative alive.</li> <li>• To help online entrepreneurs understand how they can be creative in order to innovate and take risks to back up their environmental vision and mission via the implementation of certain projects.</li> <li>• To inspire young entrepreneurs to feel more confident and implement actions that will boost their environmental and social impact while producing value for the company.</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<ul style="list-style-type: none"> <li>• Patagonia awarded United Nations’ flagship environmental honour for entrepreneurial vision.</li> <li>• Patagonia recognized for its commitment to sustainability and advocacy for the protection of the planet’s fragile resources.</li> <li>• Since 1985, Patagonia has given over \$100 million to their grantees working on issues in the areas of land, water, climate, communities, and biodiversity and helped train thousands of young activists over the past 35 years.</li> <li>• Nearly 70 per cent of Patagonia’s products are made from recycled materials, including plastic bottles, and the goal is to use 100 per cent renewable or recycled materials by 2025.</li> </ul>
<p><b>Follow-up or Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the skills that Patagonia’s founder had in order to stay in line with the initial core vision and mission of the company and feel confident to implement projects of great importance and impact for the environment?</li> <li>• How did Patagonia manage to keep its sense of initiative alive?</li> </ul>





	<ul style="list-style-type: none"> <li>• What difference Patagonia made in the lives of people all over the world?</li> </ul>
<b>References</b>	<p>Patagonia’s Business Model Canvas:  <a href="https://vizologi.com/business-strategy-canvas/patagonia-business-model-canvas/">https://vizologi.com/business-strategy-canvas/patagonia-business-model-canvas/</a></p> <p>Patagonia — A Better Way  <a href="https://groundfloorpartners.com/patagonia-better-way/">https://groundfloorpartners.com/patagonia-better-way/</a></p> <p>The Success of Patagonia's Marketing Strategy  <a href="https://www.investopedia.com/articles/personal-finance/070715/success-patagonias-marketing-strategy.asp">https://www.investopedia.com/articles/personal-finance/070715/success-patagonias-marketing-strategy.asp</a></p>

### Additional Learning Activities – Module 2, Unit 2

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>The skill of self-confidence   Dr. Ivan Joseph</b>





<p><b>Introduction to the resource:</b></p>	<p>As the Athletic Director and head coach of the Varsity Soccer team at Ryerson University, Dr. Joseph is often asked what skills he is searching for as a recruiter: is it speed? strength? agility? In Dr. Joseph's TEDx Talk, he explores self-confidence and how it is not just the most important skill in athletics, but in our lives.</p>
<p><b>What will you get from using this resource?</b></p>	<p>A powerful message delivered in a funny and simple way. Self-confidence is without a doubt the most important skill you need, not only as an entrepreneur but as a human being. The message of this TED talk is: "Let us all start believing in ourselves - don't think of it as selfish when you're telling yourself you did great in those quiet moments."</p>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>This video helps you to think about what it means to have self-confidence, to reflect on your worth, to believe in yourself despite all odds, to boost your ability to keep going in the face of hardship, and to learn about the social skills needed to build great teams.</p>





<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What is (roughly) the definition of self-confidence, according to Dr. Joseph?</li> <li>• According to Dr. Joseph, self-confidence is a state of mind, a type of emotional intelligence or a skill?</li> <li>• After watching this video, what is one way that you think you can build self-confidence?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=w-HYZv6HzAs&amp;feature=youtu.be">https://www.youtube.com/watch?v=w-HYZv6HzAs&amp;feature=youtu.be</a>

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>13 Successful Entrepreneurs Share How to Gain Confidence When Starting an Online Business</b>





<b>Introduction to the resource:</b>	The author of this article admits that looking back, she can honestly say that she spent way too much time running on willpower alone instead of having the right tools and mindset in place in order to establish her online business. And although it has worked for her this can't be the optimal way of finding confidence.
<b>What will you get from using this resource?</b>	Relying on luck is never a good strategy, and entrepreneurs can easily run out of their willpower much sooner than they'll find any success. Therefore, a better solution is to have a roadmap to confidence when running an online business and this article provides you with this roadmap by presenting the opinion of 13 generous experts from various niches that were asked specific questions on the topic of confidence.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>Read this article carefully and find out the 5 basic steps towards becoming a confident online entrepreneur:</p> <ul style="list-style-type: none"> <li>• Step #1: Finding the right mentors</li> <li>• Step #2: Making your vision clear</li> <li>• Step #3: Going for a minimal viable product or not?</li> <li>• Step #4: Get only the essential education that you need</li> <li>• Step #5: Master the craft of planning</li> </ul>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What good practices did you find out while reading this article?</li> <li>• What are those good practices that fit better to your mindset and that you could apply in your everyday life as a "green" online entrepreneur?</li> </ul>
<b>Link to resource:</b>	<a href="http://newinternetorder.com/building-confidence/">http://newinternetorder.com/building-confidence/</a>

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>Here Is Why Grit Is So Important For Entrepreneurs</b>





<p><b>Introduction to the resource:</b></p>	<p>University of Pennsylvania psychologist Angela Duckworth defined grit as a “perseverance and passion for long-term goals.” Contrary to popular opinion, Duckworth’s research indicates that success doesn’t depend on talent. It depends on intensely focusing on a goal with passion and perseverance. Angela Duckworth’s research showed an inverse relationship between talent and grit. This does not mean that talented people are not resilient, but rather that they might not have an intrinsic desire to go beyond what can be easily achieved with their talent.</p>
<p><b>What will you get from using this resource?</b></p>	<p>By reading this article you will:</p> <ul style="list-style-type: none"> <li>• Learn what grit is and how it affects entrepreneurship</li> <li>• Get introduced to the “growth-mindset” and understand how important this mindset is in order to thrive as an entrepreneur</li> </ul>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>By reading this article you will understand that an entrepreneurial journey is often beset with setbacks and failures and that entrepreneurship can be lonely. But you will get inspired by the fact that resilience allows entrepreneurs to face this isolation and look after their mental well-being.</p>





<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Does grit ensure success in an entrepreneurial venture?</li> <li>• What do we mean with the term “growth mindset” and why is it important for an entrepreneur to have it?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.forbes.com/sites/pragyaagarwaleurope/2019/02/17/here-is-why-grit-is-so-important-for-entrepreneurs/?sh=6a4deb4f51dd">https://www.forbes.com/sites/pragyaagarwaleurope/2019/02/17/here-is-why-grit-is-so-important-for-entrepreneurs/?sh=6a4deb4f51dd</a>

<b>Module Title:</b>	<b>Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>
<b>Unit Title:</b>	<b>Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</b>
<b>Title of Reading Material/Video:</b>	<b>Seven Key Qualities of Successful Entrepreneurs</b>



<b>Introduction to the resource:</b>	<p>A recent poll conducted by Forbes magazine shows that the majority of its readers would prefer to become a billionaire rather than a Nobel peace prize winner, a great scientist or a famous athlete. There is no secret that most of the average people dream about getting rich albeit very few make any real effort to become one.</p> <p>According to statistics, more than 100 thousand people become millionaires each year in the United States alone! Overwhelming the</p>
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	majority of them are self-made and owners of business. This means, if you would like to pursue your goal of becoming rich, you must start your own venture.
<b>What will you get from using this resource?</b>	Becoming an entrepreneur is not an easy task! There are certain qualities that are absolutely necessary if you would like to become successful in your business ventures. Some of these qualities are built-in parts of your inherent personality, and some of them get developed over time. Knowing these characteristics and identifying your weak ones - those, which need strengthening, will, eventually, help you become a successful entrepreneur.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	By reading this article you will learn about those traits that make an entrepreneur successful and you will have the chance of comparing your own traits to them in order to assess yourself objectively.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What is the most important trait an entrepreneur should have in order to succeed based on what you read?</li> <li>• What are the steps you would take in order to enhance all those traits in yourself?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.advancingwomen.com/entrepreneurialism/8777.php">https://www.advancingwomen.com/entrepreneurialism/8777.php</a>

## Module 3 - Generating and Evaluating Your Online Environmental Business Idea

Through the content of this module, you will be guided in generating new green business ideas, and then testing and evaluating your business idea so that you can better understand and refine your idea, before you take it any further. You can use the ideas you have generated through completing the Climate Change Challenge WebQuests when completing this module, or you can engage with the activities and see if a creative spark hits you!

We will first present the case study and additional reading and learning activities for Unit 1 – Generating Business Ideas for Online and Social Green Enterprises, and this will be followed by the case study and additional learning materials for Unit 2 – Testing and Evaluating your Business Idea.



But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 – Generating Business Ideas for Online and Social Green Enterprises.
- Unit 2 – Testing and Evaluating your Business Idea.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 - Mobisol, Reinventing Solar Energy Supply for Rural Africa

<b>Module Title</b>	Generating and Evaluating your online environmental business idea
<b>Unit Title:</b>	Generating Business Ideas for Online and Social Green Enterprises
<b>Case Study Title:</b>	Mobisol, Reinventing Solar Energy Supply for Rural Africa





<p><b>Name of the Online or Social Enterprise:</b></p>	<p>MOBISOL</p>
<p><b>What is their Story?</b></p>	<p>From a 3-person start-up to a company with 500 employees!</p> <p>Mobisol's team started to engage in field research without having a final product in mind. Design thinking experience guided them: the team decided to fly to rural Tanzania to gain empathy for their potential users. They observed villagers in their everyday life and talked to them about their need for electricity and the potential use of mobile solar panels. The Mobisol design thinkers quickly realised that the energy needs in rural Tanzania were about more than just light. The start-up further realised that cost was not the limiting factor in this emerging market. Having engaged intensely with customers, Mobisol knew it was imperative to build a system that was large enough to power televisions and radios, in addition to providing lighting and cell phone charging.</p> <p>The business idea was born, and success was within their reach!</p>
<p><b>Link to the Case Study</b></p>	<p><i>Include a link to the online or social enterprise here:</i>  <a href="https://plugintheworld.com/">https://plugintheworld.com/</a>  <i>Include links to their social media profiles, website, etc.</i>  <a href="https://www.facebook.com/engieemobisol">https://www.facebook.com/engieemobisol</a></p> <p><i>If you can find a YouTube video about the business, include it here also!</i>  <a href="https://www.youtube.com/watch?v=icwvSC6dy28&amp;ab_channel=UNCLimateChange">https://www.youtube.com/watch?v=icwvSC6dy28&amp;ab_channel=UNCLimateChange</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>The Mobisol's case study demonstrates how design thinking has transformed a three-person start-up company into the leader of off-grid energy in Africa. One of its co-founders, Klara Lindner being a design thinking architect, brought the design thinking methodology to the team who flew to rural Tanzania to empathize with their target customers. In 2019, ENGIE bought Mobisol.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>The key lesson here is that you must know your target population! This is the key to success. Mobisol design thinkers quickly realised that energy needs in rural Tanzania were about more than just light as they previously thought. They are mainly concerned with radio (information), TV (status) and cell phone charging (communication). Therefore, directly interacting with potential users expanded their original idea into something much bigger.</p>





<p><b>What has Impact this case study example achieved?</b></p>	<p>Mobisol has a transnational impact: they provide energy access in three countries: Kenya, Tanzania and Rwanda. In total, more than 150,000 solar home installations have been completed, providing solar energy to some 750,000 people in sub-Saharan Africa.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• What lessons have you learned from the case study?</li> <li>• What does this case study tell you about the importance of knowing your target audience?</li> <li>• How could you apply the lessons you have learned to your own experience?</li> </ul>
<p><b>References</b></p>	<p><a href="https://thisisdesignthinking.net/2016/05/reinventing-solar-energy-supply-for-rural-africa/">https://thisisdesignthinking.net/2016/05/reinventing-solar-energy-supply-for-rural-africa/</a></p>

### Additional Learning Activities – Module 3, Unit 1

<p><b>Module Title:</b></p>	<p>Generating and Evaluating your online environmental business idea</p>
<p><b>Unit Title:</b></p>	<p>Generating Business Ideas for Online and Social Green Enterprises</p>
<p><b>Title of Reading Material/Video:</b></p>	<p>Bootcamp bootleg – Stanford school</p>





<p><b>Introduction to the resource:</b></p>	<p>This document will support you to gain a deeper understanding of the five steps to implement the design thinking methodology in developing your business idea. It will provide you with some practical activities and techniques to implement these steps with practical exercises and insights to ensure a successful implementation of the design thinking mind set.</p>
<p><b>What will you get from using this resource?</b></p>	<p>This resource will support you in acquiring:</p> <ul style="list-style-type: none"> <li>- Deeper knowledge about the five steps of design thinking and the reasons why you want to use this activity in the course of creating your business.</li> <li>- Practical methodologies to work on these identified five steps.</li> <li>- Practical exercises and techniques to be able to collect users' feedback.</li> </ul>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>You should read carefully the five first pages detailing the five steps of design thinking. Then, go through each technique presented to better understand users' needs and select the ones that seem appropriate to your business idea and finally, think about how to implement these steps in real-life conditions.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• What techniques have you chosen to implement?</li> <li>• Why?</li> <li>• Do you think that these insights will support you to develop a better understanding of your business idea?</li> </ul>





<b>Link to resource:</b>	<a href="https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf">https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf</a>
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<b>Module Title:</b>	Generating and Evaluating your online environmental business idea
<b>Unit Title:</b>	Generating Business Ideas for Online and Social Green Enterprises
<b>Title of Reading Material/Video:</b>	What is design thinking? An overview (2020)



<b>Introduction to the resource:</b>	The video will present you with an overview of what design thinking is and why it is very important when creating your business. It will emphasise the fact that design thinking focuses on a human-centred position in problem solving.
<b>What will you get from using this resource?</b>	This resource will support you in acquiring: <ul style="list-style-type: none"> <li>- Basic knowledge about design thinking and human centred design.</li> <li>- Basic knowledge about placing users 'needs at the heart of innovation.</li> <li>- The five basic steps to implement design thinking methodology in your business creation process.</li> <li>- Explain how these five steps need to be implemented iteratively.</li> </ul>
<b>How can you use this</b>	The video goes through the five steps of the design thinking methodology: <ul style="list-style-type: none"> <li>- Empathize</li> </ul>





<p><b>resource to develop your Online or Social Environmental Business?</b></p>	<ul style="list-style-type: none"> <li>- Define</li> <li>- Ideate</li> <li>- Prototype</li> <li>- Test</li> </ul> <p>On a sheet of paper, take notes about the content in the video. Then, take a few minutes to think about how to implement the design thinking methodology in your business creation plans and processes.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• Have you identified your potential customers?</li> <li>• Does your product answer to an identified need or challenge?</li> <li>• Do you have a timeframe for the implementation of the five steps of design thinking?</li> </ul>
<p><b>Link to resource:</b></p>	<p><a href="https://www.youtube.com/watch?v=gHGN6hs2gZY&amp;ab_channel=AJ%26Smart">https://www.youtube.com/watch?v=gHGN6hs2gZY&amp;ab_channel=AJ%26Smart</a></p>

### Case Study 2 - Clean Team: piloting to adapt to users' needs

<p><b>Module Title</b></p>	<p>Generating and Evaluating your online environmental business idea</p>
<p><b>Unit Title:</b></p>	<p>Testing and Evaluating your Business Idea</p>
<p><b>Case Study Title:</b></p>	<p>Clean Team : piloting to adapt to users' needs</p>





<p><b>Name of the Online or Social Enterprise:</b></p>	<p>CLEAN TEAM</p>
<p><b>What is their Story?</b></p>	<p>Clean Team: an answer to one of the biggest sanitation challenges!</p> <p>To solve the water sanitation problems in Ghana, Unilever, Water and Sanitation for the Urban Poor (WSUP), and IDEO.org, developed ‘Clean Team’, a comprehensive sanitation system that delivers and maintains toilets in the homes of subscribers.</p> <p>In order to understand the scope of the project, the team conducted in-depth interviews with both the end-user as well as the sanitation experts.</p> <p>After brainstorming with its partners and everyday Ghanaians, who are the projected users, the team began ideating solutions. By building a handful of prototypes, modifying existing portable toilets, and iterating various solutions, a final tangible service was launched.</p> <p>Clean Team now serves 5,000 people in Kumasi, Ghana, making lives cleaner, healthier, and more dignified.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.cleanteamtoilets.com/">https://www.cleanteamtoilets.com/</a></li> <li>• <a href="https://www.facebook.com/WeAreCleanTeam">https://www.facebook.com/WeAreCleanTeam</a></li> <li>• <a href="https://twitter.com/cleanteamghana">https://twitter.com/cleanteamghana</a></li> <li>• <a href="https://www.youtube.com/watch?v=QqufG1-6PhA&amp;ab_channel=CleanTeamGhana">https://www.youtube.com/watch?v=QqufG1-6PhA&amp;ab_channel=CleanTeamGhana</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>The Clean Team service is a custom-designed rental toilet and a waste-removal system. The design work extended to the entire service ecosystem including branding, uniforms, a payment model, a business plan, and key messaging. Unilever and WSUP piloted the project with approximately 100 families in the city of Kumasi, Ghana, before launching in 2012.</p> <p>The piloting phase of the project has allowed the Clean Team to redefine its offer to make it more appropriate to the end-user’s needs. By building a handful of prototypes and modifying existing portable toilets, the team ensured that tangible elements of the service were put directly into the hands of Ghanaians. They learned how the service should be positioned, including gathering early ideas around marketing and promotion, as well as certain technical limitations, namely that though flush functions appeared popular early in the development of the idea, water scarcity was a major factor to contend with.</p>





<b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b>	The key lesson from this case study is what features that may seem obvious for you may not meet users' needs. This is the whole point of piloting and testing your prototype. This phase supports the entrepreneur in the finalization of an integrated prototype that will answer users' needs and expectations. Without this interaction with end-users, all we have are assumptions that may not be in line with what the user is expecting from the product or service you are developing.
<b>What has Impact this case study example achieved?</b>	Clean Team offers sanitation services to 5,000 people in Kumasi, Ghana. It has directly impacted every-day lives of these people and brought a concrete solution to a public-health related issue.
<b>Follow-up or Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What lessons have you learned from the case study?</li> <li>• What does this case study highlight for you, in relation to why it is important to pilot test your product or service before launching it?</li> <li>• How could you apply what you have learned to your own experience?</li> </ul>
<b>References</b>	<a href="https://www.designkit.org/case-studies/1">https://www.designkit.org/case-studies/1</a>

### Additional Learning Activities – Module 3, Unit 2

<b>Module Title:</b>	Generating and Evaluating your online environmental business idea
<b>Unit Title:</b>	Testing and Evaluating your Business Idea
<b>Title of Reading Material/Video:</b>	How to run a successful focus group in five easy to follow steps





<b>Introduction to the resource:</b>	This video will present tips and advice to support you to conduct and implement a successful focus group that will support you in gathering the feedback you will need from your identified potential customers.
<b>What will you get from using this resource?</b>	This resource will support you in acquiring knowledge in: <ul style="list-style-type: none"> <li>- Designing questions for your focus group.</li> <li>- Tips to collect valuable feedback.</li> <li>- Attracting and selecting potential participants.</li> <li>- The methodology to adopt when facilitating a focus group.</li> <li>- How to analyse the feedback collected.</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	This video will provide you with useful insights on how to implement a successful focus group that will support you in the whole design thinking process. It goes through each crucial step and provides practical tips and advice.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Can you list two motivations that your potential customers might have purchasing your product or service?</li> <li>• What are the three areas of questioning suggested in the video? How could you adapt this to your business idea?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=gjQtu6yeC1E&amp;ab_channel=Spiel">https://www.youtube.com/watch?v=gjQtu6yeC1E&amp;ab_channel=Spiel</a>

<b>Module Title:</b>	Generating and Evaluating your online environmental business idea
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<b>Unit Title:</b>	Testing and Evaluating your Business Idea
<b>Title of Reading Material/Video:</b>	The importance of pilot studies



# UNIVERSITY OF SURREY

<b>Introduction to the resource:</b>	This article presents the two dimensions of piloting as 1) field trials and 2) pre-testing. It guides the reader through both dimensions by explaining how pilot tests work and what to expect from this process. It emphasises also the limitations of such tests and therefore provides you with specific questions to consider and challenges to overcome.
<b>What will you get from using this resource?</b>	This article will enable you to see the sequence of the different testing techniques more clearly thanks to the examples provided. It will also allow you to think about the potential weaknesses or challenges arising from these tests and how you might overcome these obstacles.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>Planning and delivering a successful pilot test can be a strong point for any funding application, and it can help to convince funding bodies to support your business venture, therefore it is important that you prepare it carefully! Start this process at a very early stage in the development of your business, in order to collect feedback from the beginning of your business idea.</p> <p>As quoted in the article, De Vaus said “Do not take the risk. Pilot test first!”</p>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• How can you mix quantitative and qualitative assessment to collect valuable feedback during your pilot tests?</li> <li>• Which of these techniques are you planning to implement? Why?</li> </ul>



<b>Link to resource:</b>	<a href="https://www.researchgate.net/publication/11173521_The_Importance_of_Pilot_Studies">https://www.researchgate.net/publication/11173521_The_Importance_of_Pilot_Studies</a> Then download the 5 pages PDF.
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## Module 4 - Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea

The aim of this module is to present you with some activities and examples of how social media platforms can be used to support you to develop your business idea. Here we will show how social media can be used to support you market research and customer engagement through polls and surveys, and also for prototyping your new business idea.

We will first present the case study and additional reading and learning activities for Unit 1 – Introducing Social Media Platforms for New Online and Social Enterprises (Overview of Platforms), and this will be followed by the case study and additional learning materials for Unit 2 – How to Prototype and Test Online and Social Green Business Ideas through Social Media.

But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 – Introducing Social Media Platforms for New Online and Social Enterprises, and
- Unit 2 – How to Prototype and Test Online and Social Green Business Ideas through Social Media.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 – EcoTools

<b>Module Title</b>	Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea
<b>Unit Title:</b>	Introducing Social Media Platforms for New Online and Social Enterprises





<b>Case Study Title:</b>	EcoTools
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<b>Name of the Online or Social Enterprise:</b>	ECOTOOLS
<b>What is their Story?</b>	<p>EcoTools is a company that offers quality eco-friendly beauty products and gives back to great causes. EcoTools utilizes social content from their team and followers to create unique social offerings.</p> <p>EcoTools environmentally doesn't just sell its organic products, but it also promotes a mission and sustain a lifestyle that benefits their customers and simultaneously makes the world a better place. EcoTools uses social media to simultaneously promote philanthropy and increase e-commerce sales.</p> <p>They know how to create useful branded content extremely well. They have a \$10k giveback program for customers to win money to donate back to charities of their choice (Forbes).</p>
<b>Link to the Case Study</b>	<p><i>Link to EcoTools website:</i> <a href="https://ecotools.com/">https://ecotools.com/</a></p> <p><i>Links to Facebook Page, YouTube and Instagram account:</i> <a href="https://www.facebook.com/ecotools">https://www.facebook.com/ecotools</a> <a href="https://www.instagram.com/ecotools/?hl=en">https://www.instagram.com/ecotools/?hl=en</a></p>





	<p><a href="https://www.youtube.com/user/EcoToolsAccessories">https://www.youtube.com/user/EcoToolsAccessories</a></p> <p><i>YouTube video about EcoTools:</i> <a href="https://youtu.be/Xd6ohZqD5lk">https://youtu.be/Xd6ohZqD5lk</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>EcoTools is a great example of how to use social media to promote your social green business. They are professional in developing creative and attractive social media campaigns on the most popular platforms. EcoTools used their brand hashtag #Ecotools to aggregate Instagram content from their fans and share it via the Hashtag Gallery tool from Offerpop. They also use their team of experts to share tips and reward fans across platforms.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>You can get inspired from the brilliant social media marketing ideas of EcoTools. First, you can create a hashtag with your business name. Then, you can engage social media community by posting videos on how to use your products and why its use can prevent pollution. You can also follow the example of the language they use in their videos and posts to attract a bigger audience.</p>
<p><b>What has Impact this case study example achieved?</b></p>	<p>EcoTools is one of the most popular ecological beauty brands. Their products are 100% vegan and never tested on animals. Their packaging is partly made of biodegradable paper when planted into a composting environment. The brand is committed in reducing waste and use recycled aluminium and recycled plastic in their products.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• Why EcoTools is a good example of use of social media to promote green social business?</li> <li>• What are the strengths of EcoTools? Why has it succeeded to be so popular?</li> <li>• What best elements could you take from this study case and how can you apply them to promote your business idea?</li> </ul>
<p><b>References</b></p>	<p><a href="https://www.forbes.com/sites/kateharrison/2014/04/22/how-four-eco-brands-are-using-social-media-marketing-effectively/?sh=3c5ca57f6c7f">https://www.forbes.com/sites/kateharrison/2014/04/22/how-four-eco-brands-are-using-social-media-marketing-effectively/?sh=3c5ca57f6c7f</a></p>





## Additional Learning Activities – Module 4, Unit 1

<b>Module Title:</b>	Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea
<b>Unit Title:</b>	Introducing Social Media Platforms for New Online and Social Enterprises
<b>Title of Reading Material/Video:</b>	13 Top tips for choosing the right social media platform for your business



<b>Introduction to the resource:</b>	<p>This article on Forbes will give you clear tips to guide you when choosing the best social media where to promote your green social business idea. There are many forms of Social media and it can be extremely useful to give visibility to your company. But how to pick the right one for you?</p> <p>In this article, thirteen members of Forbes Communications Council discuss a few details business owners should pay attention to when choosing an ideal social media platform for their online marketing.</p>
<b>What will you get from using this resource?</b>	<p>By consulting this resource, you will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of well defining the nature of your business when choosing an online social media platform.</li> </ul>





	<ul style="list-style-type: none"> <li>• Learn how to focus on your target group when choosing a social media platform for marketing.</li> <li>• Better reflect on what social media your target group will use the most.</li> <li>• Build a consistence strategy across the different social media platforms.</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>You will read carefully the 13 tips proposed by Fobes and try to remember the main ones. To better integrate these notions, you can list the tips that seem the most useful for you.</p> <p>Then you will try to apply them to your business idea. Take also examples from the other successful campaigns you have already observed throughout the Module4.</p>
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Why it is important to choose on what social media you will promote your product?</li> <li>• Think of the potential customers you will target in your social media marketing campaign; what social media would they prefer?</li> </ul>
<b>Link to resource:</b>	<p><a href="https://www.forbes.com/sites/forbescommunicationscouncil/2019/07/31/13-top-tips-for-choosing-the-right-social-media-platform-for-your-business/?sh=33ee0e7278eb">https://www.forbes.com/sites/forbescommunicationscouncil/2019/07/31/13-top-tips-for-choosing-the-right-social-media-platform-for-your-business/?sh=33ee0e7278eb</a></p>

<b>Module Title:</b>	Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea
<b>Unit Title:</b>	Introducing Social Media Platforms for New Online and Social Enterprises
<b>Title of Reading Material/Video:</b>	How to Use Social Media to Enhance and Promote a Green Living Company





<p><b>Introduction to the resource:</b></p>	<p>This article will explain why social media is essential to promote your green social business. These digital tools not only help you to give visibility to your company but also contribute to create a “green” identity that can be easily identifiable by your potential customers.</p>
<p><b>What will you get from using this resource?</b></p>	<p>This article will increase your knowledge about the following topics:</p> <ul style="list-style-type: none"> <li>• Being specific about your environmental business idea.</li> <li>• Use specific terms to create the environmental identity of your company on social media.</li> <li>• Diversifying the means on the social media to attract audience and to promote your environmental idea.</li> <li>• Use smart blogging too.</li> </ul>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>Go through the five steps and the warnings for using social media to support your environmental business idea. Then, reflect on the best way you could apply these tips to your own company. Try to list what would work better and what wouldn't.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• Why social media is an important tool to promote your environmental business?</li> <li>• What tips were the most useful in this article?</li> <li>• Why?</li> </ul>





<b>Link to resource:</b>	<a href="https://www.appropedia.org/How_to_Use_Social_Media_to_Enhance_and_Promote_a_Green_Living_Company">https://www.appropedia.org/How to Use Social Media to Enhance a and Promote a Green Living Company</a>
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## Case Study 2 - OBOS

<b>Module Title</b>	Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea
<b>Unit Title:</b>	How to Prototype and Test Online and Social Green Business Ideas through Social Media
<b>Case Study Title:</b>	OBOS



<b>Name of the Online or Social Enterprise:</b>	OBOS
<b>What is their Story?</b>	OBOS is a housing developer active in Norway and other Scandinavian countries. It develops and sells houses and offices, banking and financial solutions, and offers other services in the housing and property sector.





	<p>OBOS strives to be more green and appreciates the potential benefits of persuading people to adopt a more sustainable lifestyle. In partnership with climate change consultancy CChange, it created an initiative to motivate people to make sustainable lifestyle changes, and challenge friends to do the same.</p>
<p><b>Link to the Case Study</b></p>	<p><i>Link to OBOS website:</i> <a href="https://nve.obos.no/dette-er-obos/english/">https://nve.obos.no/dette-er-obos/english/</a></p> <p><i>Links to Facebook Page and YouTube channel:</i> <a href="https://www.facebook.com/obosmedlem/">https://www.facebook.com/obosmedlem/</a> <a href="https://www.youtube.com/channel/UCCCMHAI6c-MStGbDQLA0JJQ">https://www.youtube.com/channel/UCCCMHAI6c-MStGbDQLA0JJQ</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>To encourage Norwegians to make sustainable lifestyle changes, such as reducing meat consumption or cycling OBOS launched social media campaigns. OBOS increased message association by 6.1 points with a sustainability challenge campaign on Facebook and Instagram.</p> <p>The campaign used more than 50 short mobile videos, as well as interactive Facebook polls to increase their audience and to test their business idea. The videos featured prominent Norwegian influencers and comedians to capture attention, and followed best practices for mobile, with clear and instant branding, subtitles, sound effects and moving images. All could be viewed with sound off.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>You can follow OBOS example by observing how they engaged their audience on Facebook and Instagram and how they tested their business idea by using Facebook polls.</p> <p>They built up an environmental-friendly image of the company and succeeded at once to promote “green” behaviour and to advertise their business.</p>
<p><b>What has Impact this case study example achieved?</b></p>	<p>The OBOS campaign inspired people in Norway to change their ways to contrast climate change and increased positive brand association for OBOS. Many participants now see OBOS as a leader in driving a sustainability business. Between August–October 2019, the campaign achieved:</p> <ul style="list-style-type: none"> <li>• 6.1-point lift in message association</li> <li>• 10-point lift in ad recall</li> </ul>





	<ul style="list-style-type: none"> <li>• 10,000 people signed up for the challenge (88% of whom say they now have an increased awareness of lifestyle changes that can impact the environment)</li> <li>• 90% of people who signed up for the challenge say they have changed their habits</li> <li>• 2.1 million people reached (more than one-third of the population of Norway)</li> </ul>
<b>Follow-up or Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Why Facebook and Instagram were good tools for OBOS to test their idea and engage their audience?</li> <li>• What are the winning aspects of OBOS campaign?</li> <li>• How would you imagine using polls to test your environmental business idea?</li> </ul>
<b>References</b>	<a href="https://www.facebook.com/business/success/obos?ref=search_new_827">https://www.facebook.com/business/success/obos?ref=search_new_827</a>

### Additional Learning Activities – Module 4, Unit 2

<b>Module Title:</b>	Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea
<b>Unit Title:</b>	How to Prototype and Test Online and Social Green Business Ideas through Social Media
<b>Title of Reading Material/Video:</b>	Create your social media mock-up!





<p><b>Introduction to the resource:</b></p>	<p>This article on the SmartMockups website will increase your knowledge about what social media mock-ups are, how to use them and why. This article also explains what audience will test the mock-ups through their social media and will provide examples of social media campaigns.</p> <p>Then it will explain in a practical step-by-step way how to create your mock-up.</p>
<p><b>What will you get from using this resource?</b></p>	<p>This is a useful resource that will guide you through the process of creating your social media mock-up. In particular, it will address the following questions:</p> <ul style="list-style-type: none"> <li>• What are social media mock-ups, and how can they help you?</li> <li>• What audience are social media mock-ups perfect for?</li> <li>• Examples of social media campaigns</li> <li>• How to create social media mock-ups</li> </ul>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>After reading the introduction to social media marketing and the use of mock-ups to create effective social media campaigns, you should go through the three steps to create your social media mock-up. Finally, you can reflect on the way to better adapt these notions to your business idea.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• Why mock-ups are useful to prepare an effective social media campaign and reach your potential customers?</li> </ul>





	<ul style="list-style-type: none"> <li>• What social media would you choose for your campaign? Which one would you pick to develop your mock-up?</li> </ul>
<b>Link to resource:</b>	<a href="https://blog.smartmockups.com/article/get-the-social-media-campaign-ready-for-your-business-using-mockups/">https://blog.smartmockups.com/article/get-the-social-media-campaign-ready-for-your-business-using-mockups/</a>

<b>Module Title:</b>	Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea
<b>Unit Title:</b>	How to Prototype and Test Online and Social Green Business Ideas through Social Media
<b>Title of Reading Material/Video:</b>	How to test your business ideas quickly with Facebook Ads



<b>Introduction to the resource:</b>	This resource will guide you using Facebook Ads. It will explain how to test your product before launching it through this useful tool proposed by Facebook.
<b>What will you get from using this resource?</b>	<p>After reading this article you will be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do you use Facebook Ads to test your business idea?</li> </ul>





	<ul style="list-style-type: none"> <li>• What does it cost and what kind of information can Facebook Ads provide your business?</li> <li>• How to run an affordable ads campaign?</li> <li>• How to build customers engagement through Facebook?</li> <li>• How to promote your posts?</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	You will need to go through the full article. Then you will try to imagine a strategy that you will develop on Facebook Ads to test your product before launching it.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• How can I use Facebook Ads in the most profitable way for my company?</li> <li>• Why it is useful to test a business idea before launching it?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.rovva.com/en-gb/blog/startups/how-to-test-your-business-ideas-quickly-with">https://www.rovva.com/en-gb/blog/startups/how-to-test-your-business-ideas-quickly-with</a>

## Module 5 - Analysing Online User Trends and Conducting Online Market Research

The aim of this module is to build on the content that you covered in the last module – where you learned to apply social media platforms to testing and prototyping your business idea – and now to support you to use online platforms to research user trends and to deploy some market research activities that will help you to judge how suitable your business idea is to the market to aim to serve.

We will first present the case study and additional reading and learning activities for Unit 1 – Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector, and this will be followed by the case study and additional learning materials for Unit 2 – Conducting Online Market Research, in an Eco-Conscious Method.

But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:



- Unit 1 – Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector.
- Unit 2 – Conducting Online Market Research, in an Eco-Conscious Method.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 - Patagonia

<b>Module Title</b>	<b>Analysing Online User Trends and Conducting Online Market Research</b>
<b>Unit Title:</b>	<b>Unit 1: Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector</b>
<b>Case Study Title:</b>	<b>Patagonia</b>



Photo Unsplash: [Malik Skydsqaard](#)





<p><b>Name of the Online or Social Enterprise:</b></p>	<p><b>Patagonia</b></p>
<p><b>What is their Story?</b></p>	<p>Patagonia is one of the most successful sportswear retailers in the world, selling everything from t-shirts to fleece to sleeping bags that attract people who are adventurous for every sport, Moreover, because these people are usually very environmentally conscious, Patagonia’s corporate philosophy is to go green. They have established repair centers around the world to increase the service life of their products and reduce their carbon footprint. In 2016, they pledged to donate US\$10 million from Black Friday sales to grassroots environmental organizations dedicated to protecting and improving the planet. Patagonia’s corporate philosophy is "100% for the earth", but it is not perfect. They are open and candid about business areas that need improvement, such as using fossil fuels to produce shells for their coats, which contributes to climate change. Patagonia is committed to changing and improving these processes and working towards becoming more sustainable and eco-friendly, which sets them apart from their less green competitors.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Link to the website of online enterprise: <a href="https://www.patagonia.com/">https://www.patagonia.com/</a></li> <li>• Links to the enterprise’s Social media profiles: <a href="https://www.facebook.com/PatagoniaEurope/">https://www.facebook.com/PatagoniaEurope/</a> <a href="https://www.instagram.com/patagonia/">https://www.instagram.com/patagonia/</a></li> <li>• YouTube video about the business: <a href="https://www.youtube.com/c/patagonia/featured">https://www.youtube.com/c/patagonia/featured</a></li> <li>• Tik ToK <a href="https://www.tiktok.com/@patagonia">https://www.tiktok.com/@patagonia</a></li> <li>• Twitter <a href="https://twitter.com/patagonia">https://twitter.com/patagonia</a></li> <li>• LinkedIn <a href="https://www.linkedin.com/company/patagonia_2/">https://www.linkedin.com/company/patagonia_2/</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Patagonia has a strong word in Green Business sector, they are very contemporary in communication with customers and creative in strategies they are promoting themselves. They are very activistic and they educate. In the end a customer ends up with not only a piece of clothes, but with a great feeling, that does not hurt the planet and is</p>





	<p>part of climate change. Marketing strategies educate consumers, provide alternatives to limit consumption, and develop a strong brand personality. Decisions at Patagonia are made for the long run</p> <p>Patagonia uses several traditional marketing strategies, including print advertisements, web-based marketing, and commercials, that are far from traditional, can be as mobile tours, and brand ambassadors to interact with its customers and encourage them to lead a more sustainable lifestyle.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>Patagonia has built a complete infrastructure to support their vision. Founder Yvon Chouinard says: “the best thing you can do is buy the best product you can and keep it going as long as possible”.</p> <ul style="list-style-type: none"> <li>• Inspires eco-conscious entrepreneurs to think out of the box and create trends in marketing communication, because Patagonia is non-traditional. Patagonia’s marketing strategies encourage its customers to limit consumption and fight to protect planet earth.</li> <li>• Is a good example of how to create relationship between business, customers and online, social media?</li> <li>• Is a good example of how, thanks to a knowledge of market segmentation can create and sell products? Patagonia considers itself to own their products, even after they sell it to you. If the zipper breaks, they will repair it. If you are tired of the colour of the jacket, you can take it to their second-hand store.</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<p>Patagonia explicitly acknowledges they put a burden on our planet, so they chose to impose an environment tax on themselves. There is no way you can build the best product, without causing harm to the environment. But they do a great job, their impact is huge, there are making change because there are very transparent:</p> <ul style="list-style-type: none"> <li>• Building environmental and animal welfare responsibility programs, they guide how they make their materials and products.</li> <li>• Social responsibility programs – all products are produced under safe, fair, legal and humane working conditions.</li> </ul> <p>For over thirty years Patagonia has donated 1% of its annual revenues to grassroots environmental organisations. Through their ‘1% for the</p>





	Planet’ programme they have built 50 miles of trails in Chile’s Patagonia Parque, protected Alaska’s Susitna River, initiated the Sustainable Apparel Coalition, and more.
<b>Follow-up or Debriefing Questions</b>	<ol style="list-style-type: none"> <li>1. Why do you think the Patagonia has a strong role in Green Business sector?</li> <li>2. Why their shop and their all story marketing content is trending?</li> <li>3. What can you learn from this case study? And how can you apply what you have learned to your own green business idea?</li> </ol>
<b>References</b>	<p><a href="https://www.investopedia.com/articles/personal-finance/070715/success-patagonias-marketing-strategy.asp">https://www.investopedia.com/articles/personal-finance/070715/success-patagonias-marketing-strategy.asp</a></p> <p><a href="https://www.fastcompany.com/90592541/patagonia-has-had-enormous-success-with-upcycled-clothing-could-other-brands-follow">https://www.fastcompany.com/90592541/patagonia-has-had-enormous-success-with-upcycled-clothing-could-other-brands-follow</a></p>

### Additional Learning Activities – Module 5, Unit 1

<b>Module Title:</b>	<b>Analysing Online User Trends and Conducting Online Market Research</b>
<b>Unit Title:</b>	<b>Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector</b>
<b>Title of Reading Material/Video:</b>	<b>4 Types of Market Segmentation with Examples</b>





*Unspalsh Scott Graham*

<b>Introduction to the resource:</b>	This article is written by Jennifer Yesbeck who is a marketing manager at Alexa blog. Alexa blog is designed for marketers full of new tips, how to create online content and to inform about online trends for users.
<b>What will you get from using this resource?</b>	<p>By reading this article you will better understand what it means. Market Segmentation and which benefits you can gain to apply it to your marketing strategy.</p> <p>After reading this article you will better understand:</p> <ul style="list-style-type: none"> <li>• What Is Market Segmentation</li> <li>• What are Eight Benefits of Market Segmentation</li> <li>• What is a buyer persona</li> <li>• Use Market Segmentation to Build Better Marketing Campaigns</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	In this article you will access some key insights and information about market segmentation, here we mention a few examples, which can be inspiring for your own social environmental business.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Which bueyer persona fits better to your business?</li> <li>• Why is important to know who can be your customer?</li> </ul>
<b>Link to resource:</b>	<a href="https://blog.alexablog.com/types-of-market-segmentation/">https://blog.alexablog.com/types-of-market-segmentation/</a>





<b>Module Title:</b>	<b>Analysing Online User Trends and Conducting Online Market Research</b>
<b>Unit Title:</b>	<b>Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector</b>
<b>Title of Reading Material/Video:</b>	<b>Market Trend Analysis is Crucial for Your Market Research. Here's Why</b>
<b>Introduction to the resource:</b>	This resource presents an article which offers some key insights into developing a green logo for your environmental business.
<b>What will you get from using this resource?</b>	By reading this article you will understand <ul style="list-style-type: none"> <li>• What is market trend analysis</li> <li>• Why you need to analyze different types of market</li> <li>• What triggers shifts in market demand</li> <li>• How to analyze the market using digital tool</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	In this article you will realize the importance of analyses and how to apply it to your project. Market trend analysis should be part of your initial market research.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• What is the benefit of market trend analysis?</li> <li>• Do you consider that working with digital tools for analyses can help your business?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.similarweb.com/corp/blog/market-trend-analysis/">https://www.similarweb.com/corp/blog/market-trend-analysis/</a>

### Case Study 2 – The Body Shop

<b>Module Title</b>	<b>Analysing Online User Trends and Conducting Online Market Research</b>
<b>Unit Title:</b>	<b>Unit 2: Conducting Online Market Research, in an Eco-Conscious Method</b>
<b>Case Study Title:</b>	<b>The Body shop</b>





Photo Unsplash: [Гоар Авдалян](#)

<p><b>Name of the Online or Social Enterprise:</b></p>	<p><b>The Body Shop</b></p>
<p><b>What is their Story?</b></p>	<p>Anita Roddick was a businesswoman, state of human rights activist and environmental campaigner who pioneered a retail trade exemplar constructed to build a determined affect for individuals and communities. Roddick utilized human connection as a tool to inspire acquiring and success. She defined beauty as a source of joy and power furthermore a considerable tool for creating self-esteem. Widely regarded as a pioneer of ethical consumerism, Anita opened her 1st shop in 1976 in Brighton, U.K. with a mission that business could be a force for good. The Body Shop started life as a small outfit in Brighton selling just 25 products. Now the range consists of over 300 products and there are more than 2500 stores worldwide. The company is working fairly with own farmers and suppliers and helping communities thrive through their Community Trade programme, being 100% vegetarian and always being firmly against animal testing.</p>





	<p>“Business shapes the world. It is capable of changing society in almost any way you can imagine.” Dame Anita Roddick</p> <p>The company is currently owned by a Brazilian cosmetic company called Natura.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Link to the website of online enterprise: <a href="http://www.thebodyshop.com">http://www.thebodyshop.com</a></li> <li>• Links to the enterprise’s Social media profiles: <a href="https://www.facebook.com/TheBodyShop">https://www.facebook.com/TheBodyShop</a> <a href="https://www.instagram.com/thebodyshop/">https://www.instagram.com/thebodyshop/</a></li> <li>• YouTube video about the business: <a href="https://www.youtube.com/user/thebodyshop">https://www.youtube.com/user/thebodyshop</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>The Body Shop has a strong advertising and marketing vision and uses very inspiring methods to achieve their goals. The brand has five core values, and they are supported for community trade, animal testing, activated self-esteem, protect the planet and defend human rights. The brand promotes its products and campaigns through a lot of video, social media and in-store content and less focus is put on marketing via TV. The brand is testing channels like Instagram, Pinterest, and Snapchat and they seem to be working extremely well for the target market who are under 35 years old. The brand makes the strong promotion of corporate social responsibility and strong advertising strategies to position itself as a green company. Bodyshop created a big purpose, they are not only selling cosmetics but whole mission which can be inspiring:</p> <ul style="list-style-type: none"> <li>• they exist to fight for a fairer, more beautiful world.</li> <li>• fighting to empower women and girls.</li> <li>• everyone is beautiful.</li> <li>• business can be a force for good.</li> </ul>
<p><b>How can you use this Case Study to Develop your own Online or Social</b></p>	<p>The Body shop is a good example of how the company thinks about market research.</p> <ul style="list-style-type: none"> <li>• Is a good example of how to create a segmentation?</li> </ul> <p>The Body Shop has targeted mostly women, they focused on two types of segmentation. The first method is demographic segmentation where The Body Shop offers their products to</p>





<p><b>Environmental Business?</b></p>	<p>customers who are both women and men at middle to upper-class level aged between 20-55. Secondly, psychographic segmentation is used by the organisation which attempts to measure and understand people’s lifestyles, values, personalities and/or their psychological characteristics</p> <ul style="list-style-type: none"> <li>• Is a good example of how to create a target audience. Since they keep their media and advertising to a minimum a concentrated/niche marketing approach for The Body Shop seems more appropriate. The organisation specifically markets their products towards consumers who want natural and healthy beauty products. In addition, The Body Shop uses environmental and social campaigns to promote the brand which influences and targets those who are health and beauty conscious.</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<p>They started a business with a great manifesto, which is based for their marketing strategy and market.</p> <ul style="list-style-type: none"> <li>• Company is one of 3,000 businesses worldwide to have the highest social and environmental standards for people and the planet. In 2019, the company reintroduced their pioneering refill scheme, a recycling programme and removed 21 tonnes of plastic from their Christmas gifts. From reducing, refilling, and recycling they have a huge impact.</li> <li>• The company is making their packaging 100% recyclable.</li> <li>• More than 68% of their packaging can technically be recycled. By 2025, all their bath and body and haircare products will be fully recyclable.</li> <li>• The company is putting the customer at the centre of their multichannel strategy certainly sounds like a worthy aspiration but for The Body Shop, it’s also one that makes financial sense, Harriet Williams. “Generally, if we do something good for a customer, it’s good for our business,”</li> </ul>
<p><b>Follow-up or Debriefing Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do you think customers would prefer eco – cosmetics and specifically from the Body Shop?</li> <li>2. Why good content marketing help for conducting online market?</li> <li>3. What can you learn from this case study? How will you think about the target?</li> </ol>





<b>References</b>	<a href="https://www.investopedia.com/articles/personal-finance/070715/success-patagonias-marketing-strategy.asp">https://www.investopedia.com/articles/personal-finance/070715/success-patagonias-marketing-strategy.asp</a> <a href="https://www.fastcompany.com/90592541/patagonia-has-had-enormous-success-with-upcycled-clothing-could-other-brands-follow">https://www.fastcompany.com/90592541/patagonia-has-had-enormous-success-with-upcycled-clothing-could-other-brands-follow</a>
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### Additional Learning Activities – Module 5, Unit 2

<b>Module Title:</b>	<b>Analysing Online User Trends and Conducting Online Market Research</b>
<b>Unit Title:</b>	<b>Conducting Online Market Research, in an Eco-Conscious Method</b>
<b>Title of Reading Material/Video:</b>	<b>Market research methods</b>



*Unspalsh Chang Duong*

<b>Introduction to the resource:</b>	This article will introduce you to some methods for online researching. Market research is an essential step for your Eco-Conscious business, you should pay attention to this step to achieve your goals, The article was published by Josh Boyd on website Brandwatch.
<b>What will you get from using this resource?</b>	By reading this article you will better understand what to consider what you want to achieve, what data you'll need, the pros and cons of each method, the costs of conducting the research.





	<ul style="list-style-type: none"> <li>• What Is Market Segmentation</li> <li>• Public domain data</li> <li>• Buy research</li> <li>• Analyse sales data</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	In this article you will access some key insights and information about online market research. Once you go through the list and see something that takes your fancy, spend more time researching each option and pick one which can fit the best for your environmental business.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Which research method is the best for you, which is the most valuable for eco-conscious way business?</li> <li>• Why is market segmentation a good start in a business?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.brandwatch.com/blog/market-research-methods/">https://www.brandwatch.com/blog/market-research-methods/</a>

<b>Module Title:</b>	<b>Analysing Online User Trends and Conducting Online Market Research</b>
<b>Unit Title:</b>	<b>Conducting Online Market Research, in an Eco-Conscious Method</b>
<b>Title of Reading Material/Video:</b>	<b>How to compare marketing campaigns</b>





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<b>Introduction to the resource:</b>	This resource presents an article which offers some key insights into developing a green logo for your environmental business.
<b>What will you get from using this resource?</b>	<p>By reading this article you will understand what the benefits of comparing marketing campaigns are and how to compose the comparison easily and why you should compare marketing campaigns. In this article you will learn:</p> <ul style="list-style-type: none"> <li>• Learning from your competitors’ mistakes.</li> <li>• Estimated social media reach</li> <li>• What metrics to assess while comparing marketing campaigns?</li> <li>• The volume of mentions and sentiment analysis</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	You can be inspired by results of your competitors, which can help you establish the benchmarks you need to assess your market position. You’ll never know how good you can be unless you perform a competitive analysis.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to analyse?</li> <li>• What can you learn from competitors?</li> <li>• Why is it important to compare marketing campaigns?</li> </ul>





<b>Link to resource:</b>	<a href="https://brand24.com/blog/compare-marketing-campaigns/">https://brand24.com/blog/compare-marketing-campaigns/</a>
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## Module 6 - Building Social Media Platform Awareness and Developing Online Promotional Strategies

This module aims to support you to deploy social media as a marketing and promotional tool, that is unique suited to promoting your story as a climate-friendly online or social entrepreneur. Social media is particularly suited to supporting climate and socially conscious entrepreneurs to share their story with the world, to raise awareness of important issues and to also promote their brand. In this module, we will show some examples of how you can best use social media platforms to support your promotional strategy.

We will first present the case study and additional reading and learning activities for Unit 1 – Developing an Eco-conscious Promotional Plan for your Online/Social Green Business, and this will be followed by the case study and additional learning materials for Unit 2 – Building Brand Awareness and Applying Eco-conscious Promotional Techniques.

But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 - Developing an Eco-conscious Promotional Plan for your Online/Social Green Business, and
- Unit 2 – Building Brand Awareness and Applying Eco-conscious Promotional Techniques.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 – Green Books

<b>Module Title</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
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<b>Unit Title:</b>	<b>Unit 1: Developing an Eco-conscious Promotional Plan for your Online/Social Green Business</b>
<b>Case Study Title:</b>	<b>How to create a promotional plan of eco-organization to gain sponsors</b>



<b>Name of the Online or Social Enterprise:</b>	<b>GREEN-BOOKS.ORG</b>
<b>What is their Story?</b>	Green books is a non-profit organisation focused on initiating eco-libraries and delivering environmental books to schools and communities across Indonesia. The founder is from Czech republic - Petr Hindrich, who went to Indonesia for a surfing trip in 2013. During his stay in a remote Indonesian island of Sumba he discovered that the local children were growing up without access to books or information about nature. He realized that a lack of environmental education is playing a major part in causing the pollution, deforestation, and other





	<p>environmental issues running rampant on the Sumba island and across Indonesia. He went back to Jakarta and bought as many children’s environmental books as he could find there and brought them back to to Sumba. He was very motivated about his sustainability mission and he established Green-Books.org z.s. in Prague, Czech Republic, In 2017, aspiring to have more impact in the educational field, the Green-Books.org team started to develop a curriculum for informal education packed with fun games and activities based on experiential learning. In 2019, Yayasan Green Books Indonesia was established in Bali, Indonesia with the goal to collaborate with other subjects and government agencies to train local educators through online resources and offline workshops. The pilot Zero Waste School Program was launched to attract more eco-conscious educators. Eco-conscious educators are the most important elements for ensuring a greater and longer-lasting impact in the field of education for sustainability.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Link to the website of online enterprise: <a href="https://www.green-books.org/">https://www.green-books.org/</a></li> <li>• Links to the enterprise’s Social media profiles: <a href="https://www.facebook.com/green.books.org">https://www.facebook.com/green.books.org</a> <a href="https://www.instagram.com/greenbooks_org/">https://www.instagram.com/greenbooks_org/</a></li> <li>• YouTube video about the business: <a href="https://www.youtube.com/watch?v=-ifREItASAk">https://www.youtube.com/watch?v=-ifREItASAk</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>This social enterprise is good evidence of how to promote the idea of change for sustainability and eco-education. The organization inspires people all over the world, although the organization is specifically focused on helping people in Indonesia. The information they disseminate through their social networks is for everyone. They have a very clear website and quality content on social media.</p> <p>The organization is inspirational in with how it raises funds to help others and to fund its own existence and develop other products that raise awareness of sustainable living on our planet.</p> <p>For this organization to achieve its goals, it must work consistently on its marketing strategy. The organization uses great communication for that. Thanks to this communication, users are educated. In addition to communication, the organization also has a great visual, which also plays a role.</p>





	<p>This organization is non-profit, but by selling that specific product it can raise money for its projects.</p> <p>How it does this is a great example for a profitable organization that offers specific products and services.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>This case study:</p> <ul style="list-style-type: none"> <li>• Inspires entrepreneurs in the field of the environment to act and educates people in a sustainable way and inspires others for further eco-education.</li> <li>• Is a good example of how to promote a company on social networks?</li> <li>• It is a good example of how, thanks to a strategic promotion plan, it gains donors and sponsors for its activities.</li> <li>• Thanks to its marketing strategy, the company's potential is growing and has a greater impact on society and the idea of sustainability</li> <li>• is a great example of effective communication, which is fresh and at the same time critical to the current state of society, this communication creates a positive change</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<p><b>Greenbooks.org:</b></p> <ul style="list-style-type: none"> <li>• deliver educational programs that local educators can implement in their schools and communities across Indonesia.</li> <li>• creates a Biodiversity Conservation Program to release individual eco-activities focused on biodiversity conservation, ecosystems, and endangered species. The eco-activities include interactive games, quizzes, storytelling, up-cycling arts &amp; crafts and Green Desert documentary film watching</li> <li>• Teachers training - online course for local educators to introduce to the local educators' foundational concepts of education for sustainability that will enable students to adapt to new challenges in the 21st century</li> <li>• Since 2015 this organization has delivered thousands of current, colourful, and engaging kids' books in the Indonesian language on topics like fauna, flora, ecosystems and the environment to numerous schools across Indonesia</li> </ul>

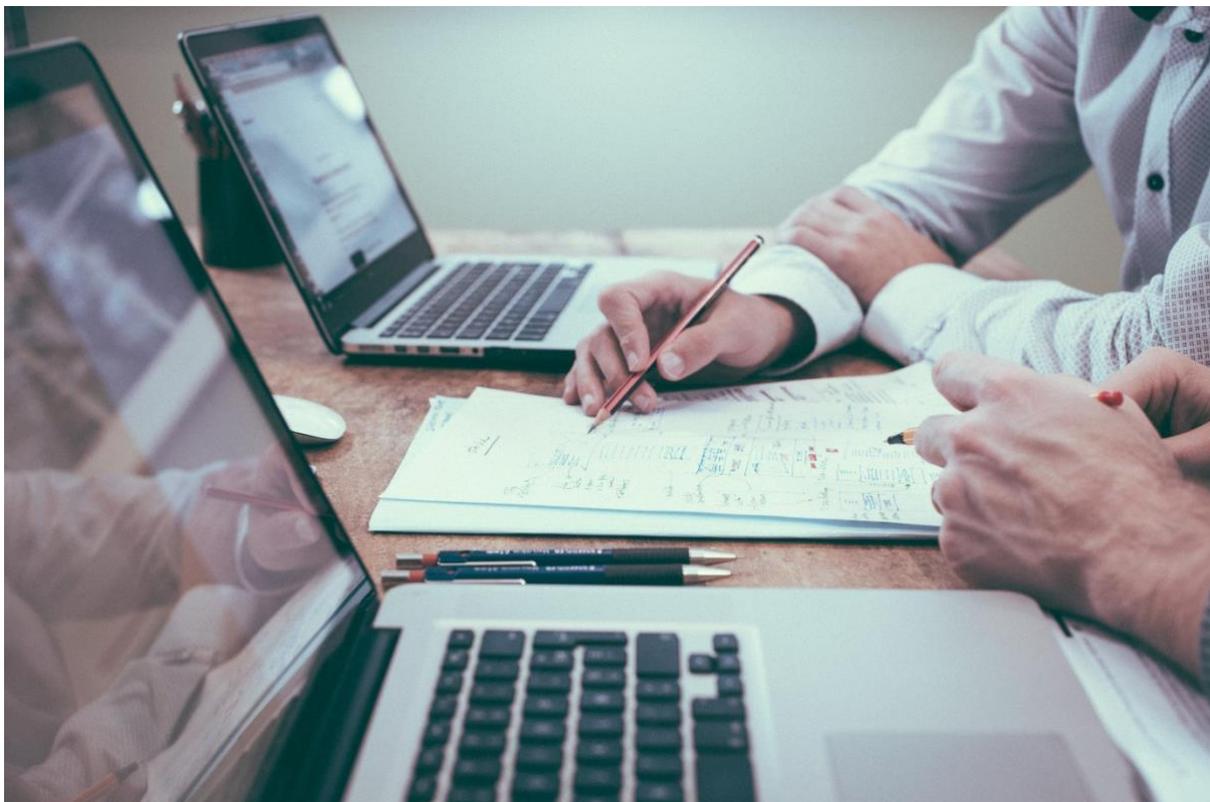




<b>Follow-up or Debriefing Questions</b>	<p>Set of questions for reflection</p> <ol style="list-style-type: none"> <li>4. Why do you think eco-education of the children matter?</li> <li>5. How this organization has come up with a strategy for getting money for their projects and which social media they use for promoting?</li> <li>6. How can you get involved in this program and what exactly inspires you from these examples of involvement?</li> </ol>
<b>References</b>	<a href="https://www.green-books.org/">https://www.green-books.org/</a>

### Additional Learning Activities – Module 6, Unit 1

<b>Module Title:</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
<b>Unit Title:</b>	<b>Developing an Eco-conscious Promotional Plan for your Online/Social Green Business</b>
<b>Title of Reading Material/Video:</b>	<b>5 Effective Green Marketing Strategies</b>





<b>Introduction to the resource:</b>	ADEC Innovations published an article on their website about marketing strategies, this organization helps other organizations to grow and operate responsibly. This article presents five effective marketing strategies.
<b>What will you get from using this resource?</b>	In this article you will gain main information and advice on these topics: <ul style="list-style-type: none"> <li>• Green Design</li> <li>• Green Positioning</li> <li>• Green Pricing</li> <li>• Green Logistics</li> <li>• Green Disposal</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	By reading this article you will understand marketing strategies And get inspiration for your own project.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Why do you think a green design work?</li> <li>• How to make a product eco-friendly?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.esg.adec-innovations.com/resources/newsletters/july-2016-effective-green-marketing-strategies/5-effective-green-marketing-strategies/">https://www.esg.adec-innovations.com/resources/newsletters/july-2016-effective-green-marketing-strategies/5-effective-green-marketing-strategies/</a>

<b>Module Title:</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
<b>Unit Title:</b>	<b>Developing an Eco-conscious Promotional Plan for your Online/Social Green Business</b>
<b>Title of Reading Material/Video:</b>	<b>How Four Eco-Brands are Using Social Media Marketing Effectively</b>





<b>Introduction to the resource:</b>	Forbes published an article about examples of companies on how to make a good promotion.
<b>What will you get from using this resource?</b>	By reading this article you will learn about good ideas on how to work with hashtags and get inspiration for good quality content according to eco-brands.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	By reading this article you will understand marketing strategies And get inspiration for your own project.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Which example from this brand is attractive for you?</li> <li>• Which brand that you are already familiar with is a good example of an eco-brand with a good marketing strategy?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.forbes.com/sites/kateharrison/2014/04/22/how-four-eco-brands-are-using-social-media-marketing-effectively/?sh=364a04de6c7f">https://www.forbes.com/sites/kateharrison/2014/04/22/how-four-eco-brands-are-using-social-media-marketing-effectively/?sh=364a04de6c7f</a>

<b>Module Title:</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
<b>Unit Title:</b>	<b>Building Brand Awareness and Applying Eco-conscious Promotional Techniques</b>
<b>Title of Reading Material/Video:</b>	<b>10 Sustainable Brands That Turned Green Marketing Campaigns into Movements</b>





<b>Introduction to the resource:</b>	Business-of-story published an article about brands with great stories, which got life-long customers, and those companies thank their marketing campaigns because they turned into movements.
<b>What will you get from using this resource?</b>	By reading this article you will be inspired by the knowledge of how big an impact you can gain from small beginnings through the power of inspiration. There are nine stories with such an interesting background.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	By reading this article you will think about the impact you can make through your own eco-brand.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Do you know similar stories of other brands?</li> <li>• What will be your dream outcome of your brand?</li> </ul>
<b>Link to resource:</b>	<a href="https://businessofstory.com/green-marketing/">https://businessofstory.com/green-marketing/</a>

### Case Study 2 – Trash Hero – How to Build an Eco-Brand

<b>Module Title</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
<b>Unit Title:</b>	<b>Unit 2: Building Brand Awareness and applying Eco-conscious Promotional Techniques</b>
<b>Case Study Title:</b>	<b>How to build an eco-brand</b>





<p><b>Name of the Online or Social Enterprise:</b></p>	<p>Trash Hero <a href="http://www.trashhero.org/">http://www.trashhero.org/</a></p>
<p><b>What is their Story?</b></p>	<p>Trash Hero is a global volunteer movement, which trust in action and awareness – picking trash.</p> <p>Trash Hero is organizing education and sustainable projects– which help communities to reduce and better manage existing waste and create strategies which prevent future waste.</p> <p>Currently, the network extends to 19 countries around the world: Indonesia, Thailand, Malaysia, Myanmar, Singapore, Czech Republic, Romania, Serbia, Slovakia, Switzerland, Poland, Holland, Georgia, Germany, USA, Australia, Japan.</p> <p>Trash Hero inspires and motivate people to become Trash Heroes in their everyday lives. With consistently positive messaging, and a philosophy of “small steps.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Link to the website of online enterprise: <a href="https://trashhero.org/">https://trashhero.org/</a></li> <li>• Links to the enterprise’s social media profiles:  <a href="https://www.facebook.com/trashheroworld">https://www.facebook.com/trashheroworld</a> <a href="https://www.instagram.com/trashheroworld/">https://www.instagram.com/trashheroworld/</a></li> <li>• YouTube channel: <a href="https://www.youtube.com/c/TrashHeroWorld/videos">https://www.youtube.com/c/TrashHeroWorld/videos</a></li> </ul>





<p><b>Why is this a Good Example to Follow?</b></p>	<p>This organization is very active in its activities and has a great impact on the whole community. Thanks to how they work, they make our planet a cleaner place and teach people how not to waste and create unnecessary waste. They have a strong visual identity thanks to their yellow t-shirts and heroism; everyone associates their logo with the activity they do. it's a great example for an eco-brand. This organization is growing rapidly around the world and is actively creating communities of like-minded people. Their brand is very strong, as is their strategy. Since the launch of the Bottles &amp; Bags Programme, 101,069 reusable water bottles have been purchased. Every reusable water bottle that is bought represents one plastic water bottle that is not bought and then thrown away. And this is inspiring!</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>This case study:</p> <ul style="list-style-type: none"> <li>• Helps social entrepreneurs to understand how branding is important to promoting their vision</li> <li>• How to be environmentally friendly in promotional techniques</li> <li>• How to create strong and clear communication</li> <li>• Inspire in promotional techniques in all social media</li> <li>• How to create an eco-brand – in this case, a global volunteer movement with many programs as an example one of them – produces a refill Trash Hero Bottle</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<p>Trash Hero:</p> <ul style="list-style-type: none"> <li>• The businesses then sell the bottles for a small profit, while providing free drinking water refills to anyone with a bottle.</li> <li>• Trash Hero World assists local communities with waste management strategies, and organises awareness building workshops about waste pollution</li> </ul> <p>Trash hero in numbers:</p> <ul style="list-style-type: none"> <li>• Number of clean-ups worldwide 12109</li> <li>• Number of volunteers worldwide 362411</li> <li>• KG of garbage collected worldwide 362411</li> <li>• Reusable water bottles sold 101069</li> <li>• Number of plastic bottles “saved”</li> </ul>
<p><b>Follow-up or Debriefing Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why Trash Hero is selling reusable bottles?</li> <li>2. Why is important that Trash Hero has its own blog and YouTube channel?</li> <li>3. What is the role of community and strong brand identity?</li> </ol>

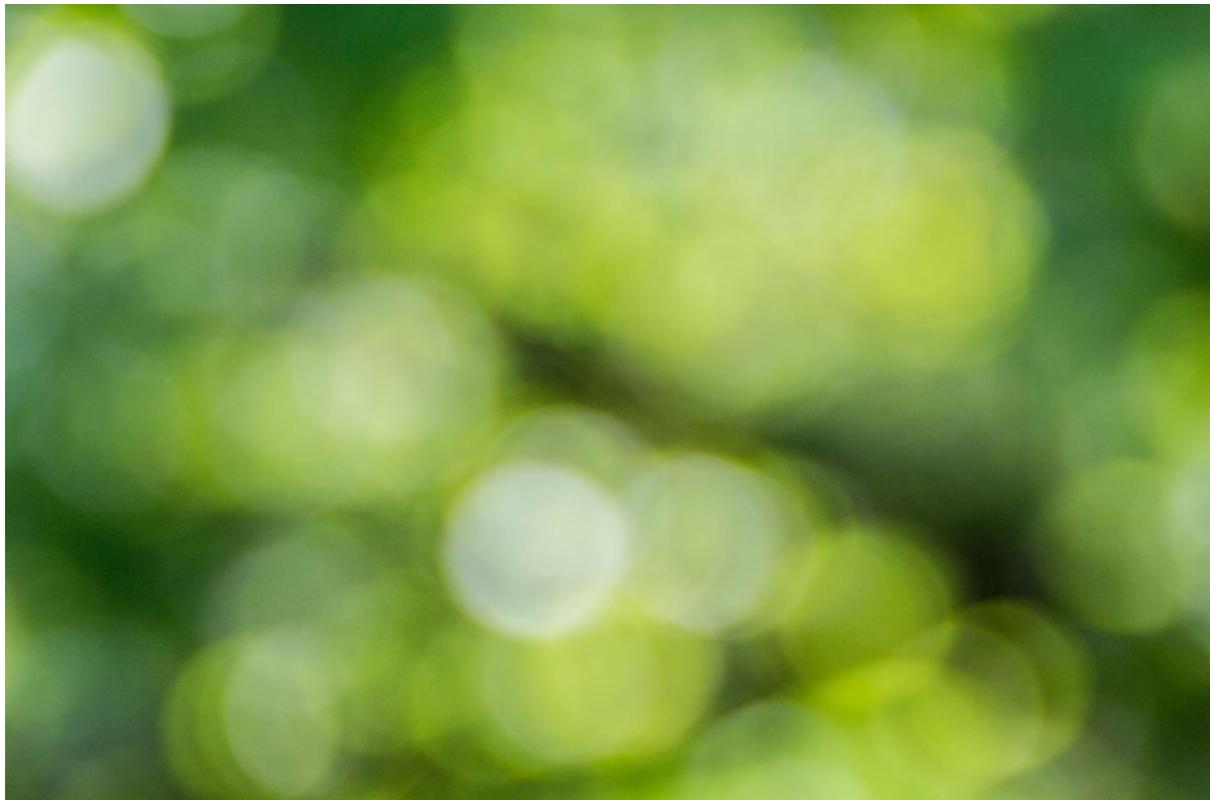




<b>References</b>	<a href="http://www.trashhero.org">www.trashhero.org</a>
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### Additional Learning Activities – Module 6, Unit 2

<b>Module Title:</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
<b>Unit Title:</b>	<b>Building Brand Awareness and Applying Eco-conscious Promotional Techniques</b>
<b>Title of Reading Material/Video:</b>	<b>7 ways to market your green products and practices (WITHOUT GREENWASHING)</b>



<b>Introduction to the resource:</b>	<p>“The Ad Age collective is an invitation-only, fee-based a membership organization of leaders shaping marketing and media who share their expertise and insights with the Ad Age audience.”</p> <p>AdAge published an article on their website about marketing green product without “greenwashing”</p>
<b>What will you get from using this resource?</b>	<p>By reading this article you will understand marketing strategies And get inspiration for your own project in those steps (examples):</p> <ul style="list-style-type: none"> <li>• Showcase the research you've done.</li> <li>• Make it a part of your purpose.</li> </ul>

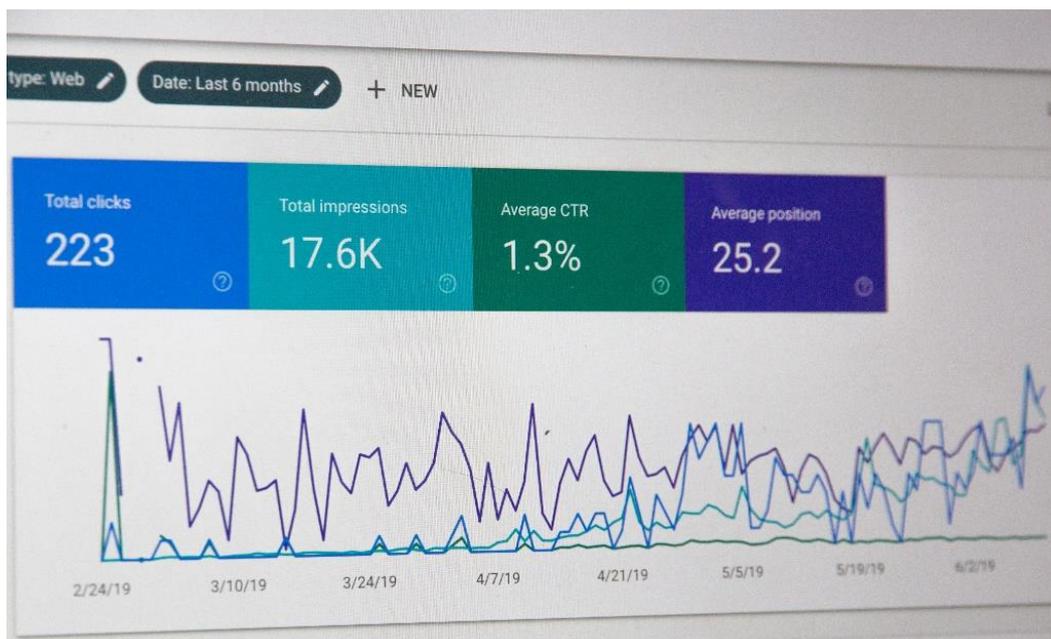






<b>Introduction to the resource:</b>	Deluxe – solution for business website published an article on how to think about the environmental or green business logo.
<b>What will you get from using this resource?</b>	By reading this article you will understand that branding starts with a good logo. And that logo as a symbol can have a strong impact on your business.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	You will sketch your logo or look for a professional designer for your logo. There are many tools online, where you can do it for example in canva.com
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Which symbols do remind you of eco-brands?</li> <li>• Why is a graphic and visual site important for your eco-business?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.deluxe.com/brand-marketing/logo-design/ideas/environmental/">https://www.deluxe.com/brand-marketing/logo-design/ideas/environmental/</a>

<b>Module Title:</b>	<b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b>
<b>Unit Title:</b>	<b>Building Brand Awareness and Applying Eco-conscious Promotional Techniques</b>
<b>Title of Reading Material/Video:</b>	<b>Social Media Analytics Guide for Beginners</b>





<b>Introduction to the resource:</b>	Business-of-story published an article about brands with a great story, which got life-long customers and those companies thanks to their marketing campaigns turned into movements.
<b>What will you get from using this resource?</b>	By reading this article you will know that an analytic is very important for your marketing, which metrics you can view depends on the social media channels you use: <ul style="list-style-type: none"> <li>• Audience</li> <li>• Content</li> <li>• Engagement</li> <li>• Reach</li> <li>• Sentiment</li> <li>• Traffic</li> <li>• etc</li> </ul>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	By reading this article you will know how to practice an analytic method in your own business to grow your business.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• Which tool did you already use for your analysis?</li> <li>• Why is social media analytics so important?</li> </ul>
<b>Link to resource:</b>	<a href="https://smhack.io/blog/social-media-analytics-beginners/">https://smhack.io/blog/social-media-analytics-beginners/</a>

## Module 7 - Monetising Your Online Business

Now that you have developed and tested your business idea, and now that you know how to market your business and promote your unique story to gather followers for your business idea, it is time to think of the all-important issue about money! In this module, we will present you with some models and approaches you can follow, and some things which you should consider, when planning how you will monetise your business idea!

We will first present the case study and additional reading and learning activities for Unit 1 – How to Make Money Online for a Green Business Idea (including costing), and this will be followed by the case study and additional learning materials for Unit 2 – Financial planning for Online and Social Green Enterprises.



But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 - How to Make Money Online for a Green Business Idea and
- Unit 2 – Financial planning for Online and Social Green Enterprises.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 - Thriftify

<b>Module Title</b>	Monetising Your Online Business
<b>Unit Title:</b>	How to make money online for a green business
<b>Case Study Title:</b>	Thriftify

# thriftify

<b>Name of the Online or Social Enterprise:</b>	Thriftify
<b>What is their Story?</b>	<p>Founded in 2018 by Rónán Ó Dálaigh, Rahil Nazir, Timur Negru and Emily Beere, Thriftify has transformed the world of online shopping – for charity shops. Thriftify is a digital commerce, omni-channel, B2B platform which enables charity shops to sell their stock online.</p> <p>After purchasing a book in a charity shop, and realising the true value of it, Ó Dálaigh had a eureka moment. He realised that by creating an online platform for charity shops to sell their products, he could transform the online shopping experience of these organisations. Charities including the National Council for the Blind Ireland (NCBI), St.</p>





	<p>Vincent de Paul, the Irish Cancer Society and Oxfam are using the online platform to sell everything from DVD's and CD's to clothing.</p> <p>As of January 2021, Thriftify now works with more than 90 per cent of Irish charity retailers. The biggest challenge faced by the company was during March 2020, when Ireland was plummeted into a national lockdown due to the COVID-19 pandemic. Ó Dálaigh feared that this could close his business, however, it grew the business even further. Brick-and-mortar stores closed across the country, and Thriftify enabled charities not only to sell online, but price their products against other charity shops to help them make as much money as possible.</p> <p>Since 2018, Thriftify has had an incredible social impact, enabling two million online donations to pass through their platform, ensuring that those who do not have an online platform, do not get left behind. Having now set their eyes on expansion into the UK market, Thriftify have raised €500,000 in funding, led by Elkstone Partners and Enterprise Ireland.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Website: <a href="https://www.thriftify.ie/">https://www.thriftify.ie/</a></li> <li>• Facebook: <a href="https://www.facebook.com/thriftify/">https://www.facebook.com/thriftify/</a></li> <li>• Youtube: <a href="https://www.youtube.com/watch?v=1LaZ-zhfcol">https://www.youtube.com/watch?v=1LaZ-zhfcol</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Coming from humble upbringings in Dublin, Ireland, Ó Dálaigh has become one of the most successful social entrepreneurs from Ireland in recent decades.</p> <p>Ó Dálaigh has achieved numerous awards, including the Dublin City University Chancellor's Medal for Outstanding Achievement (2014), and delegate for the UNESCO Youth Forum from Ireland, (2012).</p> <p>Ó Dálaigh and Thriftify personify social entrepreneurship and the importance of turning and idea into a business, and seeking funding opportunities from those around you, in order to achieve the growth desired.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social</b></p>	<p>This case study is an excellent example of how an online business can shape the marketplace for charity shops within a country. Thriftify has grown through dedicated partnerships with core charitable partners and approaching financial providers to fund growth opportunities, both nationally and internationally.</p>





<p><b>Environmental Business?</b></p>	<p>Thriftify shows that through examining the challenges presented and looking at them with a positive light, you can monetise your business and understand the importance of focusing on the short and long term.</p>
<p><b>What has Impact this case study example achieved?</b></p>	<p>Thriftify has transformed and shaped the way Irish people view sustainable fashion and purchasing opportunities. Long gone are the days that we will spend our money buying something from a high street retailer when Thriftify have the same products which also support great causes.</p> <p>Thriftify has proven that it can change the shape of the online marketplace for charities, both nationally and internationally.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<p>Here are some questions for you as an entrepreneurial business to reflect on, after having read the case study:</p> <ul style="list-style-type: none"> <li>• Question 1: “Business as we know it is going to have to change fundamentally and forever.” Ó Dálaigh stated in an interview by Think Business.ie. What specific challenges does this business-to-business online enterprise have in terms of attracting funding opportunities?</li> <li>• Question 2: What long-term financial growth difficulties will this organisation face, especially with regards to being a social enterprise?</li> <li>• Question 3: Thriftify experienced substantial growth during COVID 19 lockdown. With society reopening, what challenges will this bring to the online business in terms of financing and growth?</li> </ul>
<p><b>References</b></p>	<p><i>Thriftify Twitter:</i> <a href="https://twitter.com/thriftify">https://twitter.com/thriftify</a></p> <p><i>Taylor, C. (2020) Thriftify raises €500,000 to help get more charity shops online.</i> Available from: <a href="https://www.irishtimes.com/business/technology/thriftify-raises-500-000-to-help-get-more-charity-shops-online-1.4392715">https://www.irishtimes.com/business/technology/thriftify-raises-500-000-to-help-get-more-charity-shops-online-1.4392715</a>.</p> <p><i>Kennedy, J. (2020) Rónán Ó Dálaigh on Thriftify’s plans to digitise charity shops.</i> Available from: <a href="https://www.thinkbusiness.ie/articles/thriftify-ronan-o-dalaigh-digitalisation-charity-shops-sustainable-business-podcast/">https://www.thinkbusiness.ie/articles/thriftify-ronan-o-dalaigh-digitalisation-charity-shops-sustainable-business-podcast/</a>.</p> <p><i>Thriftify Instagram:</i> <a href="https://www.instagram.com/p/CIUDsRInfNf/">https://www.instagram.com/p/CIUDsRInfNf/</a></p>





	<p>Burke, E. (2020) <i>Thriftify to help more charity shops open up online with €500,000 funding</i>. Available from:  <a href="https://www.siliconrepublic.com/start-ups/thriftify-funding-charity-shops-online-uk-and-ireland">https://www.siliconrepublic.com/start-ups/thriftify-funding-charity-shops-online-uk-and-ireland</a>.</p>
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### Additional Learning Activities – Module 7, Unit 1

<b>Module Title:</b>	Monetising Your Online Business
<b>Unit Title:</b>	How to Make Money Online for a Green Business Idea
<b>Title of Reading Material/Video:</b>	Crowdfunding Websites and Best Practices for Green Businesses

SUSTAINABLE BUSINESSES ► RECYCLING COLLECTION

# Crowdfunding Websites and Best Practices for Green Businesses

<b>Introduction to the resource:</b>	<p>Financing a social green business is challenging, especially when you want to create an online business. People may be less reluctant to support your idea and part with their hard-earned cash.</p> <p>This article will walk you through the key steps in raising capital through the process of crowdfunding. Additionally, the article discusses the benefits of crowd funding and types of crowdfunding opportunities that are available to entrepreneurs.</p>
<b>What will you get from using this resource?</b>	<p>This article provides readers with key knowledge of nine different crowdfunding platforms that can be used when promoting a green business online. The resource also provide fees that are charged by each platform, ensuring that you, as an entrepreneur, can use a platform which suits your budget.</p> <p>The article also provides some case studies of successful crowdfunding campaigns which will act as encouragement to those who may not understand the importance of planning, putting in place, and evaluating their financial decisions.</p>





<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>From this additional learning resource, you can become more astute to the different crowdfunding options that are available to the specific needs of a green entrepreneur.</p> <p>This article discusses the benefits that crowdfunding brings to a social environmental business, especially in terms of validating the offering to influencers and followers.</p> <p>Developing an awareness of the different funding opportunities available to a green business idea will help you to make more money from your online business.</p>
<p><b>Debriefing Questions</b></p>	<p>Here are some debriefing questions to consider, having read this additional resource:</p> <ul style="list-style-type: none"> <li>• Question 1: Crowdfunding websites charge additional fees for allowing you to raise money on their platform. What challenges could these fees present to you in your social enterprise?</li> <li>• Question 2: What hesitations could potential investors have in supporting your online or social environmental business?</li> <li>• Question 3: How could crowdfunding enable you to develop a social impact from your entrepreneurial endeavours?</li> </ul>
<p><b>Link to resource:</b></p>	<p>LeBlanc, R. (2019) <i>Crowdfunding websites and best practices for Green Businesses</i>. Available from: <a href="https://www.thebalancesmb.com/green-business-crowdfunding-guide-4135794">https://www.thebalancesmb.com/green-business-crowdfunding-guide-4135794</a>.</p>

<p><b>Module Title:</b></p>	<p>Monetising Your Online Business</p>
<p><b>Unit Title:</b></p>	<p>How to Make Money Online for a Green Business Idea</p>
<p><b>Title of Reading Material/Video:</b></p>	<p>Costing your product or service</p>





# Pricing for Profit

## Costing your product or service



<p><b>Introduction to the resource:</b></p>	<p>This resource is in the form of a YouTube video that describes and discusses the required mathematical equations needed when costing a product or a service. It can be very challenging to understand why costing a product or a service is so important for an entrepreneur. This resource provides a step-by-step account of the process, in an easy-to-understand tone.</p>
<p><b>What will you get from using this resource?</b></p>	<p>This resource is an excellent step-by-step guide on how to cost a product or service. From using this resource, even the most reluctant learner, or an individual who feels that they do not have strong mathematical skills will be able to understand the benefits of costing.</p> <p>An awareness of the importance of choosing the correct costs to analyse is explained in this video. By choosing costs those businesses can understand, such as a plumber needing pipes, the person is able to successfully identify costs that affect their business.</p>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>This YouTube video will provide a breakdown of financial calculations that are necessary for costing a product or a service. This resource provides an excellent step-by-step guideline on how to cost a product or service.</p> <p>By being astute to the financial challenges that a business may face, entrepreneurs can develop an awareness to the types of issues they may face in the long term. This resource can also aid the entrepreneurs</p>





	in creating financial plans or other documents they may require, if for example, they wish to apply to the bank for a loan.
<b>Debriefing Questions</b>	<p>Here are some debriefing questions for you as an entrepreneur to consider having watched this additional resource:</p> <ul style="list-style-type: none"> <li>• Questions 1: Identify how many productive and unproductive hours you have during the day. Analyse the root cause of you being productive and unproductive.</li> <li>• Question 2: If you were calculating the costs and misinterpreted the actual cost of total chargeable hours, what financial implication would this have on your business?</li> <li>• Question 3: Why is it beneficial to gain an understanding of the role of costing a product or service for the success of your business?</li> </ul>
<b>Link to resource:</b>	Business Wales / Busnes Cymru (2015) <i>Costing your product or service</i> . Available from: <a href="https://www.youtube.com/watch?v=qT_xKiLByKQ">https://www.youtube.com/watch?v=qT_xKiLByKQ</a>

### Case Study 2 – ReCreate

<b>Module Title</b>	Unit 1: Monetizing your Online Business
<b>Unit Title:</b>	Financial Planning for Online and Social Green Enterprises.
<b>Case Study Title:</b>	Recreate



Source: <https://recreate.ie/wp-content/uploads/2016/10/ReCreate-Logo2-768x209.png>

<b>Name of the Online or Social Enterprise:</b>	Recreate
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<p><b>What is their Story?</b></p>	<p>Recreate is a social enterprise based in Dublin, Ireland. A creative resource centre, Recreate contacts organisations and takes their unused, unwanted, or end of life products, and repurposes them into materials that can be used during Arts &amp; Crafts workshops facilitated by Recreate.</p> <p>In order to ensure the long-term success of the organisation, Recreate rely on a wide range of financial supports to support their operations, including donations, State Agency Funding, membership options, workshop provisions and a shop.</p> <p>Students, OAP's, early years, primary and secondary school educators can access the services offered by Recreate for a minimal annual fee. Currently, Recreate has over 1,000 members who are granted unlimited access to the warehouse and the resources. Memberships can be applied for through their company website, or via a telephone consultation.</p> <p>Although the company has received borrowing in the past, they are adamant that they do not require borrowing in order to support their long-term financing (Recreate, 2016). Over the past few years, the main expenses that Recreate has faced include high wage and salary costs; direct project costs; management and admin costs; as well as depreciation of assets.</p>
<p><b>Link to the Case Study</b></p>	<p>Recreate: <a href="https://recreate.ie/">https://recreate.ie/</a></p> <p>Facebook: <a href="https://www.facebook.com/recreateireland">https://www.facebook.com/recreateireland</a></p> <p>CRNI (2021) Recreate Ireland: Reusing unwanted materials as Art &amp; Educational Supplies. Available from: <a href="https://crni.ie/our-members/recreate-ireland/">https://crni.ie/our-members/recreate-ireland/</a></p> <p>Twitter: <a href="https://twitter.com/recreateireland">https://twitter.com/recreateireland</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Recreate was established to be an inclusive social enterprise which promotes caring for the environment whilst simultaneously inspiring the curiosity of those who use the service.</p> <p>Through contacting local suppliers for their end-of-life stock, unused or unwanted stock, Recreate have managed to ensure that they have a continuous flow of stock which can be used to support their inclusive ethos. This has also enabled them to reduce the quantity of waste which would otherwise go to landfill.</p> <p>Recreate have also successfully managed to create an effective membership initiative which relies on word-of-mouth and hard work to retain and gather new members.</p>





<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>This case study supports those who are wishing to establish their own social environmental business with the basic financial know-how and provides guidance on what financial inputs and outputs to expect.</p> <p>As Recreate operated as a Charitable Organisation, their financial accounts are readily available free of charge on their website. These accounts provide insight into the costs that an organisation must pay in order to be successfully. Additionally, the accounts reflect periods of economic hardship and downturn, which resulted in the company experiencing negative cash outflows and membership losses.</p>
<p><b>What has Impact this case study example achieved?</b></p>	<p>Since operating, Recreate Ireland has directly impacted on the lives of between 300,000 and 400,000 people through their warehouse based in Ballymount, Dublin. Recreate offer both on-site and offsite Arts and Crafts sessions which has supported the amount of people that the organisation can impact.</p> <p>As of August 2021, 909 tonnes of waste was diverted from landfill, with over 900 creative workshops being facilitated.</p> <p>Recreate shows that through liaising with external suppliers, it is feasible to run a business entirely on the waste of others.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<p>Here are some questions for you, as a young learner, to reflect on, having examined the case study:</p> <ul style="list-style-type: none"> <li>• The population of Ireland is approximately 5 million people. How do you believe that Recreate has managed to successfully impact upon the lives of so many people across Ireland?</li> <li>• What insights do the financial statements of Recreate provide you about funding opportunities available to social green enterprises, in Ireland and abroad?</li> <li>• What challenges will Recreate face in trying to create value over the long term, especially when relying on the waste of others?</li> </ul>
<p><b>References</b></p>	<p>Recreate (2014) <i>Directors' Report and Financial Statements for the period ended 31 December 2014</i>. Available from: <a href="https://recreate.ie/wp-content/uploads/2016/12/Financial-accounts-of-ReCreate-2014.pdf">https://recreate.ie/wp-content/uploads/2016/12/Financial-accounts-of-ReCreate-2014.pdf</a></p>

### Additional Learning Activities – Module 7, Unit 2

<p><b>Module Title:</b></p>	<p>Monetising Your Online Business</p>
<p><b>Unit Title:</b></p>	<p>Financial Planning for Online and Social Green Enterprises</p>
<p><b>Title of Reading Material/Video:</b></p>	<p>What You Really Need To Make Financial Decisions</p>





Source: <https://www.youtube.com/watch?v=WpTLKVjWLDU>

<p><b>Introduction to the resource:</b></p>	<p>This YouTube video provides you with five principal financial tools that you can use in your social enterprise. The video will discuss the importance of managing financial decisions as part of a coherent group of decisions, rather than a series of once-off decisions.</p>
<p><b>What will you get from using this resource?</b></p>	<p>This resource provides you with key knowledge on the importance of not only managing one's finances, but on the importance of networking with the correct professionals when trying to manage their finances.</p> <p>It can be challenging trying to plan, put in place and evaluate financial decisions over time and for those who may feel daunted by this experience, this resource discusses key partnerships that can occur.</p>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>This resource will give entrepreneurs the confidence to make successful financial decisions. will understand their role in the financial decision-making process, which will ultimately help them make the best decisions they can when going forward.</p> <p>Climate entrepreneurs will be aware of how they can implement financial measures that reduce their overall risk and protect their</p>





	company from wealth erosion, whilst simultaneously ensuring shareholder wealth is maximised.
<b>Debriefing Questions</b>	<p>Here are some debriefing questions, for you as a climate entrepreneur to consider, having watched this YouTube video:</p> <ul style="list-style-type: none"> <li>• Question 1: Identify 10 examples of lost opportunities that can result from a junk drawer.</li> <li>• Question 2: How likely are you, as a climate entrepreneur, to use the game board, when making financial decisions?</li> <li>• Question 3: What challenges do you face as an entrepreneur when dealing with multiple entities who are seeking a share of your wealth, such as banks and the government?</li> </ul>
<b>Link to resource:</b>	Leap Systems (2015) <i>What you really need to make financial decisions</i> . Available from: <a href="https://www.youtube.com/watch?v=WpTLKVjWLDU">https://www.youtube.com/watch?v=WpTLKVjWLDU</a>

<b>Module Title:</b>	Monetising Your Business Online
<b>Unit Title:</b>	Financial Planning for Online and Social Green Enterprises
<b>Title of Reading Material/Video:</b>	Understanding Financial Statements and Accounting: Crash Course Entrepreneurship #15



<b>Introduction to the resource:</b>	This resource is an excellent introductory video into the key terminology and vocabulary needed when discussing financial statements and accounting.
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	<p>The video teaches the important financial documents that businesses are required to complete and discusses different types of online tools and software that can aid entrepreneurs in completing these documents.</p>
<b>What will you get from using this resource?</b>	<p>Entrepreneurs who may never have studied business or accounting modules in school or university may often feel daunted by the prospect of having to complete financial documents for their business. This 'crash course' provides an excellent overview of the different types of software that can be used when creating financial statements.</p> <p>Additionally, this resource will enable climate entrepreneurs to become 'bookkeeping pro's' who are able to talk about finances and accounting terminology with others.</p>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>Developing and maintaining a successful online or social environmental business can be challenging. To counter this, developing an awareness into the different accounting tools and other websites that help long term growth could be crucial to the success of a green business.</p> <p>This resource encourages climate entrepreneurs to develop excellent organisation skills and identify any skills or resources shortages that their current business may have, for example, no bank account.</p> <p>Climate entrepreneurs will develop an awareness into the importance of filing taxes and understanding the different types of 'points-of-sale' that exist in the marketplace and any additional costs that this may bring to the enterprise.</p>
<b>Debriefing Questions</b>	<p>Here are some debriefing questions for you, as an entrepreneur, to consider having watched this additional resource.</p> <ul style="list-style-type: none"><li>• Question 1: The video discusses different types of business structures that are available in the US. Identify the different structures that exist in your country.</li><li>• Question 2: Missing out on one expenditure stream could result in drastic consequences, especially when creating a profit and loss statement. Can you identify some of these consequences?</li><li>• Question 3: What concerns should you have when your firm begins to grow and you realise that you require additional assistance, from either accounting software or accounting professionals?</li></ul>



<b>Link to resource:</b>	Crash Course (2019) <i>Understanding Financial Statements and Accounting: Crash Course Entrepreneurship #15</i> . Available from: <a href="https://www.youtube.com/watch?v=HK5gpg39pY">https://www.youtube.com/watch?v= HK5gpg39pY</a>
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## Module 8 - Online Entrepreneur Networking

Throughout this curriculum, we have showed you how you can best use online and social media tools to generate, develop and test your business idea, and to gain support for your business through appropriate marketing and promotional activities; but what about establishing and growing your business networks? If you are to consider a future in self-employment you will need to manage your professional relationships with other entrepreneurs, with customers, suppliers, and event competitors. In this module, we will provide you with an introduction to how online platforms can be used to support this networking.

We will first present the case study and additional reading and learning activities for Unit 1 – How to Engage and Influence Supporters, and this will be followed by the case study and additional learning materials for Unit 2 – Building a Following Online and Offline – Introduction to Networking for Entrepreneurs.

But first, we recommend that you begin this module by visiting the Solution Not Pollution project website and viewing the short introductory videos that we have prepared for:

- Unit 1 - How to Engage and Influencer Supporters, and
- Unit 2 – Building a Following Online and Offline – Introduction to Networking for Young Entrepreneurs.

These videos can be accessed at this link: <https://solutionnotpollution.eu/training.html>

### Case Study 1 - 'Who gives a c\*\*p'

<b>Module Title</b>	Online Entrepreneur Networking
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<b>Unit Title:</b>	How to engage and influence supporters
<b>Case Study Title:</b>	'Who gives a c**p'



Image source: <https://www.instagram.com/whogivesacrapt/?hl=en>

<b>Name of the Online or Social Enterprise:</b>	'Who Gives a C**p'.
<b>What is their Story?</b>	<p>Toilet paper is one of the necessities in life. If you were one of the few people who didn't run to the shops during 2020 panic buying rolls of toilet paper in case it ran out, you were probably one of the minorities.</p> <p>The idea for the company 'Who Gives a Crap', was brainstormed from the bathroom of course! Whilst in university, the CEO, Simon worked with non-government organisations in developing countries. Simon and two of his friends wanted to create a brand that supports giving back to those in need and to make the world a better place. As of December 2020, 'Who Gives a Crap' donated \$5.85 million Aussie dollars (approx. €3.73 million) to their partner organisations. Not bad for sustainable toilet paper producers!</p>





	<p>But how did all of this happen?</p> <p>Collaborating with partners from across the world from day one, has enabled 'Who Gives a Crap' to grow from humble operations in Australia, to having manufacturing operations in China and North America.</p> <p>Communicating with their followers through their meaningful content, puns and emoji symbols, have helped Who Gives a Crap to make a statement and engage online followers. Networking and communicating with customers are a core mission of Who Gives a Crap. To ensure accountability, a more diverse and equitable work environment, Who Gives a Crap, act as advocates for broader change within their industry.</p> <p>Open communication and networking with various partners resulted in a collaboration with "Collective", a Diversity, Equity and Inclusion constancy and research lab committed to helping businesses build better teams (Who Gives a Crap, 2020).</p> <p>Who Gives a Crap maintain an active blog, describing the life cycle of bamboo, how they treat it and turn it into bamboo. Their blog actively teaches climate change activists about doing the right thing, making sensible choices and teaming up with others for the greater good.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• Who Gives a Crap: <b>Error! Hyperlink reference not valid.</b><a href="https://eu.whogivesacrap.org/">https://eu.whogivesacrap.org/</a></li> <li>• What is bamboo toilet paper: <a href="https://blog.whogivesacrap.org/home/goodnews/what-is-bamboo-toilet-paper">https://blog.whogivesacrap.org/home/goodnews/what-is-bamboo-toilet-paper</a></li> <li>• Who Gives a Crap Instagram: <a href="https://www.instagram.com/whogivesacrap/?hl=en">https://www.instagram.com/whogivesacrap/?hl=en</a></li> <li>• Who Gives a Crap Blog Homepage: <a href="https://linkin.bio/whogivesacrap">https://linkin.bio/whogivesacrap</a></li> <li>• Diversity, Equity and Inclusion at Who Gives a Crap: Chapter 2: <a href="https://blog.whogivesacrap.org/home/goodnews/diversity-equity-and-inclusion-chapter-2">https://blog.whogivesacrap.org/home/goodnews/diversity-equity-and-inclusion-chapter-2</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Advertising toilet paper brands is a challenging task for companies. Although everyone needs it, you don't hear people striking up conversation about what brand of toilet paper they buy.</p>





	<p>‘Who Gives a Crap’ is breaking down these communication barriers and involving everyone in a discussion, both online and offline, about the benefits of using sustainable toilet paper.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>By analysing ‘Who Gives a Crap’, climate entrepreneurs can develop key knowledge and skills of the importance of networking with partners from early days of the company.</p> <p>‘Who Gives a Crap’ teaches us the importance of choosing a product or service that is highly in demand across the world, to make it easier to scale up. This case study provides entrepreneurs with the confidence that their social business can become a success, after time, if they network and connect with key players in the market.</p>
<p><b>What has Impact this case study example achieved?</b></p>	<p>This case study has proved to show global success and has impacted the lives of millions across the world. By donating 50% of their profits to those who are the most vulnerable in the world and protecting the environment, entrepreneurs can benefit from the knowledge that even a humble product can lead to global changes.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<p>Here are a couple of self-reflection questions you can ask yourself based on this case study:</p> <ul style="list-style-type: none"> <li>• Question 1: What is the importance of finding, and using your voice, to promote a more sustainable and equitable business that protects the environment?</li> <li>• Question 2: What is the importance of communicating with followers online, via emojis or language that is appropriate to the target group a business seeks?</li> <li>• Question 3: Without finding the right networking opportunities from an early stage, how successful do you imagine this company to be?</li> </ul>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>• <b>Error! Hyperlink reference not valid.</b>Who Gives a Crap: <b>Error! Hyperlink reference not valid.</b><a href="https://eu.whogivesacrap.org/">https://eu.whogivesacrap.org/</a></li> <li>• What is bamboo toilet paper: <a href="https://blog.whogivesacrap.org/home/goodnews/what-is-bamboo-toilet-paper">https://blog.whogivesacrap.org/home/goodnews/what-is-bamboo-toilet-paper</a></li> <li>• Who Gives a Crap Instagram: <a href="https://www.instagram.com/whogivesacraptp/?hl=en">https://www.instagram.com/whogivesacraptp/?hl=en</a></li> <li>• Who Gives a Crap Blog Homepage: <a href="https://linkin.bio/whogivesacraptp">https://linkin.bio/whogivesacraptp</a></li> <li>• Diversity, Equity and Inclusion at Who Gives a Crap: Chapter 2: <a href="https://blog.whogivesacrap.org/home/goodnews/diversity-equity-and-inclusion-chapter-2">https://blog.whogivesacrap.org/home/goodnews/diversity-equity-and-inclusion-chapter-2</a></li> </ul>





## Additional Learning Activities – Module 8, Unit 1

<b>Module Title:</b>	Online Entrepreneur Networking
<b>Unit Title:</b>	How to Engage and Influence Supporters
<b>Title of Reading Material/Video:</b>	Engaging stakeholders: secrets to success



<b>Introduction to the resource:</b>	<p>This article discusses the importance of influencing and managing others and the challenges that are presented when influencing others - which will ultimately lead to the success or failure of a business.</p> <p>Furthermore, the article discusses the importance in paying attention to the needs and desires of your followers, as, without considering these needs, the business may not be as successful as you envision it to be.</p>
<b>What will you get from using this resource?</b>	<p>This article discusses the five crucial components when engaging and influencing followers, both online and offline. An in-depth knowledge of the important skills regarding influencing others and the role of power in influencing and motivating others is provided by this article. In life, it is important to act as a role model towards others. Motivating and inspiring others through empowering them to succeed is crucial to the success of any organisation, whether online or offline. Identifying and addressing the needs of followers will help to ensure that your</p>





	business is a success. After all, your business fills a gap in the market and is there to help others succeed in their own lives.
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>An in-depth knowledge of the role that power plays in negotiating and influencing others will help an entrepreneur to transform their business into a sustainable one.</p> <p>Furthermore, this article will provide the learner with opportunities to develop their emotional skills, all of which are crucial to understanding the behaviours of supporters.</p> <p>By learning some of the key negotiating skills, entrepreneurs will be able to implement these practices into their business. Incorporating these skills will permit the company to grow and overcome any challenging hurdles they may be presented with.</p>
<b>Debriefing Questions</b>	<p>Here are some debriefing questions for you as an entrepreneur to consider having read this additional resource:</p> <ul style="list-style-type: none"> <li>• Questions 1: Examine the role that the desire to network and influence others plays in furthering a business opportunity.</li> <li>• Question 2: How can you use the intrinsic motivation of others to promote your business online?</li> <li>• Question 3: Identify why it is important to implement rigorous processes within the organisation in order to be able to overcome any challenges or conflict that may arise when networking or influencing others.</li> </ul>
<b>Link to resource:</b>	<i>Engaging Stakeholders: Secrets to success:</i> <a href="https://www.treasurers.org/hub/treasurer-magazine/engaging-stakeholders-secrets-success">https://www.treasurers.org/hub/treasurer-magazine/engaging-stakeholders-secrets-success</a>

<b>Module Title:</b>	Online Entrepreneur Networking
<b>Unit Title:</b>	How to Engage and Influence Supporters
<b>Title of Reading Material/Video:</b>	The art of active networking   Mark E. Sackett   TEDxFultonStreet





<p><b>Introduction to the resource:</b></p>	<p>This Additional Learning Resource is in the form of a YouTube video. The speaker discusses the importance of not remaining still and connecting with people wherever possible in order to promote their passions and ideas.</p> <p>The speaker also identifies simple questions that one can ask themselves in order to consider better ways to meet people, especially offline.</p>
<p><b>What will you get from using this resource?</b></p>	<p>This is an excellent resource for people who may not recognise networking opportunities when they present themselves. This video discusses the important elements involved in engaging with others to turn their dreams into a reality.</p>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>This Additional Learning Resource is an excellent example of the power of networking to a climate entrepreneur who wishes to accomplish new things. This resource provide people of all ages with the confidence to approach people in all scenarios, even on an airplane, in order to develop excellent networks.</p> <p>The video promotes the importance of developing two-way communication lines between those who are interested in engaging with your company, and for you to communicate with others. It expresses the importance of ensuring open communication with everyone, no matter what their background is, in order to make a win-win environment for both parties.</p>
<p><b>Debriefing Questions</b></p>	<p>Here are some debriefing questions that you, as a young entrepreneur can consider having watched this additional resource:</p>





	<ol style="list-style-type: none"> <li>Question 1: The speaker mentions “We put a rubber band around (business cards), we don’t follow up with them, because we don’t think we need them. “ Based on this comment, what is the importance of ensuring open communication and networking opportunities with as many engagers as possible?</li> <li>Question 2: What is the benefit of using every possible networking opportunity, be it on a plane, on the train, or in the shopping centre, to engage those who are interested in your climate change enterprise?</li> <li>Question 3: Think back on what you did yesterday. Who did you meet? Where did you meet them? How could you have engaged with these people differently to promote yourself and your brand?</li> </ol>
<b>Link to resource:</b>	The art of active networking   Mark E. Sackett   TEDxFultonStreet: <a href="https://www.youtube.com/watch?v=IjSPfGsaC3g">https://www.youtube.com/watch?v=IjSPfGsaC3g</a>

### Case Study 2 – The Real Pippi

<b>Module Title</b>	Online Entrepreneur Networking
<b>Unit Title:</b>	Building a following online and offline – Introduction to Networking for Young Entrepreneurs
<b>Case Study Title:</b>	The Real Pippi





# The Real Pippi

<p><b>Name of the Online or Social Enterprise:</b></p>	<p>The Real Pippi</p>
<p><b>What is their Story?</b></p>	<p>The Real Pippi, was established in Dublin, Ireland, by Ais. Over the past few years, Ais has developed a passion for growing, propagating and taking care of plants. Over time, Ais turned her passion into a social business; a blog providing tutorials, tips and tricks as well as DIY projects. Additionally, on her blog, you can find ‘The Real Pippi’ store where you can purchase modern macrame pot hangers that have been handmade in Dublin.</p> <p>Building a following online and offline has been an exciting challenge for The Real Pippi. Forming real relationships through genuine networking tasks has been a key component to their success. The Real Pippi notes that sometimes, you might have to bring something to the table when networking, giving as well as taking. Sometimes, this might mean doing giveaways and promotions in order to encourage a sale.</p> <p>Some tips the Real Pippi would like to provide to budding entrepreneurs is to never underestimate the power of free shipping. They suggest having a website, with an abandoned cart feature which enables them to analyse market trends and see if people are adding products to the cart and walking away.</p> <p>The Real Pippi works with other small businesses in their industry. Being bold, asking for a collaboration and reaching out to other businesses are techniques that The Real Pippi believe in. Collaborating and working with others is crucial to the success of The Real Pippi brand. Key to the success of this relationship is the collaboration with two small businesses, namely: Potty Mouth and Manor Stone Garden Centre. The Real Pippi actively chose these two companies as they have a similar mission, brand and viewpoint to their own. The Real</p>





	<p>Pippi acknowledges that there is an excellent working relationship between the partners, as it benefits both individually.</p> <p>Facing up to competition is an exciting task for The Real Pippi. They use the competition to their advantage. Being original and facing up to the competition allows you to push your creative thinking skills and remain one step ahead of your competitors.</p> <p>A real passion of The Real Pippi is creating genuine content, not just advertisements. The Real Pippi advises that it is important to believe in what you are doing, because if you do not, neither will your customers. The Real Pippi is passionate about plants and plant care, which helps to sell their plant related accessories.</p>
<p><b>Link to the Case Study</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://therealpippi.com/">https://therealpippi.com/</a></li> <li>• <a href="https://www.instagram.com/therealpippilife/">https://www.instagram.com/therealpippilife/</a></li> <li>• <a href="https://therealpippi.com/collection">https://therealpippi.com/collection</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Identifying what you are passionate about and turning it into an enterprise can be challenging. The Real Pippi has managed to successfully turn their passion into an online blog, shop, and Instagram page.</p> <p>This case study also provides an excellent example of how successful networking has enabled an online business to find physical locations to sell their product.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>Key lessons that you can take from this case study are:</p> <ul style="list-style-type: none"> <li>• Being confident to approach businesses you may be interested in collaborating with.</li> <li>• Turning competition into competitive advantage.</li> <li>• Utilising networking to expand your prospects.</li> </ul>
<p><b>What has Impact this case study example achieved?</b></p>	<p>The key impact that this online enterprise has had is through effective communicating and using powerful networking techniques. The Real Pippi has managed to permeate into a physical space through collaborations with local organisations.</p>





<p><b>Follow-up or Debriefing Questions</b></p>	<p>Here are a few questions for self-reflection:</p> <ul style="list-style-type: none"> <li>• How has sheer grit and determination enabled The Real Pippi to excel at their networking abilities?</li> <li>• What are the benefits of collaborating with local brands to promote their products?</li> <li>• After analysing the social media profiles of The Real Pippi, identify the opportunities for networking through these platforms.</li> </ul>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://therealpippi.com/">https://therealpippi.com/</a></li> <li>• <a href="https://www.instagram.com/therealpippilife/">https://www.instagram.com/therealpippilife/</a></li> <li>• <a href="https://therealpippi.com/collection">https://therealpippi.com/collection</a></li> </ul>

### Additional Learning Activities – Module 8, Unit 2

<p><b>Module Title:</b></p>	<p>Online Entrepreneur Networking</p>
<p><b>Unit Title:</b></p>	<p>Building a following online &amp; offline – introduction to networking for young entrepreneurs</p>
<p><b>Title of Reading Material/Video:</b></p>	<p>How to Network Using Social Media</p>





Source: Pexels

<b>Introduction to the resource:</b>	This additional learning resource is in the form of a YouTube video and provides young people with tips on how to network using social media, and more importantly, how not to network online and offline.
<b>What will you get from using this resource?</b>	<p>This resource will provide you, a budding green entrepreneur, with tips and advice related to the appropriate behaviour when networking on social media. You will learn skills and attitudes related to being responsive online and providing feedback to followers.</p> <p>Most importantly, this resource will provide you with the knowledge of how to get your name out there; for others to learn about your brand.</p>
<b>How can you use this resource to develop your Online or Social Environmental Business?</b>	<p>This online resource will provide you with knowledge of the importance of effectively networking, collaborating and teaming up with your followers in an online and offline scenario.</p> <p>The resource will also explain the importance of name familiarity and developing brand awareness, which can help more traffic and sales come to your social media business.</p> <p>After completing this resource, you should have gained self-confidence to network with others in order to develop your social media base.</p>
<b>Debriefing Questions</b>	Here are some debriefing questions for you as a young entrepreneur to consider, having watched this additional resource:





	<ul style="list-style-type: none"> <li>• Questioning 1: What are the benefits of learning about your followers in an online setting, so that you can make offline communication easier?</li> <li>• Question 2: What are the benefits of using micro-networking in local settings?</li> <li>• Question 3: Consider one of your competitors that you aspire to be like. If you were to meet them, would you remain professional, or would your emotions prevent you from having an engaging conversation with them?</li> </ul>
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=n0nQywD3xlo">https://www.youtube.com/watch?v=n0nQywD3xlo</a>

<b>Module Title:</b>	Online Entrepreneur Networking
<b>Unit Title:</b>	Unit 2: Building a Following Online and Offline – Introduction to Networking for Young Entrepreneurs
<b>Title of Reading Material/Video:</b>	Building a Following Online and Offline Checklist.



<b>Introduction to the resource:</b>	<p>This additional learning resource is in the form of a checklist. You will be asked to read and analyse 36 statements, and to tick the box if they believe that they have implemented the statement into their online business.</p> <p>Each of the 36 statements relate to ensuring that an entrepreneur is building their online following in an effective and ethical manner.</p>
<b>What will you get from using this resource?</b>	<p>This guided resource allows young people to be critical over the networking practices that they currently have in place for their online social business. By assessing each statement and analysing their</p>





	<p>presence in your business, you can implement other tactics to overcome the gaps in your current strategy. For example, creating a professional email address, if you have not considered one to date.</p>
<p><b>How can you use this resource to develop your Online or Social Environmental Business?</b></p>	<p>By using this additional reading material, you, can gain confidence in the importance of using networking skills to develop your social media base.</p> <p>This resource provides you with opportunities to analyse your own strategies, especially in terms of frequency of posting, tone of content and maintaining a relationship with followers.</p> <p>This exercise is a great example of how to predict challenges that your online social green business may have, especially in terms of connecting with others. By thinking about the procedures that you have in place in your own social media business, you can gain a willingness to team up with others and build an online network.</p>
<p><b>Debriefing Questions</b></p>	<p>Here are some debriefing questions to consider after having read this additional resource:</p> <ul style="list-style-type: none"> <li>• Question 1: Although the checklist suggests ‘during busy times, we schedule our posts ahead so that there are no long gaps between updates ‘, what challenges can this pose to people who are interested in interacting with your brand?</li> <li>• Question 2: Identify the pros and cons for your social media business when ‘making and effort to consider building our networks and entering into partnerships that will be beneficial to the growth of the business ‘.</li> <li>• Question 3: What is the importance of ensuring ‘when tagging individuals or organisations in our content, that we have the correct handle? ‘</li> </ul>
<p><b>Link to resource:</b></p>	<p><a href="https://cdn.ymaws.com/www.volunteertoronto.ca/resource/resmgr/grassroots%20growth/Materials/Building_a_Following_Online_.pdf">https://cdn.ymaws.com/www.volunteertoronto.ca/resource/resmgr/grassroots growth/Materials/Building_a_Following_Online_.pdf</a></p>



## Youth-Worker Section

In this section, we have provided a suite of resources, lesson plans and support materials for youth workers to follow as a guide to support their delivery of the Online and Social Entrepreneurship Curriculum workshops. This section of the handbook is intended to be used by youth workers only, and contains lesson plans, activity sheets, an overview of the learning outcomes to be achieved through the eight curriculum modules and some sample evaluation forms for youth workers to apply in evaluating the quality and relevance of this curriculum.

### Annex 1 – Lesson Plans

The following lesson plans have been developed to support you, as a youth worker to deliver the face-to-face or blended learning workshops to young people who are interested in learning more about how they can develop their own online or social enterprises to bring their climate change solution to market. These lesson plans have been primarily developed as face-to-face workshops, however, considering our current reality due to COVID-19 and the fact that in many cases youth workers and educators have had to adapt their practice to deliver workshops online, we have included an adaptation for each activity in the lesson plan, to support you, as a youth worker, to deliver these sessions through online or blended formats in case it is not possible for you to deliver the sessions in person with young people.

The content that is outlined in these lesson plans are provided as suggestions to guide you in the delivery of this curriculum. As the curriculum is not formalised through accreditation, the activities included in the lesson plans can be adapted, amended, or even replaced to best suit the needs of young people in your group or centre.

To support you in delivering these lesson plans, a range of support PowerPoint presentations are also available through the Solution Not Pollution project website, and accessible at this link: <https://solutionnotpollution.eu/training.html>

Module 1 - Introducing Online and Social Entrepreneurship in a Green Business Context

*Unit 1: Introduction to Online Entrepreneurship*

Module Title: Introducing Online and Social Entrepreneurship in a Green Business Context			
Unit Title: Introduction to Online Entrepreneurship			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <p>The facilitator opens the workshop by welcoming all young participants, and then explains the main goals of the workshop in the context of the training programme.</p> <p>The facilitator provides short explanations:</p> <p>a) regarding what the participants hope to achieve from participating in the workshop,</p> <p>b) about the aim, the objectives, and the programme of</p>	<p><u>5 minutes</u></p>	<p>PowerPoint Presentation (M1U1-PPT)</p> <p>Training venue with IT equipment</p> <p>Flipchart and markers</p> <p>Sign-in sheet for the workshop</p>	<p>If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the “screen sharing” function of the online platform you are deploying- Zoom, Team or any other online meeting software.</p>



<p>this training, d) about any questions posed by the participants.</p> <p>Finally the facilitator introduces the content of Module 1 “Introducing Online and Social Entrepreneurship in a Green Business Context” and the two units that will be covered.</p>		<p>Pens and note-taking materials for all young learners</p> <p>Projector and screen</p> <p>Laptop</p>	
<p><b><u>Activity 1: ‘Two Truths and a Lie’ Icebreaker</u></b></p> <p>This is a classic icebreaker, which can be adapted to an online class. At the end of this activity, the members of the team should know a little more about each other and feel more connected as a team.</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Ask one participant to write three statements about themselves: 2 true and 1 false. These statements should be written on a whiteboard.</li> <li>2. Ask the other participants to vote on which statements are true and which is false.</li> <li>3. After the first person has shared their statement and the group has decided which statement is false, the first person will reveal</li> </ol>	<p><u>10 minutes</u></p>	<p>Training room with space for all participants</p> <p>Pens and note-taking materials for participants</p> <p>Whiteboard</p>	<p>In order the participants to write their three statements, you can use an online white board in case that the platform deployed doesn’t provide this feature: <a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p>



<p>which statements were true and which one was false.</p> <p>4. Move on until each person in the group has shared their statements.</p> <p>5. The person who manages to correctly guess the most lies wins. Alternatively, you can play this game in a non-competitive way just for participants to get to know each other.</p>			
<p><b><u>Activity 2: Can we hear our planet?</u></b></p> <p><b>Step 1:</b></p> <p>Show this picture (<a href="https://bit.ly/38i731G">https://bit.ly/38i731G</a>) on a slide of the PowerPoint presentation.</p> <p>Make an introduction like: <i>The world is changing. Some businesses acknowledge that. The environmentalist, entrepreneur, journalist, and author Paul Hawken said that “business is the only mechanism on the planet today powerful enough to produce the changes necessary to reverse global environments and social degradation”.</i></p> <p>Ask the participants:</p> <ul style="list-style-type: none"> <li>• Why is that so?</li> <li>• How can companies produce changes?</li> </ul> <p>Write down the answers.</p>	<p><u>30 minutes</u></p>	<p>PowerPoint Presentation (M1U1-PPT)</p> <p>Training venue with IT equipment, and space to break-out into smaller groups</p> <p>Flipchart and markers</p> <p>Projector and screen</p> <p>Laptop</p>	<p>Use the screensharing option in order for participants to be able to see the PowerPoint presentation.</p>



<p><b>Step 2:</b></p> <p>Use two links with the participants in order to help them understand the meaning of the term <i>online entrepreneurship</i> (<a href="https://www.10xfactory.com/online-entrepreneur">https://www.10xfactory.com/online-entrepreneur</a>) and the one of the green entrepreneurship (<a href="https://ied.eu/blog/green-entrepreneurship-sustainable-development-for-business/">https://ied.eu/blog/green-entrepreneurship-sustainable-development-for-business/</a>). Give them the time to read the definitions and reflect on them by posing the following questions:</p> <ul style="list-style-type: none"> <li>- What does it take to be an Online Entrepreneur in the 'green' economy?</li> <li>- How can our planet benefit from online companies working to achieve a positive environmental impact?</li> </ul> <p><b>Step 3:</b></p> <p>Define the terms by showing the two definitions by using the PowerPoint Presentation. Now that the participants are aware of the main terms, you can brainstorm what they think would be important to consider when running a Successful Online Business.</p>		<p>Pens and note-taking materials for participants</p> <p>Whiteboard</p>	
<p><b><u>Activity 2: Think, present &amp; debate</u></b></p> <p><b>Step 1:</b></p>	<p><u>45 minutes</u></p>	<p>PowerPoint Presentation (M1U1-PPT)</p>	<p>Here is a list of online tools that can be used to adapt face-to-face training materials:</p>



<p>Divide the team into groups of 5 participants (based on the number of the participants you can split them into groups of 2 or 3 or 4) and ask each group to brainstorm minimum 10 business ideas that can be classified as online entrepreneurship ideas with an eco-friendly impact.</p> <p>They need to write them down in a list. Give them 10 minutes for the brainstorming.</p> <p><b>Step 2:</b></p> <p>After each team has compiled their list, they need to present it to the other teams. Each team will have 5 minutes to present. Follow up with questions, where necessary.</p> <p><b>Step 3:</b></p> <p>Divide the group further so that some of them are viewing the business idea as conventional entrepreneurs and they others are approaching the idea from the perspective of a 'green' online entrepreneurs. The green entrepreneurs should convince the conventional entrepreneurs to consider the environmental impact of their business, citing all the benefits and arguments already discussed. The conventional entrepreneurs are sceptical and must ask the green entrepreneurs questions that critically</p>		<p>Training venue with IT equipment, and space to break-out into smaller groups</p> <p>Flipchart or Whiteboard and markers</p> <p>Pens and note-taking materials for participants</p>	<p>Whiteboards and Brainstorming tools:</p> <p>Online whiteboard, chat board, other collaboration tools</p> <ul style="list-style-type: none"> <li>• Miro <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a></li> <li>• Ziteboard <a href="https://ziteboard.com/">https://ziteboard.com/</a></li> <li>• Padlet <a href="https://padlet.com/">https://padlet.com/</a></li> <li>• Etherpad: <a href="https://yopad.eu/">https://yopad.eu/</a></li> <li>• Sketch board: <a href="https://sketchboard.io/">https://sketchboard.io/</a></li> <li>• Group map: <a href="https://www.groupmap.com/">https://www.groupmap.com/</a></li> <li>• Conceptboard: <a href="https://conceptboard.com/">https://conceptboard.com/</a></li> <li>• Milanote: <a href="https://milanote.com/">https://milanote.com/</a></li> <li>• Whiteboard: <a href="https://whiteboard.fi/">https://whiteboard.fi/</a></li> <li>• Mindmap: <a href="https://mind-map-online.de/">https://mind-map-online.de/</a></li> <li>• Notely: <a href="https://note.ly/#">https://note.ly/#</a></li> <li>• Google Sticky notes: <a href="https://chrome.google.com/websto">https://chrome.google.com/websto</a></li> </ul>
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<p>appraise their green ideas and encourage the green entrepreneurs to justify their points and arguments. After 5 minutes ask the participants to switch their roles and continue for another 5 minutes.</p> <p>Once all teams have completed their debates, bring the whole group back together and ask them to feed-back on what they learned through this activity. The facilitator can take note of these findings on a whiteboard or flipchart.</p> <p>Follow up with a debriefing discussion.</p> <p>After the discussion, the facilitator can host a short verbal feedback session, and close this workshop.</p>			<p><a href="https://re/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaaichdkhpg?hl=de">re/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaaichdkhpg?hl=de</a></p> <ul style="list-style-type: none"> <li>• Pinup: <a href="https://pinup.com/26rBuz5Mf">https://pinup.com/26rBuz5Mf</a></li> <li>• Stormboard: <a href="https://stormboard.com/">https://stormboard.com/</a></li> </ul> <p>Use the “Breakout Rooms” feature of the platform and split the participants into groups in order to implement steps No. 1 and No. 3.</p> <p>Another option to deliver Step No. 3 online is to select some of the participants and deliver these two debates with the participation of all the team members.</p>
<p><b>Total duration of the module</b></p>		<p><b>90 minutes</b></p>	



Unit 2: Introduction to Social Entrepreneurship

Module Title: Introducing Online and Social Entrepreneurship in a Green Business Context			
Unit Title: Introduction to Social Entrepreneurship			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all young learners, and then explains the main goals of the workshop in the context of the training programme. The facilitator introduces the content of this second unit of Module 1 – Introducing Online and Social Entrepreneurship in a Green Business Context.</li> </ul>	<p><u>5 minutes</u></p>	<p>PowerPoint Presentation (M1U2-PPT)</p> <p>Training venue with IT equipment.</p> <p>Sign-in sheet for the workshop;</p> <p>Projector and screen;</p> <p>Laptop;</p>	<p>If delivering this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions.</p> <p>In addition, share the PowerPoint presentation by using the “screen sharing” function of the online platform you are deploying- Zoom, Team or any other online meeting software.</p>
<p><b><u>Activity No 1: ‘Hopes and Fears’ Icebreaker</u></b></p> <p>This is a classic icebreaker, which is good as a reflection tool or to assess what the participants’ expectations are from the training and to learn more for each other.</p>	<p>10 minutes</p>	<p>Pens and sticky notes for all participants</p>	<p>You can use an online white board in case that the platform deployed doesn’t provide this feature:</p>



<p><b>Instructions</b></p> <p>Ask participants to write down their greatest hope (for example, for the session, for the current year or for a specific project) and then their greatest fear.</p> <p>In a face-to-face class, the participants differentiate the answers by, for example, writing each answer on a sticky note of a different colour.</p> <p>The facilitator can then collect the sticky notes and display them on a flipchart of whiteboard so that they can be reviewed as a group.</p>		<p>Whiteboard or flipchart</p>	<p><a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p> <p><a href="http://www.padlet.com">You can also use Padlet for this short icebreaker activity: www.padlet.com</a></p> <p>If delivering this session online, the facilitator can choose to deliver this activity using Padlet: <a href="http://www.padlet.com">www.padlet.com</a></p>
<p><b>Activity 2: Nature Is Speaking</b></p> <p><b>Step 1:</b></p> <p>You can start by reminding participants of the definition of online and green entrepreneurship, that was presented in Unit 1.</p> <p>Ask them what “social entrepreneurship” is and let them present their definitions.</p> <p><b>Step 2:</b></p> <p>After this short group discussion, the facilitator plays the video, asking participants to think about the following question while watching:</p> <ul style="list-style-type: none"> <li>• What do you think the goal of this video is?</li> <li>• Is it a wake-up call or is it too harsh for you?</li> </ul> <p>Julia Roberts is Mother Nature  </p>	<p><u>20 minutes</u></p>	<p>PowerPoint Presentation (M1U2-PPT)</p> <p>Training venue with IT equipment.</p> <p>Flipchart and markers;</p> <p>Pens and note-taking materials for all young learners;</p>	<p>Use the screensharing option in order the participants to be able to see the PowerPoint presentation and watch the video.</p> <p>You can use an online white board in case that the platform deployed doesn't provide this feature:</p> <p><a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p>



<p><a href="https://www.youtube.com/watch?v=WmVLcj-XKnM">www.youtube.com/watch?v=WmVLcj-XKnM</a> (1:58 min.).</p> <p><b>Step 3:</b> After the video, the facilitator should initiate a short discussion with the participants who should answer the questions provided. Explain to them that each one of us has a responsibility to maintain a balance between nature, community and economy.</p> <p>The facilitator then presents the following terms and their definitions by using the PowerPoint presentation:</p> <p><i><u>Green entrepreneurship</u> is the activity of consciously addressing an environmental and/or social problem/need through the realisation of entrepreneurial ideas with a high level of risk, which has a net positive effect on the natural environment and at the same time is financially sustainable.</i></p> <p><i><u>Social entrepreneurship</u> is the use of the techniques by start-up companies and other entrepreneurs to develop, fund and implement solutions to social, cultural, or environmental issues.</i></p> <p>The facilitator then asks the participants the following question:</p> <ul style="list-style-type: none"><li>• How is social entrepreneurship different from entrepreneurship?</li></ul>		Projector and screen;  Laptop;	<p><a href="https://www.padlet.com">You can also use Padlet for this short icebreaker activity: www.padlet.com</a></p>
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<p>The facilitator can write their answers on the whiteboard, and then ask them:</p> <ul style="list-style-type: none"><li>• What are the similarities and common points between traditional entrepreneurship and social entrepreneurship?</li></ul> <p>The facilitator can write the answers from the group on a whiteboard or flipchart and ask them:</p> <ul style="list-style-type: none"><li>• If you compare this definition to the definition of green entrepreneurship, what do you notice?</li></ul> <p>Participants will probably notice that in both cases we are talking about solving environmental and social problems, so they might get confused regarding the difference between green and social entrepreneurship. It is important that the facilitator emphasizes the point that these are very new domains and definitions are still being debated. Wikipedia, for example, reports that “there has been no firm consensus on the definition of social entrepreneurship, as so many different fields, disciplines and organisation types are associated with social entrepreneurship, ranging from for-profit businesses to hybrid models combining charitable work with business activities, to non-profit charities, voluntary sector organisations and non-governmental organisations. Philanthropists, social activists, environmentalists, and other socially oriented</p>			
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<p>practitioners are often referred to as social entrepreneurs”.</p>			
<p><b>Activity 3: Develop your social business idea</b></p> <p><b>Step 1:</b> Divide the team into groups of 5 participants (based on the number of the participants you can split them into groups of 2 or 3 or 4) and ask each group to brainstorm and identify some social problems regarding the environment. For this, the facilitator can allocate 10 minutes.</p> <p><b>Step 2:</b> Then ask them to select one of the identified social problems that they are most familiar with and to proceed with working with the Activity Sheet A2.1 provided in order to develop and test their social business idea. In a face-to-face environment, the facilitator can print this activity sheet and give it to all participants to refer to during the activity. If delivering this workshop online, the facilitator can share the activity sheet with participants by email in advance of the workshop or to upload it on a shared folder.</p> <p><b>Step 3:</b> After finalising the activity, the groups come together and present their ideas to the whole team. The</p>	<p><u>45 minutes</u></p>	<p>PowerPoint Presentation (M1U2-PPT)</p> <p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p>	<p>Here is a list of online tools that can be used to adapt face-to-face training materials:</p> <ul style="list-style-type: none"> <li>• Mindmap: <a href="https://mind-map-online.de/">https://mind-map-online.de/</a></li> <li>• White board: <a href="https://miro.com/lite/?miroexp=miro-lite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=miro-lite&amp;source=online-whiteboard</a></li> <li>• Notely: <a href="https://note.ly/#">https://note.ly/#</a></li> <li>• Google Sticky notes: <a href="https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkehfpifbifjiflpaajchdkhpg?hl=de">https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkehfpifbifjiflpaajchdkhpg?hl=de</a></li> <li>• Pinup: <a href="https://pinup.com/26rBuz5Mf">https://pinup.com/26rBuz5Mf</a></li> <li>• Stormboard: <a href="https://stormboard.com/">https://stormboard.com/</a></li> <li>• Canva: <a href="https://www.canva.com/education/">https://www.canva.com/education/</a></li> <li>• Scribblar: <a href="https://scribblar.com/">https://scribblar.com/</a></li> <li>• Storybird: <a href="https://storybird.com/">https://storybird.com/</a></li> <li>• Scratch: <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></li> </ul>



<p>facilitator writes on the flipchart the title of the ideas of each team.</p> <p><b>Step 4:</b></p> <p>The participants vote for the most innovative and promising social business idea they have heard through this presentation.</p>			<p>Use the “Breakout Rooms” feature of the platform and split the participants in groups in order to implement step No. 1 and step No. 2.</p> <p>By using the online whiteboard tool, while the groups are presenting their social business ideas, write down the idea of each group in order then the participants to vote by using the “raising hand” feature of the platform deployed.</p> <p>Alternatively, you can as the participants to use the Padlet platform to present their ideas, and then each participant can ‘vote’ or ‘like the idea they think is best: <a href="http://www.padlet.com">www.padlet.com</a></p>
<p><b><u>Workshop Closure</u></b></p> <p>The trainer wraps up the topics covered within module 1 and asks participants to summarise what they have learned in 3 key words and then ask them to share their key words with the other participants, explaining why they found these 3 key lessons learned important. A group discussion can follow and the facilitator can use this session to host an informal verbal feedback session on the content of module 1.</p>	<p><u>10 minutes</u></p>	<p>Pens and note-taking materials for participants</p>	<p>If delivering this wrap-up session online, the facilitator can choose to gather the key words from all participants through the ‘Chat’ function on either Zoom, Skype or Microsoft Teams.</p>



The facilitator invites participants to fill out the online workshop evaluation questionnaire.			
<b>Total duration of the module</b>	<b>90 minutes</b>		

Module 2- Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs

*Unit 1: Creative Thinking for Young Entrepreneurs*

<b>Module Title: Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>			
<b>Unit Title: Creative Thinking for Young Entrepreneurs</b>			
<b>Description of the Learning Activities</b>	<b>Duration</b>	<b>Materials or Equipment Required</b>	<b>Online Adaptation to Proposed Face-to-Face Activity</b>
<p><b><u>Workshop Opening</u></b></p> <p>The facilitator opens the workshop by welcoming all young learners, and then explains the main goals of the workshop in the context of the training programme.</p> <p>The facilitator provides short explanations: a) regarding what the participants hope to achieve from participating in the workshop,</p>	<u>5 minutes</u>	<p>PowerPoint Presentation (M2U1-PPT)</p> <p>Training venue with IT equipment</p> <p>Flipchart and markers</p>	<p>If hosting this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions. In addition, share the PowerPoint presentation by using the “screen sharing” function of the online platform you are deploying- Zoom, Team or any other online meeting software.</p>



<p>b) about the aim, the objectives, and the programme of this training, d) about any questions posed by the participants.</p>		<p>Sign-in sheet for the workshop  Pens and note-taking materials for all young learners  Projector and screen  Laptop</p>	
<p><b><u>Activity 1: 'Name One Word' Icebreaker</u></b>  The facilitator asks the participants to introduce themselves by saying their names and one word that represents them. Each member of the team then explains why this word represents him/her.  In case this training takes place online, then the participants are asked to write on the whiteboard their names and the word that represents them, with a dash between them and then explain why this word represents them.</p>	<p><u>10 minutes</u></p>	<p>Training room with space for all participants  Whiteboard</p>	<p>In order the participants to write their name and the one word that represents them, you can use an online white board in case that the platform deployed doesn't provide this feature: <a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p>
<p><b><u>Theory Presentation: Creativity, Innovation and Design Thinking</u></b>  The facilitator starts by asking the participants the following question: "Where good ideas come from?"</p>	<p><u>10 minutes</u></p>	<p>PowerPoint Presentation (M1U2-PPT)</p>	<p>Use the screensharing option in order for participants to be able to see the PowerPoint presentation.</p>





<p>and a discussion takes place. After participants have shared their insights, the facilitator shows the following video:</p> <p>“Where Good Ideas Come From”: <a href="https://www.youtube.com/watch?v=NugRZGDbPFU">https://www.youtube.com/watch?v=NugRZGDbPFU</a></p> <p>Then he/she presents the definitions of “Idea”, “Creativity”, “Innovation”, “Critical Thinking” and “Creative Thinking” and he/she explains that somebody is creative when he/she uses both types of thinking:</p> <ul style="list-style-type: none"><li>• An idea is a thought, or a set of thoughts created in a human mind.</li><li>• According to Steve Jobs <b>creativity</b> is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. And according to Ken Robinson Creativity is the process of giving birth to original ideas, that have value. Creativity is the use of ideas to produce new ideas!</li><li>• <b>Innovation</b> is just doing things differently in comparison to how we did them till yesterday (Robin Sharma). John Howkings states in his</li></ul>		Projector and screen  Laptop	
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<p>book entitled “Creative Ecologies: Where Thinking is a Proper Job” that creativity is linked with imagination, while innovation is linked with implementation. Innovation has to do with producing and introducing something “new” into the world. Innovation is... putting creative ideas into action!</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking</b> is the act of analyzing, interpreting and assessing information/facts to understand a problem or topic thoroughly</li> <li>• <b>Creative Thinking</b> is the process of looking at problems or situations from a fresh perspective that suggests unorthodox solutions</li> <li>• <b>Design Thinking</b> is an exploratory approach to problem solving that includes and balances both analytical and creative thought processes. It is human-centered, collaborative, optimistic, and experimental.</li> </ul>			
<p><b><u>Activity 2: Boost your Creativity!</u></b></p> <p>The facilitator presents the concept of “Design Thinking” and he/she explains the different steps of the process and why Design Thinking is so important for developing successful ideas and transforming them into products or services.</p>	<p><u>70 minutes</u></p>	<p>PowerPoint Presentation (M1U2-PPT)</p> <p>Activity Sheet A2.1</p> <p>Training venue with IT equipment,</p>	<p>Here is a list of online tools that can be used to adapt face-to-face training materials:</p> <p>Whiteboards and Brainstorming tools:</p> <p>Online whiteboard, chat board, other collaboration tools</p>



<p>Then he/she asks the participants to follow the provided steps included in the Activity Sheet A2.1 in order to apply in practice Design Thinking and certain ideation methods.</p> <p><b>Step 1:</b> The facilitator divides the participants in groups of 3-4 and asks them to imagine that they are entrepreneurs that they have recently established their “green” online company. Participants have to decide about the brand-name of their company and its purpose.</p> <p><b>Step 2:</b> The facilitator introduces the problem that they have to deal with, which is “How to attract and engage as many people as we can to our company’s website?” and asks the participants to work on the provided steps.</p> <p><b>Step 3:</b> Participants present their solution to the problem statement for 5 minutes.</p> <p><b>Step 4:</b> Follow up with a debriefing discussion.</p> <p>After the discussion, the facilitator can host a short verbal feedback session, and close this workshop.</p>		<p>and space to break-out into smaller groups</p> <p>Flipchart or Whiteboard and markers</p> <p>Pens and note-taking materials for participants</p> <p>Projector and screen</p> <p>Laptop</p>	<ul style="list-style-type: none"> <li>• Miro <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a></li> <li>• Ziteboard <a href="https://ziteboard.com/">https://ziteboard.com/</a></li> <li>• Padlet <a href="https://padlet.com/">https://padlet.com/</a></li> <li>• Etherpad: <a href="https://yopad.eu/">https://yopad.eu/</a></li> <li>• Sketch board: <a href="https://sketchboard.io/">https://sketchboard.io/</a></li> <li>• Group map: <a href="https://www.groupmap.com/">https://www.groupmap.com/</a></li> <li>• Conceptboard: <a href="https://conceptboard.com/">https://conceptboard.com/</a></li> <li>• Milanote: <a href="https://milanote.com/">https://milanote.com/</a></li> <li>• Whiteboard: <a href="https://whiteboard.fi/">https://whiteboard.fi/</a></li> <li>• Mindmap: <a href="https://mind-map-online.de/">https://mind-map-online.de/</a></li> <li>• Notely: <a href="https://note.ly/#">https://note.ly/#</a></li> <li>• Google Sticky notes: <a href="https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaaichdkhpg?hl=de">https://chrome.google.com/webstore/detail/sticky-notes/nbjdhgkkhefpifbifjiflpaaichdkhpg?hl=de</a></li> <li>• Pinup: <a href="https://pinup.com/26rBuz5Mf">https://pinup.com/26rBuz5Mf</a></li> <li>• Stormboard: <a href="https://stormboard.com/">https://stormboard.com/</a></li> </ul>
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			Use the “Breakout Rooms” feature of the platform and split the participants into groups.
<b>Total duration of the module</b>		<b>90 minutes</b>	

*Unit 2: Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs*

<b>Module Title: Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs</b>			
<b>Unit Title: Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</b>			
<b>Description of the Learning Activities</b>	<b>Duration</b>	<b>Materials or Equipment Required</b>	<b>Online Adaptation to Proposed Face-to-Face Activity</b>
<p><b><u>Workshop Opening:</u></b></p> <p>The facilitator opens the workshop by welcoming all young learners, and then explains the main goals of the workshop in the context of the training programme. The facilitator introduces the content of this second unit of Module 2 – Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs.</p>	<u>5 minutes</u>	<p>PowerPoint Presentation (M2U2-PPT)</p> <p>Training venue with IT equipment.</p> <p>Sign-in sheet for the workshop;</p>	<p>If delivering this workshop online, make sure that you and the participants have a good internet connection and that you test the audio and video functions.</p> <p>In addition, share the PowerPoint presentation by using the “screen sharing” function of the online platform you are deploying- Zoom, Team or any other online meeting software</p>



		Projector and screen; Laptop;	
<p><b><u>Activity 1: ‘The Four Quadrants’</u></b></p> <p>The Four Quadrants is a tried and true team building activity to break the ice with a group or team and also to make them share their thoughts concerning the topic of “Sense of Initiative and Self-Confidence” in the entrepreneurial context.</p> <p>The facilitator:</p> <ul style="list-style-type: none"> <li>• Gives each participant a piece of flip chart paper and some markers.</li> <li>• Asks them to divide their flip charts into four quadrants.</li> <li>• Asks them to draw (not write) their response to four questions (one for each quadrant).</li> <li>• Gives them about 5 minutes to work individually.</li> <li>• Then, regroups and gives each person 3 minutes to share their chart and responses with the group.</li> </ul> <p>The four questions to be included in each one of the four quadrants are:</p>	<p><u>40 minutes</u></p>	<p>PowerPoint Presentation (M2U2-PPT)</p> <p>Training venue with IT equipment.</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Flipchart</p> <p>Markers for each participant</p>	<p>If delivering this session online, the facilitator can choose to deliver this activity using: <a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p> <p>Users can either draw their quadrant on paper and upload an image into the board, or draw it digitally.</p> <p>In the reflection step, invite users to navigate to the quadrant of the person speaking.</p> <p>If you don’t have an online whiteboard tool, you can use Slack or Google docs to share and comment on the created images.</p> <p>If using video conferencing software alone, invite the participants to share their screen and show their digital image, or hold up their physical drawing for the group to see.</p> <p>If you want to add a fun extra dimension, encourage people to sketch quickly and if using digital tools, allow no deleting or erasers. Bad</p>





<ul style="list-style-type: none"> <li>• What do I bring to the group regarding the topic of online social entrepreneurship?</li> <li>• What do I need from the group in order to feel more confident in developing my online business?</li> <li>• What kind of business would I like to set up?</li> <li>• What are my career aspirations?</li> </ul> <p>A short discussion about groups' interests, expertise, sense of initiative and ambitions takes place regarding their entrepreneurial journey.</p> <p>Source: <a href="https://www.sessionlab.com/methods/break-the-ice-with-the-four-quadrants-activity">https://www.sessionlab.com/methods/break-the-ice-with-the-four-quadrants-activity</a></p>			<p>drawings can be fun to try and decode as a team.</p>
<p><b><u>Activity 2: The Path to Success</u></b></p> <p><b>Step 1:</b></p> <p>The facilitator starts by asking the participant the following question:</p> <ul style="list-style-type: none"> <li>• What are the most important personality traits of successful entrepreneurs?</li> </ul>	<p><u>35 minutes</u></p>	<p>PowerPoint Presentation (M2U2-PPT)</p> <p>Training venue with IT equipment.</p> <p>Pens and note-taking materials</p>	<p>Use the screensharing option in order the participants to be able to see the PowerPoint presentation and watch the video.</p> <p>You can use an online white board in case that the platform deployed doesn't provide this feature: <a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p>



<p>A discussion takes place and then the facilitator presents the key quality characteristics of a successful entrepreneur which are:</p> <ul style="list-style-type: none"><li>• Self-confidence</li><li>• Perseverance</li><li>• Desire and willingness to take the initiative</li><li>• Competitiveness</li><li>• Self-reliance</li><li>• A strong need to achieve</li><li>• Good physical health</li></ul> <p>Then, the facilitator asks the following question:</p> <ul style="list-style-type: none"><li>• What difference would it make in your life if you had unshakeable confidence?</li></ul> <p>After having the participants share their answers, the facilitator presents the definition of the term “self-confidence” and explains why it’s so important:</p> <p><i>Self-confidence refers to how much you believe in your strengths, talents, and abilities. It refers to the attitude you have towards yourself. It</i></p>		<p>for all young learners;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p>	
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*means how much you believe in yourself to achieve your goals.*

*It is important because:*

- *It provides you with a greater sense of achievement*
- *It supports your personal growth*
- *It helps you achieve your goals*
- *It makes you positive*
- *It helps you create better relationships*

Source: [Cognitive Heights](#)

**Step 2:**

The facilitator asks the participants to use the activity sheet (A2.1) named “The Outcome Star” in order to assess themselves regarding the main qualities of self-confidence. This activity will help participants to make changes by providing them with a clear picture of the journey to success.

A discussion takes place regarding the insights gained by the participants for their self-confidence, after the completion of the self-assessment.





<p><b>Step 3:</b></p> <p>The facilitator asks participants to share ideas on how they could develop their self-confidence and writes them on a flipchart. Then he/she presents the video entitled <a href="#">“How to Build Unshakeable Self-Confidence”</a> developed by Entrepreneur Network partner Brian Tracy.</p>			
<p><b><u>Workshop Closure</u></b></p> <p>The trainer wraps up the topics covered within module 2 and asks participants to summarise what they have learned in 3 key words and then ask them to share their key words with the other participants, explaining why they found these 3 key lessons learned important. A group discussion can follow and the facilitator can use this session to host an informal verbal feedback session on the content of module 1. The facilitator invites participants to fill out the online workshop evaluation questionnaire.</p>	<p><u>10 minutes</u></p>	<p>Pens and note-taking materials for participants.</p>	<p>If delivering this wrap-up session online, the facilitator can choose to gather the key words from all participants through the ‘Chat’ function on either Zoom, Skype or Microsoft Teams.</p>
<p><b>Total duration of the module</b></p>	<p><b>90 minutes</b></p>		



Module 3 - Generating and Evaluating your online environmental business idea

Unit 1: Generating Business Ideas for Online and Social Green Enterprises

Module Title: Generating and Evaluating your online environmental business idea			
Unit Title: Generating Business Ideas for Online and Social Green Enterprises			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><b>Workshop Opening:</b></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all young learners and remind the learning outcomes of the module 1 and 2 (see below).</li> <li>Then the facilitator should introduce the new module “Generating and Evaluating your online environmental business idea” and its first unit “Generating business ideas for Online and Social Green Enterprises”.</li> </ul>	<p><u>10 minutes</u></p>	<p>Flipchart and markers;</p> <p>Pens and note-taking materials for all young learners;</p> <p>Projector and screen;</p> <p>Laptop;</p>	<p>In order to implement this workshop online, make sure that you have a good Internet connection. If you don’t have any professional account that provides unlimited access to an online meeting software, we recommend that you use Skype or GoogleMeet.</p> <p>Make sure that you switch you webcam on and ask the participants to do the same. Ask the participants to mute their microphones.</p> <p>We suggest that, before starting the session, you copy-paste the Persona Table on a basic Word document (Cf activity 2) and send it by email to the participants. We also recommend that you familiarize yourself with the <a href="https://www.mindmup.com/">https://www.mindmup.com/</a> website if you have not used it previously</p>



			Then, the workshop opening is just oral presentation that does not require any particular software or material.
<p><b>Activity 1: Introduction to design thinking</b></p> <ul style="list-style-type: none"> <li>Play the following video introducing the design thinking methodology. <a href="https://www.youtube.com/watch?v=-ySx-S5FcCl&amp;ab_channel=InVision">https://www.youtube.com/watch?v=-ySx-S5FcCl&amp;ab_channel=InVision</a> [3:28]</li> </ul> <p>Afterwards, note on the paperboard the 5 steps of design thinking:</p> <ul style="list-style-type: none"> <li>- Empathize</li> <li>- Define</li> <li>- Ideate</li> <li>- Prototype</li> <li>- Test</li> </ul> <ul style="list-style-type: none"> <li>Explain to the learner that today's session will focus on the three first steps while the last two ones will be treated in the second unit of this module.</li> </ul>	<u>15 minutes</u>	<p>Flipchart and markers;</p> <p>Pens and note-taking materials for all young learners;</p> <p>Projector and screen;</p> <p>Laptop;</p>	<p>Then, on the chat space, give the participants the link to the video and ask them to watch it.</p> <p>In the meantime, open a tab following this link: <a href="https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard">https://miro.com/lite/?miroexp=mirolite&amp;source=online-whiteboard</a></p> <p>It will provide you an online white board on which you can write the 5 steps of design thinking.</p> <p>Once the participants have watched the video, share your screen displaying the 5 steps.</p> <p>Continue the workshop as indicated.</p>
<p><b>Activity 2: Know your target population</b></p> <ul style="list-style-type: none"> <li><b>5mn:</b> The facilitator will introduce this activity by explaining to the learners that the key to a successful product is to make it fit the users' needs. In order to do so, entrepreneurs need to know to whom they are talking to. Several techniques to</li> </ul>	<u>35 minutes</u>	<p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of the Persona Template (one per participant, see below)</p>	<p>Introduce the topic of the activity 2 as detailed.</p> <p>Thanks to the sharing screen tool, you should be able to show the link to the participants and go through it orally.</p> <p>Ask the participants to open the Persona Template on the Word document that you have</p>





<p>have a better knowledge of the target population have been listed on the video and are well known (interviews, surveys etc.).</p> <p>The facilitator should now present another technique called Persona design. A persona is a user model, which has specific characteristics that determine use cases. It is basically the typical customer the entrepreneur wants to seduce with his/her product.</p> <p>In order to help participants, you can show them a persona here: <a href="https://blog.alex.com/10-buyer-persona-examples-help-create/">https://blog.alex.com/10-buyer-persona-examples-help-create/</a></p> <ul style="list-style-type: none"> <li>• <b>20mn:</b> Using the template below, ask each participant to create a persona (e.g. the person they want to sell their product to).</li> <li>• <b>10mn:</b> Restitution: ask each participant to briefly present his/her persona.</li> </ul>			<p>sent us by email before the starting of the workshop and ask them to fill it in.</p> <p>Proceed with the restitution as indicated.</p>
<p><b><u>Activity 3: Implement an ideation workshop</u></b></p> <ul style="list-style-type: none"> <li>• <b>10mn:</b> The facilitator should start the activity by presenting the ideation</li> </ul>	<p><u>30 minutes</u></p>	<p>Copy of the Ideation PowerPoint slides</p> <p>Projector and screen;</p>	<p>Share your screen in order to present the PPT about the SCAMPER technique. Participants can take notes on a sheet of paper or on a Word document as they prefer.</p>





<p>PowerPoint introducing the SCAMPER technique to the participants.</p> <ul style="list-style-type: none"><li>• <b>5mn:</b> Then, the facilitator should introduce mind mapping to the participants using the following video that provide a concrete example of mind mapping: <a href="https://www.youtube.com/watch?v=vAovxXGBxR8&amp;ab_channel=ColinDunn">https://www.youtube.com/watch?v=vAovxXGBxR8&amp;ab_channel=ColinDunn</a></li><li>• <b>10mn:</b> The facilitator should ask participants to briefly draft a mind map of their business idea to identify its key concepts, the issues they may face, the identified challenges etc.</li><li>• <b>5mn:</b> Restitution: To close the session, the facilitator should ask participants how they feel about this technique. Does it support them into finding new ideas/concepts that can be used in the future?</li></ul>		Laptop;	<p>Send the link of the video on the chat space and ask participant to watch it.</p> <p>Send the participants the following link: <a href="https://www.mindmup.com/">https://www.mindmup.com/</a> and ask them to perform the activity</p> <p>Proceed with the restitution as indicated.</p>
<b>Total duration of the module</b>	<b>90 minutes</b>		



Unit 2: Testing and Evaluating your Business Idea

Module Title: Generating and Evaluating your online environmental business idea			
Unit Title: Testing and Evaluating your Business Idea			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all participants and remind them that the previous workshop dealt with the three first pillars of design thinking (empathize, define and generate) and that this session will focus on the two last pillars, prototype and test.</li> <li>The facilitator should ask the participants if they have any question.</li> <li>In case there are new participants, the facilitator should ask them to introduce themselves.</li> </ul>	<p><u>10 minutes</u></p>	<p>Flipchart and markers;</p> <p>Pens and note-taking materials for all young learners;</p> <p>Projector and screen;</p> <p>Laptop.</p>	<p>In order to implement this workshop online, make sure that you have a good Internet connection. If you don't have any professional account that provides unlimited access to an online meeting software, we recommend that you use Skype or GoogleMeet.</p> <p>Make sure that you switch you webcam on and ask the participants to do the same. Ask the participants to mute their microphones.</p>



<p><u>Activity 1: Create your mock-up</u></p> <ul style="list-style-type: none"> <li>• The facilitator will provide each participant with some A4 papers and will tell them that they have 30 minutes to create a first mock-up of their idea.</li> <li>• Each participant can use the material at their disposal.</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with tables and chairs</p> <p>Coloured markers;</p> <p>Scissors.</p> <p>Post-it</p>	<p>The activity is complicated to implement online since all participants won't have the same material at their disposal. However, the facilitator should offer the participants to complete it.</p> <p>Ask the participants to take a A4 sheet of paper, to mute their microphone and draft a mock-up during 30mn. Insist on the fact that it should be as clear as possible (e.g., the idea is not to make a great craft workshop, a pen and a sheet of paper should be enough to draft the mock-up).</p>
<p><u>Activity 2: Introducing Iterative Testing and Piloting</u></p> <ul style="list-style-type: none"> <li>• The facilitator will start by presenting the Testing PowerPoint [15mn]</li> <li>• Then, ask the group to divide itself in pairs and each binoma will present their mockups to each other in order to collect a first and quick feedback. [20mn]</li> <li>• Finally, the facilitator will ask each participant to name a concrete feedback they had from their binoma and that will be useful in the further development of their idea. [5mn]</li> </ul>	<p><u>40 minutes</u></p>	<p>Projector and screen;</p> <p>Testing PowerPoint slides;</p> <p>Copy of the Testing PowerPoint slides</p> <p>Mockups previously created</p>	<p>The facilitator should then share his/her screen in order to present the PowerPoint slides. Participants can take notes on a sheet of paper or on a Word document.</p> <p>Then, for the remaining 25mn of the session, the facilitator will introduce these 3 online tools that can be very interesting for implementing online testing:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.usertesting.com/">https://www.usertesting.com/</a></li> </ul> <p>The platform allows the entrepreneur to pick users according to what he/she want to test whether it's a website or mobile app. The platform records every move the testers make, so it is easy to understand how they navigate and perform the tasks assigned to them. There is a free trial and then it is 49 USD per video session.</p>



			<ul style="list-style-type: none"> <li>• <a href="https://www.hotjar.com/">https://www.hotjar.com/</a> This website offers an all-in-one analytics and feedback tool that collect data on the funnel conversions, it allows its user to see where people click and how they navigate on the tested site. It allows instant feedback from users and feedback polls to identify problems the user may be having. The basic plan is free and collects data from 2000 page views/day.</li> <li>• <a href="https://www.hellopingpong.com/">https://www.hellopingpong.com/</a> This is a user-research platform where you can find tens of thousand of testers from all over the world. The platform will automatically set up the best testers for your business. You can easily schedule interviews which can be recorded and later analysed. They work on a credit-based approach: 1 credit = 30 minutes interview = 75 Euro.</li> </ul> <p>The facilitator should provide the links to the participants and let them navigate on each website for a while.</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator will ask the participants a</li> </ul>	<p><u>10 minutes</u></p>	<p>Training venue;  Pens and note-taking materials for participants;</p>	<p>The facilitator should send the following link to the chat box of your software and ask the participant to fill in the online form to collect feedback about the module:</p>



<p>feedback about the whole module (see the form here below).</p> <ul style="list-style-type: none"> <li>The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li> </ul>		<p>Copies of an evaluation form.</p>	<p><a href="https://docs.google.com/forms/d/e/1FAIpQLScqDOGrEmTs7gR_xPQXz8406r_9-MswqbtW9ghhmfkP2AfQTg/viewform?vc=0&amp;c=0&amp;w=1&amp;flr=0&amp;gxids=7628">https://docs.google.com/forms/d/e/1FAIpQLScqDOGrEmTs7gR_xPQXz8406r_9-MswqbtW9ghhmfkP2AfQTg/viewform?vc=0&amp;c=0&amp;w=1&amp;flr=0&amp;gxids=7628</a></p> <p>The facilitator should tell the participants that the feedback collected is anonymous and that it will help him/her to improve the module. The facilitator then thanks all participants for their active participation in the session and closes the workshop</p>
<p><b>Total duration of the module</b></p>		<p><b>90 minutes</b></p>	

Module 4 - Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea

*Unit 1: Introducing Social Media Platforms for New Online and Social Enterprises*

<p><b>Module Title: Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea</b></p>			
<p><b>Unit Title: Introducing Social Media Platforms for New Online and Social Enterprises</b></p>			
<p><b>Description of the Learning Activities</b></p>	<p><b>Duration</b></p>	<p><b>Materials or Equipment Required</b></p>	<p><b>Online Adaptation to Proposed Face-to-Face Activity</b></p>



<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator opens the workshop by welcoming all participants and presents the outcomes of the module in connection with those of the previous activities (see table here below).</li> <li>• The facilitator makes sure that the learning objectives are clear for the participants and answers questions if any.</li> <li>• Then, he/she introduces the Module 4 “Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea”.</li> </ul>	<p><u>5 minutes</u></p>	<p>Training venue with IT equipment;</p> <p>Flipchart and markers;</p> <p>Sign-in sheet for the workshop;</p> <p>Pens and note-taking materials for all young learners;</p> <p>Projector and screen;</p> <p>Laptop.</p>	<p>For online adaptation of the workshop, you and your participants need to have a good Internet connection and a PC.</p> <p>Feel free to propose the online platform that you are more comfortable with. If you haven’t got a professional Teams or Zoom account, you can use Skype or GoogleMeet.</p> <p>It is suitable that you turn on your camera and that your participants do so too to make interaction easier. However, this is nor compulsory and you can leave the participants free to choose.</p>
<p><b><u>Activity 1: Motivation session</u></b></p> <p>The objective of this activity is to boost participants’ motivation towards social media platforms for online social enterprises. It also aims at introducing the topic in an active way getting the participants to think about it before the beginning of the class.</p> <ul style="list-style-type: none"> <li>• The facilitator writes in the center of the flipchart “social media platforms for social enterprises” and asks the</li> </ul>	<p><u>15 minutes</u></p>	<p>Training venue;</p> <p>Flipchart and markers.</p>	<p>The online version of this motivation session can be easily organized through a participative word-cloud platform: <a href="http://www.mentimeter.com">www.mentimeter.com</a></p> <p>The facilitator starts a presentation on Mentimeter and writes “social media platforms for social enterprises” on the first slide.</p> <p>Then shares the link with participants on the chat and asks them to open it and to write in on the page</p>





<p>participants to come to the flipchart and write around this sentence concepts and ideas that it evokes in their minds.</p> <ul style="list-style-type: none"> <li>Then the facilitator starts a reflection about social media and entrepreneurship by asking the participants why they chose the words they added to the website and if they ever heard of it or if they already have experience about it.</li> </ul>			<p>3 words that come to their minds when thinking of social media platforms for social enterprises.</p> <p>Finally, the facilitator asks the participants to reflect about the words they wrote like for the face-to-face class.</p>
<p><b>Activity 2: Introduction to social media platforms</b></p> <p>As an introduction to the activity, the facilitator can show the second slide of the PPT M4U1 and say something like:</p> <p><i>Nowadays people do most of their activities on the Internet. They meet people, they work and they shop on social media. Thus, this digital environment has become the main driver of the success and impact.</i></p> <ul style="list-style-type: none"> <li>Then, the facilitator asks the participants if they have noticed that and if they have ever thought of the potential of social media for new enterprises.</li> <li>The facilitator presents the PPT M4U1 to the participants.</li> <li>The facilitator lets the participants ask questions and asks them why they think</li> </ul>	<p><u>40 minutes</u></p>	<p>PowerPoint presentation M4U1;</p> <p>Training venue with IT equipment;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants.</p>	<p>Start the session by introducing the topic like in the face-to-face session and share the PPT through the sharing option of the video-conference online platform you chose.</p>



<p>that social media are so important for new online social business.</p>			
<p><b><u>Activity 1: Best platform for best business idea</u></b></p> <p>The facilitator should start the activity by asking the participants what they think the USBCell rechargeable batteries are, if they think that they represent a good example of environmental business and why.</p> <ul style="list-style-type: none"> <li>• Show the video “13 Proven Social Media Marketing Tips for Small Businesses &amp; Entrepreneurs” to your participants: <a href="https://www.youtube.com/watch?v=qRVYMN2SB8&amp;t=373s&amp;ab_channel=Buffer">https://www.youtube.com/watch?v=qRVYMN2SB8&amp;t=373s&amp;ab_channel=Buffer</a></li> <li>• Now, ask your participants to look for the USBCell products on the social media introduced in the Activity 1 and to go through the posts, by focusing on the number of likes, engagement, replies, comments and the tips they just learnt about thanks to the video.</li> <li>• Then ask the participants to evaluate each of the tips that they learnt in the</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment;</p> <p>Flipchart and markers;</p> <p>Pens and note-taking materials for all young learners;</p> <p>Projector and screen;</p> <p>Laptop.</p>	<p>The online version of this activity could be organized by sharing the video with the participants and ask to run the activity online.</p> <p>Their remarks about the USBCell can also be shared through the chat of the videoconference platform you will use.</p>





<p>video. Each participant can choose the page of the product on one of the social media they found and then they will have to observe if the tips of the video were used and if so evaluate them from 1 to 5.</p> <ul style="list-style-type: none"> <li>To conclude the activities, ask your participants to reflect on the useful aspects of social media to promote your product and to attract stakeholders and potential investors. Then get your participants to imagine how they could promote their business, what their target groups would be, what social media they would choose and which tips they will use.</li> </ul>			
<p><b>Total duration of the module</b></p>	<p><b>90 minutes</b></p>		

*Unit 2: How to Prototype and Test Online and Social Green Business Ideas through Social Media*

<p><b>Module Title: Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea</b></p>
<p><b>Unit Title: How to Prototype and Test Online and Social Green Business Ideas through Social Media</b></p>



Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all participants and reminding them the objectives of the Unit 1.</li> <li>The facilitator introduces the goals of the Unit 2, telling the participants that the Module 3 focused on the generation, testing and evaluation of business ideas and now in this Unit of Module 4 we will focus more on how to do it through social media.</li> </ul>	<p><u>5 minutes</u></p>	<p>Training venue with IT equipment; Flipchart and markers; Pens and note-taking materials for all young learners; Projector and screen; Laptop.</p>	<p>For online adaptation of the workshop you and your participants need to have a good Internet connection and a PC.  You can choose as for the Unit 1 a free online tool for video-conferences.</p>
<p><b><u>Activity 1: Social media mock-ups</u></b></p> <ul style="list-style-type: none"> <li>The facilitator reminds participants that in Module 3 they have learnt how to create mock-ups of their business ideas. Then, he/she reminds the participants that Module 4 focuses on social media. So, he/she asks the participants if they can think of how these social platforms could support their business and get them to think of the importance of using social media to give visibility to their business.</li> <li>You explain to the participants that presenting effectively their business ideas on the social media is essential to attract the</li> </ul>	<p><u>20 minutes</u></p>	<p>PowerPoint presentation M4U2; Training venue with IT equipment; Flipchart and markers; Projector and screen; Laptop; Pens and note-taking materials for participants.</p>	<p>Start the session by introducing the topic like in the face-to-face session and share the PPT though the sharing option of the video-conference online platform you chose.</p>



<p>public. Then, you introduce the topic of social media mock-ups by using the PPT M4U2.</p> <ul style="list-style-type: none"> <li>After the presentation you ask your participants if they have any questions.</li> </ul>			
<p><b><u>Activity 2: Create your social media mock-up!</u></b></p> <ul style="list-style-type: none"> <li>The facilitator asks the participants to choose one of the mock-ups generators that was introduced in the PPT M4U2, then a social media presented in the Unit 1 and finally to create their mock-ups.</li> <li>You can organize the activity as a contest: once the participants will have created their social media mock-ups you will ask to send them to your email and you will show them to the whole group through the projector. Then, you will ask them to vote for the most appealing mock-up.</li> <li>After the vote, you can conclude the activity by discussing with the participants what worked and what didn't work in their mock-ups.</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants.</p>	<p>The facilitator copy-paste the links to the mock-ups generators from the PPT M4U2 into the videoconference chat so that all participants can access the website they prefer to create their social media page mock-up.</p> <p>Once they will have created their mock-up, they will send it to you by email and you will show all of them on your screen trough the scree-sharing mode of the platform.</p> <p>Then you will use MentiMeter (<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>) to create a short survey with the name of each participants's mock-up and share the link with them.</p> <p>Finally, you will ask them to vote for the best social media mock-up and show your results on the website by sharing your screen.</p>
<p><b><u>Activity 3: Test your social green business idea through social media</u></b></p>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment;</p>	<p>For the online activity, the facilitator will present the topic like in the face-to-face session.</p>





<ul style="list-style-type: none"> <li>• The facilitator starts the activity by explaining that one of the best advantages of using social media for our green online business is that you can test our ideas without having to spend money on it.</li> <li>• You explain to your participants that a social media page or account is a good tool to undertake initial market research for a new business. You will add that through social media you can quickly gain feedback from a large sample of people. The easiest way to do that is to create a Facebook Poll. The facilitator can write the main concepts on the flipchart.</li> <li>• Then, you show the video “Create a POLL as FACEBOOK POST for your Business PAGE”: <a href="https://www.youtube.com/watch?v=otkr3491KIs&amp;ab_channel=RachelMiller">https://www.youtube.com/watch?v=otkr3491KIs&amp;ab_channel=RachelMiller</a></li> <li>• After watching the video, you will ask your participants to create their own Facebook Poll keeping into account the notions they learnt thanks to the other Modules to create the questions.</li> </ul>		<p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants.</p>	<p>The main concepts addressed by this activity can be marked on the screen if the facilitator is using Zoom.</p> <p>Then, he/she shows the video “Create a POLL as FACEBOOK POST for your Business PAGE” to the participants by sharing his/her screen.</p> <p>To start the activity, the facilitator will share on the chat the link to the Facebook Poll application: <a href="https://www.facebook.com/simple.polls/app/155008507867572/?gclid=CjwKCAjw7J6EBhBDEiwA5UUM2tBYCY5-wJLqaremdZb9gebDnBNVPdwavzjbCu4JcbOWaoy8rk8m1BoCIQgQAvD_BwE">https://www.facebook.com/simple.polls/app/155008507867572/?gclid=CjwKCAjw7J6EBhBDEiwA5UUM2tBYCY5-wJLqaremdZb9gebDnBNVPdwavzjbCu4JcbOWaoy8rk8m1BoCIQgQAvD_BwE</a></p> <p>All participants will create their Facebook Poll and share their screen one by one to present it to the others.</p>
<p><b>Workshop Closing</b></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator asks the learners if there are</li> </ul>	<p><u>10 minutes</u></p>	<p>Training venue;</p>	<p>You will conclude the workshop by asking the participants if they have any further doubts or questions and providing the answers.</p>



<p>further questions and then distributes the “Module 4 Evaluation questionnaire” here below and asks them to fill it in.</p> <ul style="list-style-type: none"> <li>The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li> </ul>		<p>Pens and note-taking materials for participants;</p> <p>Copies of an evaluation form.</p>	<p>Then, you will send on the online chat the following link to the evaluation questionnaire on GoogleForm and tell your participants that the answers are anonym:</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSehEwL_6182rbnpB8TjQfFrgq8IsyorhdzwcW5ZCwkJ2H00XA/viewform?vc=0&amp;c=0&amp;w=1&amp;flr=0&amp;gxids=7628">https://docs.google.com/forms/d/e/1FAIpQLSehEwL_6182rbnpB8TjQfFrgq8IsyorhdzwcW5ZCwkJ2H00XA/viewform?vc=0&amp;c=0&amp;w=1&amp;flr=0&amp;gxids=7628</a></p> <p>Finally, you thank all the learners for their participation and invite them to attend the other workshops of Solution Not Pollution.</p>
<p><b>Total duration of the module</b></p>	<p><b>90 minutes</b></p>		

Module 5 - Analysing Online User Trends and Conducting Online Market Research

*Unit 1: Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector*

<p><b>Module Title: Analysing Online User Trends and Conducting Online Market Research</b></p>
<p><b>Unit Title: Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector</b></p>







<ul style="list-style-type: none"> <li>• What is the best activity you like to do?</li> <li>• What is your favourite colour?</li> <li>• What is your favourite meal?</li> </ul> <p>(For more inspiration for questions the facilitator can use this link (recommended questions start from 178 until 190 and can let participants ask several questions to be really random and more fun. Link: <a href="https://museumhack.com/list-icebreakers-questions">https://museumhack.com/list-icebreakers-questions</a></p>			
<p><b>Activity 2: Trend Analysis</b></p> <p>The facilitator demonstrates examples of online trends for 2021 and project the video: <a href="https://www.youtube.com/watch?v=3yQmBLeOc7A&amp;t=31s">https://www.youtube.com/watch?v=3yQmBLeOc7A&amp;t=31s</a></p> <p>This video has seven sections, recommended part is to share with participants are parts four, six, and seven.</p> <p>Once all participants have had the opportunity to see the video, the facilitator can steer a group discussion to share which trends in online they already know and found attractive this year and speaks to them. They give examples. Following on from the PowerPoint slides.</p>	<p><u>15 minutes</u></p>	<p>Projector and screen.</p> <p>Laptop.</p> <p>Copy of PowerPoint Presentation M5_U1</p>	<p>For online lessons use Skype or Google meet.</p> <p>For online lessons the facilitator shares the screen with this video and slides, the facilitator can send the link to the chat.</p>





<p>The facilitator can take note of the main points on a flipchart or whiteboard.</p> <p>The facilitator explains what a Trend Analysis and their keys are and use a slide of PowerPoint.</p> <p>The Facilitator explains all information or allows the participants to read them for themselves.</p> <p>The facilitator can follow with this audio: <a href="https://www.youtube.com/watch?v=kn50Y6ODPIY">https://www.youtube.com/watch?v=kn50Y6ODPIY</a></p>			
<p><b>Activity 3: Market segmentation</b></p> <p>The facilitator shares a video about Market segmentation with learners.</p> <p><a href="https://www.youtube.com/watch?v=hnz1kClvHcs&amp;t=90s">https://www.youtube.com/watch?v=hnz1kClvHcs&amp;t=90s</a> and explain what the term Marketing segmentation means following with a slide.</p>	<p><u>10 minutes</u></p>	<p>Projector and screen.</p> <p>Laptop.</p> <p>Copy of PowerPoint Presentation M5_U1</p>	<p>For online lessons the facilitator shares the screen of this video, the facilitator can send the link to the chat.</p>
<p><b>Activity 4. Creating Customer Personas</b></p> <p>What does it mean A Buyer persona?</p> <p>The facilitator provides a video and explains the term after presenting a short video:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Av-1Htt7sOA">https://www.youtube.com/watch?v=Av-1Htt7sOA</a></li> </ul>	<p><u>25 minutes</u></p>	<p>Projector and screen.</p> <p>Laptop.</p> <p>Copy of PowerPoint Presentation M5_U1</p> <p>Sheets of A4 Paper and note-taking</p>	<p>If this session is being facilitated online, the facilitator can share a Mentimeter with all learners to gather their inputs.</p> <p>If this activity is being delivered online, the facilitator will create two rooms for two groups, where each group creates a short brief.</p>





<ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=c716v8kU-w">https://www.youtube.com/watch?v=c716v8kU-w</a></li></ul> <p>The facilitator will explain that in this activity participants will play the role of an eco-company/ brand owner. They will say what exactly their company is selling, and participants will write a short brief about their company. The facilitator should then divide the group into two smaller groups, each group will get an A4 paper and write detail of imaginary eco-company.</p> <p>1. Task - Short brief about company. The Brief must have the following information:</p> <ul style="list-style-type: none"><li>• How big is the company</li><li>• Where is the company</li><li>• If it has an online shop</li></ul> <p>If it has social media</p> <ul style="list-style-type: none"><li>• Which products they are selling</li><li>• How much those products cost</li></ul> <p>Be as specific as you can</p> <p>2. Task. Focus group interview And now is the main question, who is your customer?</p>		materials for all participants	
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<p>Participants prepare questions to find the customer.</p> <p>They use focus group interviews – asking as many questions as they can – for example: do people really need my product? In which situation? How can they buy it? Etc.</p> <p>Is the step to continue for find a Buyer persona.</p>			
<p><b><u>Activity 5: Person Buyer</u></b></p> <p>The Facilitator gives prints of sheets - Person buyer – Attached as PDF. In the beginning learners work separately, one sheet for one learner.</p> <p>Participants will fill up this sheet about who can be their customers.</p> <p>After they will know, they analyse it together and make it very detailed. And at the end of this exercise, they compare and find the key matches and have a discussion of why.</p> <p>The result of this exercise will be just one buyer persona – as completion, analysing, and fusion of their work.</p>	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups.</p> <p>Flipchart and markers.</p> <p>Projector and screen.</p> <p>Laptop.</p> <p>Pens and note-taking materials for participants.</p>	<p>If this activity is being delivered online, the facilitator presents a slide with Person Buyer and asks learners to take notes after some time, they can have a discussion and create the result Person buyer in menti.com</p>



There is also an online option for creating persona, depends what is preferable <a href="https://www.hubspot.com/make-my-persona">https://www.hubspot.com/make-my-persona</a>			
<p><b><u>Workshop Close</u></b></p> <ul style="list-style-type: none"> <li>To bring the workshop to a close, the facilitator thanks all participants for their active participation in the session and conducts a short verbal feedback session.</li> </ul>	<u>5 minutes</u>	Training venue; Pens and note-taking materials for participants;	Facilitator asks participants to write a short evaluation of the lesson using the 1-5 to chat, 1 being very enjoyable and 5 being not very enjoyable at all.
<b>Total duration of the module</b>	<b>90 Minutes</b>		

## Unit 2: Conducting Online Market Research, in an Eco-Conscious Method

<b>Module Title: Analysing Online User Trends and Conducting Online Market Research</b>			
<b>Unit Title: Conducting Online Market Research, in an Eco-Conscious Method</b>			
<b>Description of the Learning Activities</b>	<b>Duration</b>	<b>Materials or Equipment Required</b>	<b>Online Adaptation to Proposed Face-to-Face Activity</b>
<p><b><u>Workshop Opening:</u></b> The facilitator opens the workshop by welcoming all participants</p>	<u>5 minutes</u>	Training venue with IT equipment. Flipchart and markers.	To implement this workshop online the facilitator should ask all participants to check their internet connection and be sure that their



<p>The facilitator then outlines the aims and goals of the second unit: Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector</p> <p><b><u>Activity 1: Speed funny question icebreaker</u></b></p> <p>The facilitator asks every participant the following questions, the facilitator randomly chooses one of those and makes it fast to let the participant answer spontaneously.</p> <ul style="list-style-type: none"> <li>• If you were a vegetable, what vegetable would you be?</li> <li>• If you woke up tomorrow as an animal, what animal would you choose to be and why?</li> <li>• If you could live anywhere on this planet and take everything that you love with you, where would you choose to live?</li> <li>• What favorite color are you and how does being that color make you feel?</li> <li>• If you could sit on a bench in a beautiful woods, who would you like sitting next to you on the bench and why?</li> </ul>	<p><u>5 minutes</u></p>	<p>Sign-in sheet for the workshop.</p> <p>Pens and note-taking materials for all participants</p> <p>Flashcards or colored card for the icebreaker activity</p> <p>Projector and screen.</p> <p>Laptop.</p>	<p>microphones are working and webcams are switched on.</p> <p>This part includes activities on <a href="https://www.menti.com/">https://www.menti.com/</a></p> <p>Here is a list of online tools that can be used to adapt face-to-face training materials:</p> <ul style="list-style-type: none"> <li>• Skype: <a href="https://www.skype.com/en/">https://www.skype.com/en/</a></li> <li>• Google Meet: <a href="https://workspace.google.com/products/meet/">https://workspace.google.com/products/meet/</a></li> <li>• Whiteboard: <a href="https://whiteboard.fi/">https://whiteboard.fi/</a></li> <li>• Mentimeter: <a href="https://www.menti.com/">https://www.menti.com/</a></li> </ul> <p>.....</p> <p>If the workshop is regular one – an oral presentation, does not need any special software.</p>
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<ul style="list-style-type: none"> <li>• Are you sunrise, daylight, twilight, or night? Please share why you picked your time of day.</li> <li>• If you were to change your name, what name would you adopt going forward? Why?</li> </ul> <p>This speed icebreaker can be a good start to think about keywords and topics that participants will learn in this lesson</p>			
<p><b><u>Activity 2: How to Conduct Online Market Research</u></b></p> <p>The facilitator explains according to a slide what market research is and how to conduct it. The Facilitator presents the video about Market research . Watch the video until 4:45 min: <a href="https://www.youtube.com/watch?v=VzIYNTg4QgA">https://www.youtube.com/watch?v=VzIYNTg4QgA</a></p> <p>After the facilitator demonstrates an example of 9 Free Market Research Tools you should be using in 2021 <a href="https://www.youtube.com/watch?v=VTPnXfycaXI">https://www.youtube.com/watch?v=VTPnXfycaXI</a>.</p>	<p><u>35 minutes</u></p>	<p>Laptop.</p> <p>Projector.</p> <p>Copy of PowerPoint presentation M5-U2</p>	<p>For online lessons use Skype or Google meet.</p> <p>For online lessons the facilitator shares the screen about this video and slides, the facilitator can send the link to the chat.</p> <p>If this lesson delivered is online, two groups work in separate rooms and use jam boards or Mentimeter.</p>





<p>The facilitator asks participants to keep notes about the tools that they have used and work on them in their free time.</p> <p>Then the facilitator explains what are keywords by presenting slides and a video: How to choose keywords <a href="https://www.youtube.com/watch?v=foVEh0LGo9Q">https://www.youtube.com/watch?v=foVEh0LGo9Q</a></p> <p>Once all participants have had the opportunity to see the video, the facilitator will separate learners to two groups.</p> <p>This lesson will be more practical, and participants will try using online tools and get familiar with them.</p> <p>1. Task: The groups create imaginary ecologic brands or companies. They can use their experience from previous lessons and use their Buyer persona.</p> <p>2. Task: Learners will write down all their favourite keywords. <a href="https://www.wordtracker.com/">https://www.wordtracker.com/</a></p>			
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<p><b><u>Activity 3: Trying tools online marketing research</u></b></p> <p>1. Task: All learners will try to use the tools using keywords and write the most interesting points they found out in this research.</p> <p>The facilitator explains according to a slide what a Google trends means and give them link to try this tool. <a href="https://trends.google.com/trends/?geo=US">https://trends.google.com/trends/?geo=US</a></p> <p>2. Task: The facilitator explains according to a slide what a Statista means and give them a link and time to be more familiar with this tool. <a href="https://www.statista.com/">https://www.statista.com/</a></p>	<p><u>20 minutes</u></p>	<p>Laptop.</p> <p>Projector.</p> <p>Copy of PowerPoint presentation M5-U2</p>	<p>If this activity is being delivered online the facilitator send a link to the chat.</p> <p>If this session is being facilitated online, the facilitator can share a Mentimeter with all learners to gather their inputs.</p>
<p><b><u>Activity 4. What is SEO</u></b></p> <p>The facilitator explains what SEO is and why it is important according to slides.</p>	<p><u>10 minutes</u></p>	<p>Laptop.</p> <p>Projector.</p> <p>Copy of PowerPoint presentation M5-U2</p>	<p>For online lesson the facilitator shares their screen of this video, the facilitator can send the link to the chat.</p> <p>For online lesson the facilitator sends a link of this article to learners to the chat.</p>





<p>After the facilitator presents a video <a href="https://www.youtube.com/watch?v=stHBZGmhMo">https://www.youtube.com/watch?v=stHBZGmhMo</a></p> <p>The facilitator sends a link to let learners read about different technology's. <a href="https://www.webfx.com/internet-marketing/the-difference-between-keywords-and-search-queries.html">https://www.webfx.com/internet-marketing/the-difference-between-keywords-and-search-queries.html</a></p> <p>After learners finished reading, they can open a short discussion about this topic.</p> <p>When the learners have collected their material they can analyse how to conduct Online Market Research.</p> <p>Now they can get inspiration from their competitors.</p>			
<p><b><u>Activity 5. Competitive Analysis</u></b></p> <p>After you learned what are keywords and how market research works, have a quick look at your potential competitor. Find their website and then continue according to this video:</p>	<p>10 minutes</p>	<p>Projector and screen;  Laptop;  Pens and note-taking materials for participants;</p>	<p>If this activity is being delivered online, the facilitator shares the screen and sends the link to a chat.</p>



<p><a href="https://www.youtube.com/watch?v=UEpNM5yvyh8">https://www.youtube.com/watch?v=UEpNM5yvyh8</a></p> <p>Use the suggested tool <a href="https://neilpatel.com/ubersuggest/">https://neilpatel.com/ubersuggest/</a></p> <p>After the end of this exercise learners share their opinions about their competitors.</p>			
<p><b><u>Workshop Close</u></b></p> <ul style="list-style-type: none"> <li>To bring the workshop to a close, the facilitator thanks all participants for their active participation in the session and conducts a short verbal feedback session.</li> </ul>	<p><u>5 minutes</u></p>	<p>Training venue;</p>	<p>Facilitator asks participants to write an evaluation about the lesson.</p>
<p><b>Total duration of the module</b></p>		<p><b>90 Minutes</b></p>	

Module 6 - Building social media platform awareness and developing online promotional strategies

*Unit 1: Developing an Eco-conscious Promotional Plan for your Online/Social Green Business*

**Module Title: Building social media platform awareness and developing online promotional strategies**



**Unit Title: Developing an Eco-conscious Promotional Plan for your Online/Social Green Business**

Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><b><u>Workshop Opening:</u></b></p> <p>The facilitator opens the workshop by welcoming all participants and introducing Modul 6. - Building social media platform awareness and developing online promotional strategies.</p> <p>The facilitator explains the aims and goals of the module and two units, which are the main topics covered in these lessons.</p> <p>The facilitator shares the whiteboard or presents the accompanying PowerPoint slides with the main goals of this workshop, which in this Unit 1 are:</p> <ul style="list-style-type: none"> <li>• How to develop an eco-conscious online promotional strategy</li> <li>• How to demonstrate effective communication</li> </ul> <p>The facilitator asks participants what they expect from the training and write it on a white board and have a quick discussion.</p>	<p><u>5 minutes</u></p>	<p>Training venue with IT equipment.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet for the workshop.</p> <p>Pens and note-taking materials for all young learners.</p> <p>Pieces of coloured card for the face-to-face workshop.</p> <p>Projector and screen.</p> <p>Laptop.</p>	<p>In this section, if the facilitator is delivering PowerPoint slides, these slides can be shared online through Teams, Zoom, or some other online meeting software, should training be delivered online.</p> <p>The facilitator should ask all participants to check their internet connection and be sure that their microphones are working, and cameras are switch on.</p> <p>This part includes activities on <a href="https://www.menti.com/">https://www.menti.com/</a></p> <p>Here is a list of online tools that can be used to adapt face-to-face training materials:</p> <ul style="list-style-type: none"> <li>• Skype: <a href="https://www.skype.com/en/">https://www.skype.com/en/</a></li> <li>• Google Meet: <a href="https://workspace.google.com/products/meet/">https://workspace.google.com/products/meet/</a></li> <li>• Mentimeter: <a href="https://www.menti.com/-preferable">https://www.menti.com/-preferable</a></li> </ul>



<p><b><u>Activity 1: Icebreaker – The Time Machine</u></b></p> <p>This is an icebreaker that helps to stimulate lively conversations and even debate. Most importantly, the icebreaker will enable people to get to know each other better and encourage communication and team bonding.</p> <p>The facilitator asks participants to introduce themselves briefly. The facilitator can ask the following questions, to one participant at a time:</p> <ol style="list-style-type: none"><li>1. Where are you from?</li><li>2. If you were able to travel through time, either forward or backward:<ul style="list-style-type: none"><li>• Where would you go?</li><li>• If backward, to which time? Why?</li><li>• If there was a person you could go back in time and meet, who would it be, and why? Would you just want to visit and come back, or would you stay?"</li></ul></li></ol> <p>In a classroom setting, participants can write the answers to these questions on pieces of card and hold up their answers to show the whole group.</p>	<p><u>10 minutes</u></p>		<p>.....</p> <p>If this lesson is delivered online the facilitator invites participants to write in the Mentimeter what they expect from the training and have a quick discussion.</p> <p>Participants can also write the answers to these questions through Mentimeter, if the session is being facilitated online, and the facilitator can then share the screen to show the answers from all participants to these questions.</p>
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<p><b><u>Activity 2: How can you Develop an Eco-Conscious Online Promotional Strategy?</u></b></p> <p>The facilitator introduces the importance of developing green businesses and how online platforms can help to spread their environmental message to the world!</p> <p><b>Step 1:</b></p> <p>The Facilitator shares PowerPoint slides and speaks about Digital Marketing for Sustainable Brands – Green Marketing.</p> <p>In general, it is important to know, what we mean by having a promotional strategy even if it is not focusing on green business, specifically.</p> <p>The facilitator explains what Marketing and Promotional strategy is using slides in PowerPoint.</p> <p><b>Step 2:</b></p> <p>The facilitator asks all participants:</p> <ul style="list-style-type: none"> <li>- Imagine - you are just beginning your environmental-inspired business, how will you let people know about your mission and your products?</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups.</p> <p>Flipchart or whiteboard and markers.</p> <p>Projector and screen.</p> <p>Laptop.</p> <p>Pens and note-taking materials for participants.</p> <p>Copy of PowerPoint slides – M6-U1</p>	<p>The facilitator shares their own screen and speaks according to the PowerPoint slides, which learners can see on their screens.</p> <p>PowerPoint slides sharing screen</p> <p>For an online lesson to answer these questions, the facilitator creates four rooms for a separate group and lets them write answers to shared chat, and afterwards they conduct a short brainstorming session for ten minutes.</p>





<p>- Which promotional strategy will you use?</p> <p>- Are there particular strategies that are more appropriate when marketing a green business? Explain your answer.</p> <p><b>Step 3:</b></p> <p>To answer these questions, the facilitator then leads a short brainstorming session for ten minutes. The facilitator can write the points mentioned in this session on a flipchart or whiteboard.</p> <p>At the end of this activity participants will know the basic steps that they will need to complete, to inform their marketing strategy and will also be able to list the benefits of green marketing strategy.</p>			
<p><b><u>Activity 3: Developing a Social Media Marketing Plan</u></b></p> <p>The facilitator will explain what a social media marketing plan is, and what should be included in this plan. For this, the facilitator will present a PowerPoint presentation.</p> <p>Following on from this PowerPoint presentation, the facilitator can complete the following steps:</p>	<p><u>45 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups.</p> <p>Flipchart or whiteboard and markers.</p> <p>Projector and screen.</p> <p>Laptop.</p>	<p>The facilitator shares their own screen and speaks according to the PowerPoint slides, which participants can see on their screens.</p> <p>PowerPoint slides sharing screen</p> <p>The facilitator groups the participants into four groups and shares a link from the power-point to review.</p> <p>Each group share's their new ideas with all other groups.</p>



<p><b>Step 1:</b></p> <p>The facilitator speaks about the importance of using social media for the promotion and use of slides PowerPoint presentation and speaks about Digital Marketing for Sustainable Brands.</p> <p>The facilitator will then divide a group into four smaller groups. Each group will have the same task, read the article that has been assigned to their group, brainstorm, and highlight the most interesting points, and then present your findings to the other groups. Throughout this activity, all participants are encouraged to take notes to have a final brainstorm session with all teams. All links for articles can be found in the PowerPoint slide. The facilitator should print copies of the articles for all group members if they would like a hardcopy, if not they can access all the information from their computers or laptops.</p> <p>The facilitator divides teams and lets them read and work together for 15 minutes.</p> <p><b>Group Number 2 -Instagram</b></p> <p>Group number one will review an article and discuss the social network Instagram and how they can effectively use this network to promote their brand.</p>		<p>Pens and note-taking materials for participants.</p> <p>Copy of PowerPoint slides – M6-U1</p>	
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<p>Together, group one takes notes about the most important features of Instagram for their business, and the potential it might have to support their marketing strategy, which they will shortly present to other groups.</p> <p><b>Group Number 2 - Facebook</b></p> <p>Group two will review an article about the importance of the Facebook page for promoting their green business.</p> <p>Together, the group should take notes about the most important features of Facebook for their business, and the potential this platform has to support their marketing strategy, which they will shortly present to other groups.</p> <p><b>Group Number 3 – YouTube</b></p> <p>Group number three will review a 10-step guide to YouTube marketing for the promotion of their green business.</p> <p>Together, the group should take notes about the reach and impact of YouTube as a marketing tool, how it can support their business, and the potential this platform must support their marketing strategy, which they will shortly present to other groups.</p>			
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### **Group Number 4 – Blog**

Group number four will review about Blog marketing and how it can be particularly effective for green businesses.

Together, group four should take notes about the potential of blogs to speak directly to their target audience, to cultivate a following and supporters for their green business idea, and the potential a blog has to support their marketing strategy, which they will shortly present to other groups. The effort required to maintain a popular blog should also be considered by the group.

#### **Step 3:**

The facilitator should bring all groups back together and invite each group to present what they have learned about these different social media platforms and how they can support their marketing strategy for their business. The facilitator can take note of the main points and recommendations on a flipchart or whiteboard and invite all participants to take note of these points to support their learning.



<p>As a follow-up activity, the facilitator should encourage learners to read all 4 articles as part of their self-directed learning, so that they can appraise the suitability of the different platforms for their own business idea.</p> <p>To bring this workshop to a close, the facilitator can conduct a short verbal feedback session, and thank all learners for their active participation in the workshop.</p>			
<p><b>Total duration of the module</b></p>	<p><b>90 minutes</b></p>		

*Unit 2: Building Brand Awareness and Applying Eco-conscious Promotional Techniques*

<p><b>Module Title: Building social media platform awareness and developing online promotional strategies</b></p>			
<p><b>Unit Title: Building Brand Awareness and Applying Eco-conscious Promotional Techniques</b></p>			
<p><b>Description of the Learning Activities</b></p>	<p><b>Duration</b></p>	<p><b>Materials or Equipment Required</b></p>	<p><b>Online Adaptation to Proposed Face-to-Face Activity</b></p>





<p>team members one random question. For example:</p> <ul style="list-style-type: none"> <li>• What is the most useless thing you have in your home?</li> <li>• What would your superpower be if you had one?</li> <li>• What one thing should everybody stop doing right now?</li> </ul> <p>(For more inspiration for questions the facilitator can use this link: <a href="https://conversationstartersworld.com/good-questions-to-ask/">https://conversationstartersworld.com/good-questions-to-ask/</a>)</p>			
<p><b><u>Activity 2: How to Establish an Eco-Brand</u></b></p> <p>The facilitator briefly recalls what the participants have discussed and learned in the last unit, and then encourages them to start thinking about the importance of their brand.</p> <p>The facilitator presents a slide in a power point and projects this short video (1:48min):</p> <p>What Is Branding?   Branding Explained</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=BXynUVY0Mro">https://www.youtube.com/watch?v=BXynUVY0Mro</a></li> <li>•</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for all young learners.</p> <p>Projector and screen.</p> <p>Laptop.</p> <p>Copy of PowerPoint slides M6-U2.</p>	<p>For online lessons use Skype or Google meet.</p> <p>For online lessons the facilitator will send the video link to chat and shares slides in sharing screen for all.</p> <p>For online lessons the facilitator will send the link of articles to the chat and ask participants to read it.</p> <p>After everyone has read the article, the facilitator shares the screen for all with the titles of some paragraphs from this article.</p>





<p>The facilitator then invites participants to read this article about - Building a Strong Brand, which the facilitator projects and participants can read it together (one by one) by paragraphs or the facilitator prints it and provides it in a hardcopy to participants.</p> <ul style="list-style-type: none"><li>• <a href="https://www.cheekymonkeymedia.ca/blog/building-a-strong-brand-10-essentials-you-cant-ignore/">https://www.cheekymonkeymedia.ca/blog/building-a-strong-brand-10-essentials-you-cant-ignore/</a></li></ul> <p>Once all learners have had the opportunity to read the article, the facilitator can steer a group discussion, with reference to the points highlighted on the PowerPoint slide.</p> <p>The facilitator explains what a brand is and what an eco-brand is and use a slide of PowerPoint. Following on from the PowerPoint slides, the facilitator can pose a question to the group:</p> <ul style="list-style-type: none"><li>• What is the difference between a brand and an eco-brand?</li></ul> <p>This is a simple question, so the group should be able to offer ideas quickly. The facilitator can take note of the main points on a flipchart or whiteboard.</p>		Internet access to play YouTube video	
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<p>The facilitator asks learners to share what their favourite brand is. The facilitator can either write the answers on a flipchart or distribute A4 sheets to all learners and ask them to write the name of their favourite brand in the centre of the page. The facilitator then asks all learners to create a mind-map and list between 3 and 5 adjectives that best describe this brand. Here participants should look to highlight what qualities they admire about the brand, and why it is their favourite.</p> <p>When all participants have shared adjectives about their favourite brand, the facilitator can lead a group discussion to highlight the most used adjectives and brainstorm why these qualities are important for the brand and if these qualities are also eco-friendly. If they are not eco-friendly, the facilitator should ask the group how they could be replaced to become eco-friendly? And, what impact this could have on the brand image?</p>			
<p><b><u>Activity 3: Branding as part of your Marketing Strategy</u></b></p>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment.  Flipchart and markers.</p>	<p>If this session is being facilitated online, the facilitator can share a Mentimeter with all learners to gather their inputs.</p>



<p>The facilitator begins this activity by introducing the topic of ‘green marketing strategies’ with the support of a PowerPoint slide.</p> <p>The facilitator should then divide the group into two smaller groups.</p> <p>The facilitator will explain that in this activity participants will play the role of a ‘brand owner’ , where they will have the opportunity to think of the brand they would like to develop as part of their business, and test out how the brand will be received.</p> <p>The facilitator speaks about eco-friendly and presents texts on a PowerPoint slide. Learners take notes.</p> <p>Two groups brainstorm what is the eco-brand like, who are their clients and how they will communicate with them. Each group presents one potential entrepreneur, is a roleplay example to be a brand.</p> <p>The groups present results of their brainstorm session and the facilitator suggests that learners write down the keywords related to the eco</p>		<p>Pens and note-taking materials for all young learners.</p> <p>Projector and screen.</p> <p>Laptop.</p> <p>Copy of PowerPoint slides M6-U2</p>	<p>If this activity is being delivered online, the facilitator can ask all participants to share their favourite brand in the chat function of the online platform being used, and then to complete a Mentimeter or a Padlet, to share the adjectives associated with this brand.</p> <p>If using Padlet for this activity, the facilitator can ask all participants to ‘vote’ or ‘like’ the most used adjectives, and this will be the basis for this group discussion.</p> <p>The Facilitator shares their own screen for all with PowerPoints slides and speaks about topic.</p> <p>For the online version of this lesson the facilitator creates two rooms.</p>
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<p>brand, which they will use for their marketing strategy.</p> <p>Following this brainstorming session, the groups should be able to answer:</p> <ul style="list-style-type: none"> <li>• Who is your target?</li> <li>• What are your main marketing goals?</li> </ul>			
<p><b><u>Activity 4: Analytic – The basic View to the Problematic</u></b></p> <p>The facilitator invites participants to read an article about analytic of social media to gain basic knowledge, the facilitator projects the article and some of learners read it.</p> <p>Read this article for you to have basic knowledge of analytical skills: <a href="https://hackernoon.com/the-importance-of-social-media-analytics-qy1q30gc">https://hackernoon.com/the-importance-of-social-media-analytics-qy1q30gc</a></p>	<p><u>15 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p>	<p>If facilitating this session online, the facilitator should first share the articles with participants, and then allow time for each person to review the article.</p>
<p><b><u>Workshop Close</u></b></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator thanks all participants for their active participation in the session and</li> </ul>	<p><u>5 minutes</u></p>	<p>Training venue;</p> <p>Pens and note-taking materials for participants;</p>	<p>Facilitator asks participants to complete an evaluations form.</p>



conducts a short verbal feedback session.			
<b>Total duration of the module</b>	<b>90 Minutes</b>		

## Module 7 - Monetising Your Online Business

### Unit 2: How to Make Money Online for a Green Business Idea

Module Title: Monetising Your Online Business			
Unit Title: How to Make Money Online for a Green Business Idea			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all participants and inviting them to join in an icebreaker activity.</li> </ul> <p><b><i>Icebreaker Activity: You can't make money if you don't know where it's from.</i></b></p>	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p>	<p>The lesson can be delivered either in person, or, online, through platforms such as Teams or Zoom (Zoom: <a href="https://zoom.us/">https://zoom.us/</a>)</p> <p>Learners are encouraged to identify different currencies throughout the world. By not being aware of the different currencies across the</p>



<ul style="list-style-type: none"> <li>The facilitator will provide participants with the name of a country and ask the learner to identify the currency of that country. This link can be used to find all the countries and their currencies: <a href="https://www.countries-ofthe-world.com/world-currencies.html">https://www.countries-ofthe-world.com/world-currencies.html</a>.</li> <li>The aim of this icebreaker is to teach learners about the importance of currency, and that there are more currencies globally than the one they are familiar with in their home country.</li> </ul>		<p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M7-U1</p>	<p>world, learners could make uninformed financial decisions and realise that that their decision has either cost or gained them significant sums of money.</p> <p>The aim of this activity is to encourage learners to motivate themselves to participate in group activities and develop an awareness into the importance of understanding the true value of money.</p>
<p><b><u>Activity 1: How to Make Money Online for a Green Business Idea</u></b></p> <p><u>Slide 1: Introduction</u></p> <ul style="list-style-type: none"> <li>The facilitator will present an overview of the topic.</li> </ul>	<p><u>80 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p>	<p>The aim of this section is to provide learners with the necessary knowledge, skills and attitudes that are attributed making money online.</p>



<p><u>Slide 2: What is money in a social business?</u></p> <ul style="list-style-type: none"> <li>• The facilitator will invite participants to define money in a social enterprise and will write definitions to the flip chart. An online white board, such as <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a>, can also be used for this.</li> <li>• The facilitator will invite participants to watch the following YouTube video: <a href="https://www.youtube.com/watch?v=rUrKGENE9ME&amp;feature=emb_logo">https://www.youtube.com/watch?v=rUrKGENE9ME&amp;feature=emb_logo</a>.</li> <li>• The group will engage in a discussion about social investment, and they will identify examples of organisations that have received social investment for their social business.</li> </ul> <p><u>Slide 3: Managing finances</u></p> <ul style="list-style-type: none"> <li>• The facilitator will invite participants to discuss the statements on slide 3 and</li> </ul>		<p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M7-U1</p>	<p>The lesson can be delivered either in person, or, online, through platforms such as Teams or Zoom (Zoom: <a href="https://zoom.us/">https://zoom.us/</a>)</p> <p>For activities or discussions that require participants to break up into groups, this can be done in a physical space by rearranging the room, or, online by establishing dedicated ‘breakout rooms’.</p> <p>When learners are asked to provide definitions, this can be done either in a classroom setting, using a whiteboard, or using an online Whiteboard such as <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a>.</p>
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analyse the impacts that financial decisions play on social and sustainable business models.

Slide 4: A1: Evaluate your decisions.

- The facilitator will inform the learners of the importance of ensuring they can successfully manage their own finances so that they can manage the finances of their business.
- The learners will follow the activity on this slide. Breaking into teams of 3-4, the learners will take 5 minutes to discuss the task. After 5-minutes has elapsed, learners will come back to the main group and one representative will present their findings to the main group.

Slide 5: How to get funding for your social business?





- The facilitator will invite participants to watch the following YouTube video, informing them the video will be paused on 3 occasions and there will be a Q&A session:  
<https://www.youtube.com/watch?v=ugTkLBg8O9Y>.
- To encourage the participants to reflect on the comments and to engage young learners in developing further knowledge, the facilitator is advised to pause the video at the following times:
  - 1'32: Discuss *what pitching and fundraising tips do you have for social entrepreneurs.*
  - 2'57: discuss *how should social start-ups approach fundraisers.*
  - End of video: discuss *what type of funding should I choose.*

Slide 6: Activity 2: How can I start making money?





<ul style="list-style-type: none"><li>• For the remainder of the session, young learners will break up into pairs, either in a physical setting, or in an online 'breakout room'.</li><li>• Young learners will be tasked with creating a 5-minute pitch (using the key knowledge attained from the YouTube and discussion from slide 5) to present their budding business idea to potential investors.</li><li>• Young learners will have 20 minutes to create a semi-scripted pitch that they must present to the group, who will ask questions based on their presentation to enable further skills development.</li><li>• There are guideline questions on slide 6 which the young learners can follow.</li></ul>			
<b>Total duration of the module</b>	<b>90 minutes</b>		



Unit 2: Financial planning for online and social green enterprises

Module Title: Monetising Your Online Business			
Unit Title: Financial planning for online and social green enterprises			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all learners and inviting them to join in an icebreaker activity.</li> </ul> <p><u>Icebreaker activity: If I had €XX.XX, I would buy.</u></p> <ul style="list-style-type: none"> <li>The facilitator will engage learners in a quick-fire question and answer round to gauge their perception of spending and or saving money.</li> <li>The facilitator will repeat the sentence below and change the highlighted words to a name of another participants and an item they would buy:</li> </ul>	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M7-U2</p>	<p>The lesson can be delivered either in person, or, online, through platforms such as Teams or Zoom (Zoom: <a href="https://zoom.us/">https://zoom.us/</a>)</p> <p>Learners are encouraged to unknowingly describe their perception of money, and what they would do with it if they had it.</p> <p>The aim of this activity is to encourage learners to motivate themselves to participate in group activities.</p>





<ul style="list-style-type: none"> <li>○ If I had 1€, I would buy a house.</li> <li>○ <i>Julia, it's your turn.</i></li> <li>• The young learner must ask the same question to another learner but change the value.</li> <li>• The activity ends when all participants have spoken. If this activity takes place online, the facilitator could ask young learners to unmute themselves, and mute themselves once they have spoken. This will identify all participants who have yet to give their answer.</li> </ul>			
<p><b><u>Activity 1: Financial planning for online and social green enterprises</u></b></p> <p><u>Slide 1: Financial planning for online and social green enterprises</u></p> <ul style="list-style-type: none"> <li>• The facilitator will present a brief overview of the topic to young learners and ask them to describe how important financial planning is in their lives.</li> </ul> <p><u>Slide 2 – 4: Financial planning</u></p>	<p><u>70 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p>	<p>The aim of this section is to provide learners with the necessary knowledge, skills and attitudes that are attributed to the financial planning for online and social green enterprises.</p> <p>The lesson can be delivered either in person, or, online, through platforms such as Teams or Zoom (Zoom: <a href="https://zoom.us/">https://zoom.us/</a>)</p>





<ul style="list-style-type: none"><li>• The facilitator will engage in a discussion about the importance of financial planning in our lives.</li><li>• The facilitator will invite participants to watch the following YouTube video <a href="https://www.youtube.com/watch?v=Sc4epSuDPQo">https://www.youtube.com/watch?v=Sc4epSuDPQo</a> and encourage young learners to identify the different elements in a financial plan.</li><li>• The young learners will participate in A1 on slide 4 for 20 minutes. They will break up into groups of 3-4 participants and research a social enterprise company in their area. The group should identify how the company manages each of the aspects in the image, including 1. Accumulation, 2. Protection, 3. Growth and 4. Preservation. The young learners should delegate one representative from their team to present an overview of their findings to the main group.</li></ul> <p><u>Slide 5: Costing Your Ideas</u></p>		Copy of PowerPoint presentation M7-U2	<p>For activities or discussions that require participants to break up into groups, this can be done in a physical space by rearranging the room, or, online by establishing dedicated 'breakout rooms'.</p> <p>When learners are asked to provide definitions, this can be done either in a classroom setting, using a whiteboard, or using an online Whiteboard such as <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a>.</p>
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- The facilitator will elicit a definition of 'costing' from learners and will write the answer to either the electronic whiteboard / chat facility or flipchart provided.
- The facilitator will present young learners with the following budgeting tool: [https://www.mabs.ie/en/how\\_we\\_help/debt\\_and\\_budgeting\\_tools/mabs\\_budgeting.html](https://www.mabs.ie/en/how_we_help/debt_and_budgeting_tools/mabs_budgeting.html) which can be used to help them manage the short and long term finances of their social business, as well as re-evaluating their financial decisions over time.

Slide 6: How to 'Cost' your idea

- The facilitator will invite participants, should they not have done so already, to define direct and indirect costs.
- They will invite participants to watch the following YouTube video: <https://www.youtube.com/watch?v=MC077Pe9XaQ>.





<p><u>Slide 7: Activity 2: Are you ready to make some money?</u></p> <ul style="list-style-type: none"> <li>• The facilitator will present the learners with a fictitious task that they must represent the needs of a local business and develop a costing strategy to them.</li> <li>• Young learners should include direct and indirect costs, long term goals and expectations for where they can save money.</li> <li>• Young learners will have 20 minutes to research one of the local businesses provided on slide 7, in order to get realistic costings.</li> <li>• After the 20 minutes have elapsed, young learners must present their findings to the main group.</li> </ul>			
<p><b><u>Workshop Closing</u></b></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator will invite participants to complete an online evaluation form, which can be developed using: <a href="https://www.google.com/forms">https://www.google.com/forms</a>.</li> </ul>	<p><u>10 minutes</u></p>	<p>Training venue Pens and note-taking materials for participants Copies of an evaluation form</p>	<p>If evaluating the quality of this workshop online, facilitators are encouraged to create and share an online evaluation form with participants.</p>



<ul style="list-style-type: none"> <li>The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li> </ul>			
<b>Total duration of the module</b>	<b>90 minutes</b>		

Module 8 – Online Entrepreneur Networking

*Unit 1: How to Engage and Influence Supporters*

<b>Module Title: Online Entrepreneur Networking</b>			
<b>Unit Title: How to Engage and Influence Supporters</b>			
<b>Description of the Learning Activities</b>	<b>Duration</b>	<b>Materials or Equipment Required</b>	<b>Online Adaptation to Proposed Face-to-Face Activity</b>
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all young learners and inviting them to join in an icebreaker activity.</li> </ul> <p><b><u>Ice-breaker: What’s on your head?</u></b></p>	<u>10 minutes</u>	Training venue with IT equipment, and space to break-out into smaller groups;  Flipchart and markers;  Projector and screen;  Laptop;	This activity can take place either online or in person.  Learners are encouraged to find something in their surroundings to place on their head. If they are in their home, they could choose an object such as a hat or a scarf or maybe something a little more challenging that they



<ul style="list-style-type: none"> <li>• The facilitator will invite participants to find an object close to them, such as a pencil case or a book that they will use as a 'hat'.</li> <li>• The facilitator will ask participants a range of questions that support the theme of today's lesson 'online entrepreneur networking'.</li> <li>• When the facilitator says the statement, the learners will place the object above their head to answer yes.</li> </ul>		<p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M8 – U1</p>	<p>can balance on their head and make the activity more interactive and dynamic.</p> <p>The aim of this activity is to encourage learners to motivate themselves to participate in group activities.</p>
<p><b><u>Unit 1: How to Engage and Influence Supporters</u></b></p> <p><b><u>Slide 1: Introduction</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will invite participants to examine the title of the session 'How to Engage and Influence Supporters'</li> </ul> <p><b><u>Slide 2: What is engaging others?</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will ask participants for a definition of 'engaging others' and will write the definitions provided to the shared chat or whiteboard, or via an online whiteboard <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a>.</li> </ul>	<p><u>80 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M8 – U1</p>	<p>The aim of this section is to provide learners with the necessary knowledge, skills and attitudes required when engaging and influencing supporters, both online and offline.</p> <p>The lesson can be delivered either in person, or online, through platforms such as Teams or Zoom (Zoom: <a href="https://zoom.us/">https://zoom.us/</a>)</p> <p>For activities or discussions that require participants to break up into groups, this can be</p>





- The facilitator will invite all young learners to watch this YouTube video: <https://www.youtube.com/watch?v=256hluHbp2o>.

### Slide 3: Discussion

- The YouTube video on the previous slide acts as a springboard for the discussion on slide 3.
- The group will work on this activity collectively and examine causes and solutions to this issue.
- The aim of this activity is to encourage young learners to examine the importance of how online followers can rebel against a brand, retreat against it or follow more positive activities such as Ritual Compliance, Strategic Compliance, Engagement.

### Slide 4: Activity 1: How do you engage with others?

done in a physical space by rearranging the room, or, online by establishing dedicated breakout rooms.

When learners are asked to provide definitions, this can be done either in a classroom setting, using a whiteboard, or using an online Whiteboard such as <https://miro.com/online-whiteboard/>.





- The facilitator will ask participants to break into groups of 3-4 participants. This can be done in a physical space, or on online 'breakout rooms'.
- Participants will have 5 minutes to discuss the questions on slide 4 with each other.
- After the 5 minutes, young learners will return to the main group and present their findings to the group.
- The aim of this activity is to identify potential barriers to engaging with potential online followers and identify strategies that can be implemented to overcome these challenges.

Slide 5: Influencing those around you

- The facilitator will invite participants to describe how they use their key skills and competences in order to raise awareness of new sustainable online businesses.
- The facilitator will elicit answers to the board, either using an online platform or a physical board.





- After this discussion, the facilitator will invite participants to describe the key traits that enabled them to influence their peers.
- The group will discuss the tips provided on slide 5 and add / remove as necessary.

Slide 6: Activity 2: Are you a born influencer?

- Based on the quote on slide 6 from: <https://climate.nasa.gov/scientific-consensus/>, the facilitator will split participants into groups of 3 individuals.
- Each person should take turns to discuss the key quote provided for 2 minutes. While one learner is speaking, another is listening, and another is observing the process.
- The aim of this activity is to highlight to learners, any skills deficits they may have when influencing and negotiating ideas with their peers.
- After each person has engaged in each role, the group will present back to the main group





and present their weaknesses and strengths to the group.

#### Slide 7: Discussion

- Based on the feedback provided during activity 2, the facilitator will invite young learners to share personal stories about challenges they faced when influencing their peers.
- The aim of this discussion is to create a safe atmosphere that young learners can discuss these challenges and identify solutions to these challenges going forward.

#### Slide 8: Activity 3: The Brainy Bunch

- The facilitator will invite participants to pool their ideas and knowledge together to create a social entrepreneurial idea. They will have 20 minutes to do this activity.
- To make this more challenging, the facilitator could put learners with different personality types into a group to encourage them to



<p>discuss, collaborate and problem solve together.</p> <ul style="list-style-type: none"> <li>• After the 20 minutes is up, the group of young learners will nominate one spokesperson to represent their idea to the group.</li> <li>• All other group members will ask questions, similar to what would be found on social media sites.</li> </ul>			
<b>Total duration of the module</b>	<b>90 minutes</b>		

*Unit 2: Building a Following Online and Offline – Introduction to Networking for Young Entrepreneurs*

<b>Module Title: Online Entrepreneur Networking</b>			
<b>Unit Title: Building a Following Online and Offline – Introduction to Networking for Young Entrepreneurs</b>			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<b><u>Workshop Opening:</u></b>	<u>10 minutes</u>	Training venue with IT equipment, and space to break-out into smaller groups;	This activity can take place either online or in person.



<ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all young learners and inviting them to join in an icebreaker activity.</li> </ul> <p><b><u>Discussion: How has climate change or extreme weather brought you closer to others?</u></b></p> <ul style="list-style-type: none"> <li>To encourage the young learners to start reflecting about the topic of the lesson, the facilitator will pose the following question ‘how has climate change or extreme weather brought you closer to others?’.</li> <li>Young learners will be given 1 minute to reflect over this statement, and each will be asked to present their realisations to the group.</li> </ul>		<p>Flipchart and markers;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M8 – U2</p>	<p>The aim of this activity is to encourage learners to motivate themselves to participate in group activities.</p>
<p><b><u>Activity 2:</u></b></p> <p><b><u>Slide 1: Introduction</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will invite participants to examine the title of the session.</li> </ul> <p><b><u>Slide 2: What is networking?</u></b></p>	<p><u>70 minutes</u></p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Projector and screen;</p>	<p>The aim of this section is to provide learners with the necessary knowledge, skills and attitudes required when engaging and influencing supporters, both online and offline.</p>





<ul style="list-style-type: none"> <li>• The facilitator will ask young learners for a definition of ‘networking’ and will write the definitions provided to the shared chat or whiteboard, or via an online whiteboard <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a>.</li> <li>• The aim of this slide is to identify key terms, such as ‘cold-calling’, ‘networks’, and ‘useful networks’.</li> <li>• The facilitator will invite participants to watch and discuss the following YouTube video: <a href="https://www.youtube.com/watch?v=cA_dMeZhR3s&amp;feature=emb_logo&amp;ab_channel=jobactive">https://www.youtube.com/watch?v=cA_dMeZhR3s&amp;feature=emb_logo&amp;ab_channel=jobactive</a>.</li> </ul> <p><u>Slide 3: A1: Put Yourself Out There</u></p> <ul style="list-style-type: none"> <li>• Using either physical groups or online breakout sessions, the facilitator should create groups of 3 – 4 participants.</li> <li>• The aim of this activity is to encourage young learners to ease into the principles of</li> </ul>		<p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of PowerPoint presentation M8 – U2</p>	<p>The lesson can be delivered either in person, or, online, through platforms such as Teams or Zoom (Zoom: <a href="https://zoom.us/">https://zoom.us/</a>)</p> <p>For activities or discussions that require participants to break up into groups, this can be done in a physical space by rearranging the room, or, online by establishing dedicated ‘breakout rooms’.</p> <p>When learners are asked to provide definitions, this can be done either in a classroom setting, using a whiteboard, or using an online Whiteboard such as <a href="https://miro.com/online-whiteboard/">https://miro.com/online-whiteboard/</a>.</p>
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networking and identify 5 key facts about each group member.

- One young learner should present their findings to the main group, and be asked, how these facts can be used to build and develop entrepreneurial endeavours.

#### Slide 4: Different Networking Mediums

- The facilitator will invite young learners to identify as many networking mediums as possible that they are aware of.
- To enable the young learners to develop their key skills in relation to networking, the facilitator should ask them to identify the benefits of each platform / medium to developing climate solutions.

#### Slide 5: How do you meet other people?

- Young learners will break up into pairs and will examine the three statements on slide 5.
- The young learners will present their findings back to the main group.





### Slide 6: Working and Cooperating with others

- The facilitator will invite participants to describe their emotions and feelings towards conflict and examine the role that it plays in the networking process.
- The facilitator will invite participants to watch the following YouTube video: <https://www.youtube.com/watch?v=PBkDdWzXT00> and discuss the benefits of resolving conflict.

### Slide 7: A3 Can we fix it?

- Young learners will break up into groups of 3-4 participants and take 20 minutes create a 2-minute role play scenario which examines conflict, especially when networking with others.
- Each group will present their scenario to the main group.





<p><b>Workshop Closing</b></p> <ul style="list-style-type: none"><li>• To bring the workshop to a close, the facilitator will invite participants to complete an online evaluation form, which can be developed using: <a href="https://www.google.com/forms">https://www.google.com/forms</a>.</li><li>• The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li></ul>	<p><u>10 minutes</u></p>	<p>Training venue Pens and note-taking materials for participants Copies of an evaluation form</p>	<p>If evaluating the quality of this workshop online, facilitators are encouraged to create and share an online evaluation form with participants.</p>
<p><b>Total duration of the module</b></p>	<p><b>90 minutes</b></p>		



## Annex 2 – Activity Sheets

The following activity sheets are provided to support some of the activities outlined in the blended lesson plans. Activity sheets are only provided in some lesson plans, but you will find PowerPoints to accompany each lesson plan through the Solution Not Pollution project website at this link: <https://solutionnotpollution.eu/training.html>

### Module 1 – Introduction to Online and Social Entrepreneurship

<b>Module Title</b>	Introducing Online and Social Entrepreneurship in a Green Business Context		
<b>Unit Title</b>	Introduction to Social Entrepreneurship		
<b>Activity Title</b>	Develop your Social Business Idea	<b>Activity Code</b>	A2.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Blended
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Identify social problems</li> <li>- Follow the steps in order to develop a social business idea and test it</li> </ul>
<b>Aim of activity</b>	<ul style="list-style-type: none"> <li>- Offer opportunities for young people to reflect on the importance of 'green' social entrepreneurship compared to the traditional forms of doing business.</li> <li>- Provide young people with the practical skills, to develop a green social business idea and test it before proceeding with implementing it.</li> </ul>		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>- Pens and note-taking materials</li> </ul>		





	<p>- Laptop and internet connection in case the activity is implemented online</p>
<b>Step-by-step instructions</b>	<p>To complete this activity, the facilitator should guide participants through the following steps:</p> <p><b>Step 1:</b></p> <p>Start by brainstorming and identifying as many social problems connected to the environment as you can.</p> <p>Write them down.</p> <p><b>Step 2:</b></p> <p>Select one of the identified social problems that you are most familiar with, or that means the most to you personally, and write it down:</p> <p><b>Step 3:</b></p> <p>Answer to the following questions in detail:</p> <ol style="list-style-type: none"><li>(1) What is the social problem?<ul style="list-style-type: none"><li>• Who suffers as a result of this problem?</li><li>• What do they suffer from and how?</li><li>• Who is causing this problem?</li><li>• How many people are affected?</li><li>• Where are these people and how are they distributed geographically?</li></ul></li><li>(2) What is the solution to the social problem?<ul style="list-style-type: none"><li>• How will the business alleviate the problem?</li><li>• Who and how many will benefit?</li><li>• What will the costs be?</li><li>• How will revenue be generated?</li></ul></li><li>(3) What difference should beneficiaries make to solve the problem?<ul style="list-style-type: none"><li>• What behavioural changes are required of the beneficiaries?</li><li>• How difficult is it to influence these behavioural changes?</li></ul></li><li>(4) Additional questions that need to be answered:<ul style="list-style-type: none"><li>• Can this idea be implemented?</li></ul></li></ol>





	<ul style="list-style-type: none"> <li>• What is its market size?</li> <li>• Can this idea produce more revenue than its expenses?</li> <li>• Do you have access to the resources required to implement this business idea successfully?</li> </ul>
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Module 2 - Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs

<b>Module Title</b>	Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs		
<b>Unit Title</b>	Creative Thinking for Young Entrepreneurs		
<b>Activity Title</b>	Boost your Creativity	<b>Activity Code</b>	A2.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Blended
<b>Duration of Activity</b>	<b>70 minutes</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Follow the steps in order to learn how to use the Design Thinking methodology</li> <li>• Implement various ideation methods</li> </ul>
<b>Aim of activity</b>	This activity: <ul style="list-style-type: none"> <li>• Offers opportunities for young people to reflect on the challenges a young online green entrepreneur could face</li> <li>• Provides young people with the practical skills, to enhance their creativity and be able to find innovative solutions to their business problems.</li> </ul>		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>• Pens and note-taking materials</li> <li>• Laptop and internet connection in case the activity is implemented online</li> </ul>		
<b>Step-by-step instructions</b>	To complete this activity, the facilitator should guide participants through the following steps:  <b>Step 1:</b>		





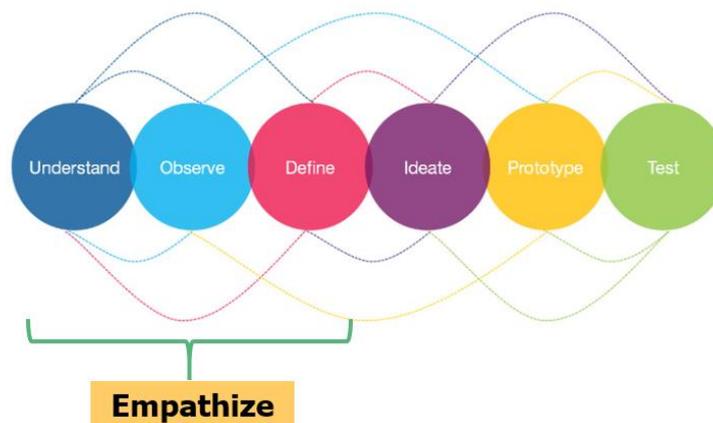
Start by brainstorming and identifying the brand-name of your newly established “green” online company and its purpose.

Write them down.

### Step 2:

By following the guidelines provided and the Design Thinking process come up with a creative and innovation solution to the problem statement: “How to attract and engage as many people as we can to our company’s website?”

## Design Thinking Process

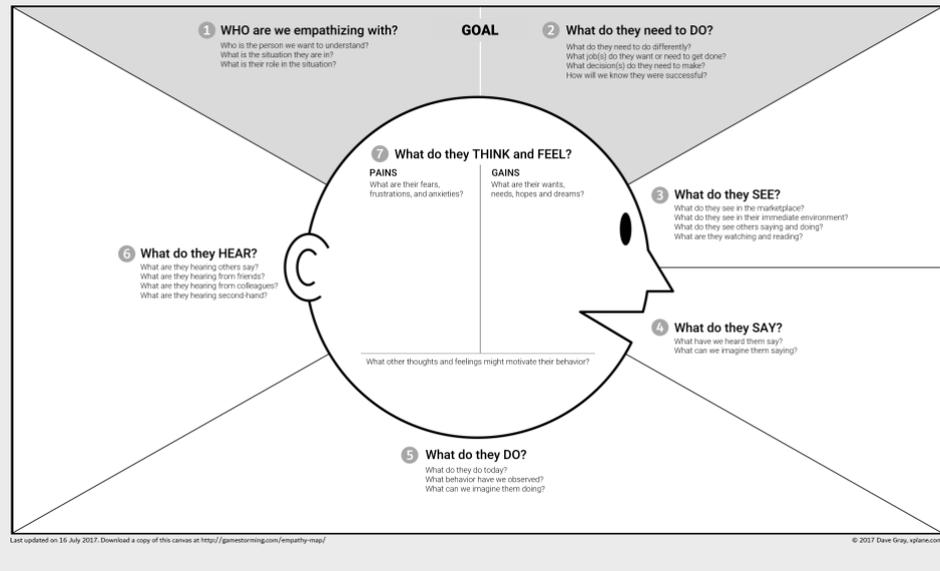


**Empathize:** Observe, engage and immerse with the target group your company serves. By using the Empathy Map Canvas, find out as much information as you can regarding your target group and its behavior in their everyday life.





### Empathy Map Canvas



Source: <http://gamestorming.com/wp-content/uploads/2017/07/Empathy-Map-006-PNG.png>

**Define:** Transform your findings/observations, by analyzing and synthesizing them, to real needs/problems and insights by defining your problem statement. The initial problem statement was ““How to attract and engage as many people as we can to our company’s website?” By using the following template come up with an updated problem statement that will help you solve the issue your company is facing.

 \_\_\_\_\_  
Target group

**Needs a way** \_\_\_\_\_  
\_\_\_\_\_

Problem/need

**Because (or «but...» or «as it turned out...»)**  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion-insight





**Ideate:** find as many ideas as you can in order to come up with a creative solution to your problem. During this phase you need to seek quantity and not quality to find revolutionary design alternatives.

Three ideation methods that you can use in order to come up with as many ideas as you can are the following:

- Write 20 questions for your problem statement starting with the following words:
  - How can we...
  - What is...
  - Could I...
  - Is there...
  - If...
- Write down 20 answers for the problem statement. These should be challenging and a little bit difficult!

Ask yourself: Is there any way to implement this ideas/wish?

- Use one word of those that follow and combine it with words that are relevant to the problem statement.
  - Smart
  - Speed
  - Educational
  - Informative
  - Digital

**Prototype:** transform your idea into a tangible product. A prototype is a scaled-down version of the product; a simulation or sample version which enables you to test and design your idea before investing time and money into developing the product. Prototypes come in all different shapes and sizes, ranging from simple paper models to fully functional, interactive digital prototypes.

You can sketch your idea, or you can use a storyboard, or you can use some available materials in order to come up with a tangible representation of your idea that is going to solve your company's problem.

**Test:** test the prototype with the target group to see if you are on the right track, ask for feedback and suggestions that might help to develop the idea





	<p>further. Seeking feedback and making changes or improvements helps with teambuilding. You will be testing and presenting your prototype, your creative solution to the problem to the whole group. Prepare a 5-minute presentation to include all the relative information needed so that other participants can act in a “target-group” role to understand how you are planning to resolve the issue you are facing. Present them with the company, the problem statement and the solution.</p> <p><b>Step 3:</b></p> <p>Present your solution to your target audience!</p>
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<b>Module Title</b>	Creative Thinking, Initiative and Self-confidence for a Successful Online Business for Young Entrepreneurs		
<b>Unit Title</b>	Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs		
<b>Activity Title</b>	The Outcome Star	<b>Activity Code</b>	A2.1
<b>Type of resource</b>	Activity sheets (AS)	<b>Type of learning</b>	Blended
<b>Duration of Activity</b>	15 minutes	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Acquire a clear picture of oneself</li> <li>- Learn the main traits of self-confident people</li> </ul>
<b>Aim of activity</b>	This activity helps participants to assess themselves regarding the main qualities of self-confidence in the entrepreneurial context and to start making changes by providing them with a clear picture of the journey to success.		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>- Pens and note-taking materials</li> <li>- Laptop and internet connection in case the activity is implemented online</li> </ul>		

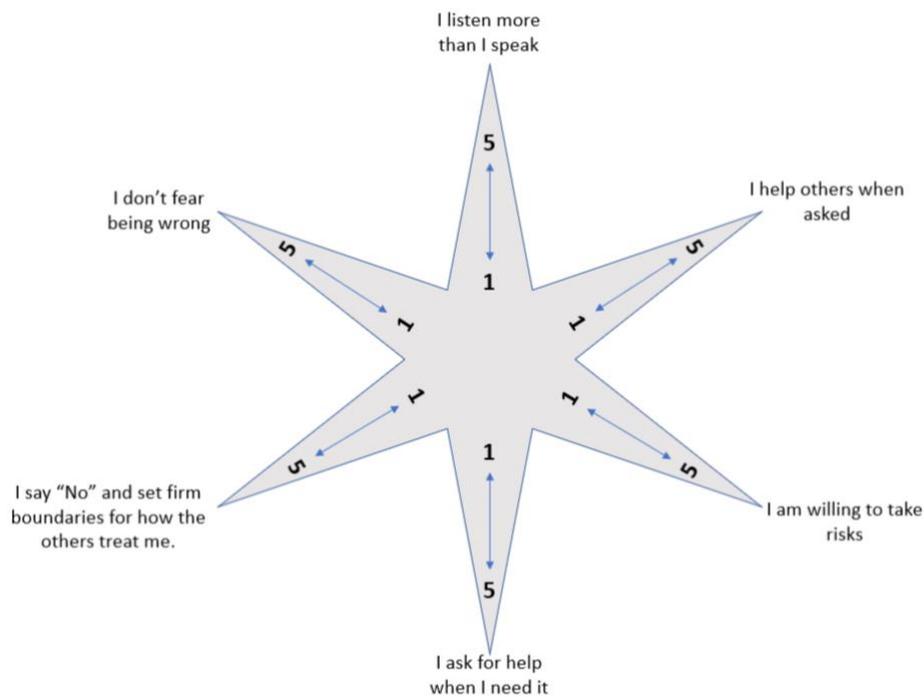




### Step-by-step instructions

The providing star covers six main traits of a self-confident entrepreneurs. For each of these traits there is a five-point scale which measures where someone is on their journey to self-confidence. Rate yourself, based on the perspective you have of yourself, as follows:

- (1) I don't possess this trait at all
- (2) I possess this trait somehow
- (3) I possess this trait
- (4) I possess this trait in abundance
- (5) I'm excellent to this trait



## Module 3 - Generating and Evaluating your online environmental business idea

### Activity 2: Know your target population: Persona template

Name	Age	Picture (Find a copyright free picture to illustrate your persona, on Flickr for instance)
Family status	Financial Situation	Limitation/Impairment





<b>Hobbies</b>	<b>Character traits</b>	<b>ICT use</b>
<b>Motivation</b>	<b>Need</b>	<b>Frustration (the problem you want to solve)</b>





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## Annex 3 - Learning Outcomes

The following learning outcomes have been set to formalise the learning process for young people undertaking this curriculum. On successful completion of the Online and Social Entrepreneurship Curriculum modules, young people should be able to achieve the following learning outcomes:

Module and Unit Topic	Knowledge	Skills	Attitudes
<p><b>Introducing Online Entrepreneurship And Social Entrepreneurship</b></p> <p><i>Unit 1: Introduction to Online Entrepreneurship</i></p> <p><i>Unit 2: Introduction to Social Entrepreneurship (in an environmental context)</i></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of online entrepreneurship</li> <li>- Basic knowledge of the potential of online entrepreneurship - how it may vary and be used</li> <li>- Basic knowledge of social entrepreneurship</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Analyse critically their entrepreneurship plans in an ecological format</li> <li>- Apply new tricks to ensure an efficient company</li> <li>- Identify a new way to target the foundation of an ecological company</li> <li>- Discuss the topic of social and online entrepreneurship</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Be aware of the ecological impact when realising an idea</li> <li>- Understand how online entrepreneurship does not have to be a setback</li> <li>- Openness to discovering a new way of entrepreneurship</li> </ul>





	<ul style="list-style-type: none"> <li>- Basic knowledge of how it can be used and applied</li> <li>- Basic knowledge of the ecological consequences these may have.</li> </ul>		
<p><b>Creative Thinking, Initiative and Self-Confidence for a Successful Online Business</b></p> <p><i>Unit 1: Unlocking your Creative Potential (Creative Thinking for Young Entrepreneurs)</i></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of how to develop several ideas and opportunities to create value, including better solutions to existing and new challenges</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Apply critical thinking to developing a sustainable business</li> <li>- Initiate processes that create value and take up challenges</li> <li>- Act and work independently</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Act autonomously to create an online business</li> <li>- Be aware of the need to build self confidence</li> <li>- Act on innovative ideas</li> <li>- Be able to learn from events, setbacks and temporary failure</li> </ul>



<p><b><i>Unit 2: Developing a Sense of Initiative and Self-Confidence for Young Entrepreneurs</i></b></p>	<ul style="list-style-type: none"> <li>- Basic knowledge of the why it is important for entrepreneurs to take initiative.</li> <li>- Basic knowledge of how to develop creative thinking skills</li> <li>- Basic knowledge of how to improve sense of initiative</li> <li>- Basic knowledge of why self-confidence helps create a business</li> </ul>	<ul style="list-style-type: none"> <li>- Believe in your ability to influence the course of events</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to develop creative and purposeful ideas</li> </ul>
<p><b>Generating and Evaluating Your Online Environmental Business Idea</b></p> <p><b><i>Unit 1: Generating Business Ideas for Online and Social Green Enterprises</i></b></p> <p><b><i>Unit 2: Testing and Evaluating your Business Idea</i></b></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of how to generate online and social environmental business ideas</li> <li>- Basic knowledge of how to generate evaluate online and</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Develop a vision to turn ideas into action</li> <li>- Apply new skills to evaluate the effectiveness of a business</li> <li>- Follow a design process to create a new product</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Have appreciation of their imagination</li> <li>- Openness to nurturing creativity and eco-responsibility</li> </ul>



	<p>social environmental business ideas</p> <ul style="list-style-type: none"> <li>- Basic knowledge of how to implement the acquired knowledge</li> </ul>		<ul style="list-style-type: none"> <li>- Learn with others, including peers and mentors</li> <li>- Reflect and learn from both successes and failure</li> </ul>
<p><b>Using Ubiquitous Social Media Platforms and Networks to Test and Prototype Your New Green/Sustainable Business Idea</b></p> <p><i>Unit 1: Introducing Social Media Platforms for New Online and Social Enterprises (Overview of Platforms)</i></p> <p><i>Unit 2: How to Prototype and Test Online and Social Green Business Ideas through Social Media</i></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of ubiquitous social media platforms and networks</li> <li>- Basic knowledge of how to prototype your new green business idea through social media platforms</li> <li>- Basic knowledge of how to develop a plan to test and</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Handle fast-moving situations promptly and flexibly</li> <li>- Be able to use the required testing networks</li> <li>- Make fast paced decisions when the outcome is different than expected</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- With-in the value creating process understand the importance of including structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing</li> </ul>





	<p>prototype your online and social green business idea online</p>		
<p><b>Analysing Online User Trends and Conducting Online Market Research</b></p> <p><i>Unit 1: Analysing Trends in Online and Social Enterprises, especially in the Green Business Sector</i></p> <p><i>Unit 2: Conducting Online Market Research, in an Eco-Conscious Method</i></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of how to analyse online user trends</li> <li>- Basic knowledge of market segmentation</li> <li>- Basic knowledge of the changing relationship between businesses and customers, through social media</li> <li>- Basic knowledge of online market research</li> <li>- Basic knowledge of how to compare marketing strategies</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Analyse a variety of online trends</li> <li>- Develop their analytical skills</li> <li>- Conduct market research in an innovative area</li> <li>- Use acquired skills and apply them to their own business</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Learn how to analyse and acknowledge the qualities and imperfections of their proposal</li> <li>- Apply the acquired knowledge and adjust their model if necessary</li> </ul>



<p><b>Building Social Media Platform Awareness and Developing Online Promotional Strategies</b></p> <p><i>Unit 1: Developing an Eco-conscious Promotional Plan for your Online/Social Green Business</i></p> <p><i>Unit 2: Building Brand Awareness and Applying Eco-conscious Promotional Techniques</i></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of how to develop an online promotional strategy using social media platforms</li> <li>- Basic knowledge of how to test the performance of a promotional plan</li> <li>- Basic knowledge of how to establish an eco-brand</li> <li>- Basic knowledge of how to build brand awareness</li> <li>- Basic knowledge of eco-friendly promotional techniques</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Develop a promotional plan using social media</li> <li>- Plan a strategy and set long-, medium- and short-term goals</li> <li>- Get and manage the digital resources needed to turn ideas into action</li> <li>- Evaluate different promotional techniques</li> <li>- Choose the most environmentally friendly promotional techniques</li> <li>- Discuss how to build an eco-brand</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Apply willingness to adapt a marketing strategy</li> <li>- Use their self-confidence to share their product via social media</li> <li>- Demonstrate effective communication</li> <li>- Use their analytical skills to achieve the target audience most effectively</li> </ul>
<p><b>Monetising Your Online Business</b></p>	<p>At the end of this module, participants should have acquired:</p>	<p>At the end of this module, participants should be able to:</p>	<p>At the end of this module, participants should be able to:</p>





<p><b>Unit 1: How to Make Money Online for a Green Business Idea (including costing)</b></p> <p><b>Unit 2: Financial planning for Online and Social Green Enterprises</b></p>	<ul style="list-style-type: none"> <li>-Basic knowledge of how to make money from an online business.</li> <li>- Basic knowledge of how to cost a product or service.</li> <li>- Basic knowledge of money in a social enterprise.</li> <li>- Basic knowledge of social impact in social and sustainable business models</li> <li>- Basic knowledge of how to apply and manage a financial strategy</li> </ul>	<ul style="list-style-type: none"> <li>-Estimate the cost of turning an idea into a value-creating activity</li> <li>- Plan, put in place and evaluate financial decisions over time</li> <li>- Manage financing to make sure their value-creating activity can have a long life.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply acquired financial literacy theory to their business to make it as affective as possible</li> <li>- find ways to monetise their idea</li> <li>- manage finances short- and long-term</li> </ul>
<p><b>Online Entrepreneur Networking</b></p> <p><b>Unit 1: How to Engage and Influencer Supporters</b></p>	<p>At the end of this module, participants should have acquired:</p> <ul style="list-style-type: none"> <li>-Basic knowledge of different networking mediums</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>-work together and co-operate with others to develop ideas and turn them into action</li> <li>- Network</li> </ul>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>-Use self-confidence to network with other companies and highlight their product</li> </ul>





<p><b><i>Unit 2: Building a Following Online and Offline – Introduction to Networking for Young Entrepreneurs</i></b></p>	<ul style="list-style-type: none"><li>- Basic knowledge of how to network, collaborate and team up</li><li>- Basic knowledge of how to engage followers online</li><li>- Basic knowledge of the role of negotiation skills in influencing supporters</li></ul>	<ul style="list-style-type: none"><li>- Solve conflicts and face up to competition positively when necessary</li></ul>	<ul style="list-style-type: none"><li>- Use networking skills to develop their social media base</li><li>- Willingness to team up with others</li></ul>
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## Annex 4 – Training Evaluation Form Samples

The following training evaluation forms are provided as two samples for youth workers to use when evaluating the quality and relevance of each of the 8 curriculum modules. These training evaluation forms are provided as a sample only and can be adapted and amended based on how the lesson plans are delivered, the make-up of the group and the activities that are piloted.

### Evaluation Form – Sample 1:

1. Overall, were you satisfied with the content of the module?

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.....  
.....

2. Were you satisfied with length of the module?

- It was too short
- It was too long
- The duration was just fine

3. If you had any problem with the duration, can you explain further?

.....  
.....  
.....

4. Have you learnt enough about <insert the topic of the module>?

.....  
.....  
.....

5. Have you a clearer view on how to implement it in your business project?

.....  
.....  
.....

6. What was the most useful aspect of this module in your opinion?

.....



.....  
.....

7. What was the least useful content that you covered, or what could be improved to enhance the workshop you have attended?

.....  
.....  
.....

8. Are you satisfied with the facilitator?

.....  
.....  
.....

9. Do you have any further suggestions to make?

.....  
.....  
.....



### **Evaluation From – Sample 2:**

Please indicate your level of agreement with the statements listed here below:

#### **The objectives of the training were clearly defined**

- Agree
- Neutral
- Disagree

#### **Participation and interaction were encouraged**

- Agree
- Neutral
- Disagree

#### **The topics covered were relevant to me**

- Agree
- Neutral
- Disagree

#### **The content was organised and easy to follow**

- Agree
- Neutral
- Disagree

#### **The materials distributed were helpful**

- Agree
- Neutral
- Disagree



**This training will be useful to create my business ideas**

- Agree
- Neutral
- Disagree

**The trainer was knowledgeable about the course content**

- Agree
- Neutral
- Disagree

**The time allotted to the training was sufficient**

- Agree
- Neutral
- Disagree

What did you like most about this training?

.....

.....

.....

What aspects of the training could be improved?

.....

.....

.....

Please share other comments or expand on previous responses here:





.....

.....

.....



# SOLUTION NOT POLLUTION



Co-funded by the  
Erasmus+ Programme  
of the European Union

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."  
Project Number: 2019-3-IE01-KA205-065708