



United for Social Transformation: Training materials



Co-funded by
the European Union

EN

This eBook has been created in the framework of the Erasmus+ European Youth Together project "UNITED FOR SOCIAL TRANSFORMATION".

It is a project co-funded by the European Union

Project organisations:

Asociación Iniciativa Internacional Joven (Malaga, Spain)

Inclusión, Ciudadanía, Diversidad y Educación - INCIDE (Malaga, Spain)

Asociacija Aktyvistai (Kaunas, Lithuania)

Comune di San Venanzo (San Venanzo, Italy)

Development Perspective (Drogheda Louth, Ireland)

Associação de Artistas Urbanos e de Transformação Social (Lisbon, Portugal)

Translation of the e-Book: Iniciativa Internacional Joven

Desing of the e-Book: María Dolores Corbacho Rodríguez

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflect the views only of the authors. The European Commission and the European Education and Culture Executive Agency (EACEA) cannot be held responsible for any use which may be made of the information contained therein.

INDEX

Introduction	5
Online Training Course	11
Face-to-face Training Course	165
Conclusions	203
Acknowledgements	207
Contacts	211

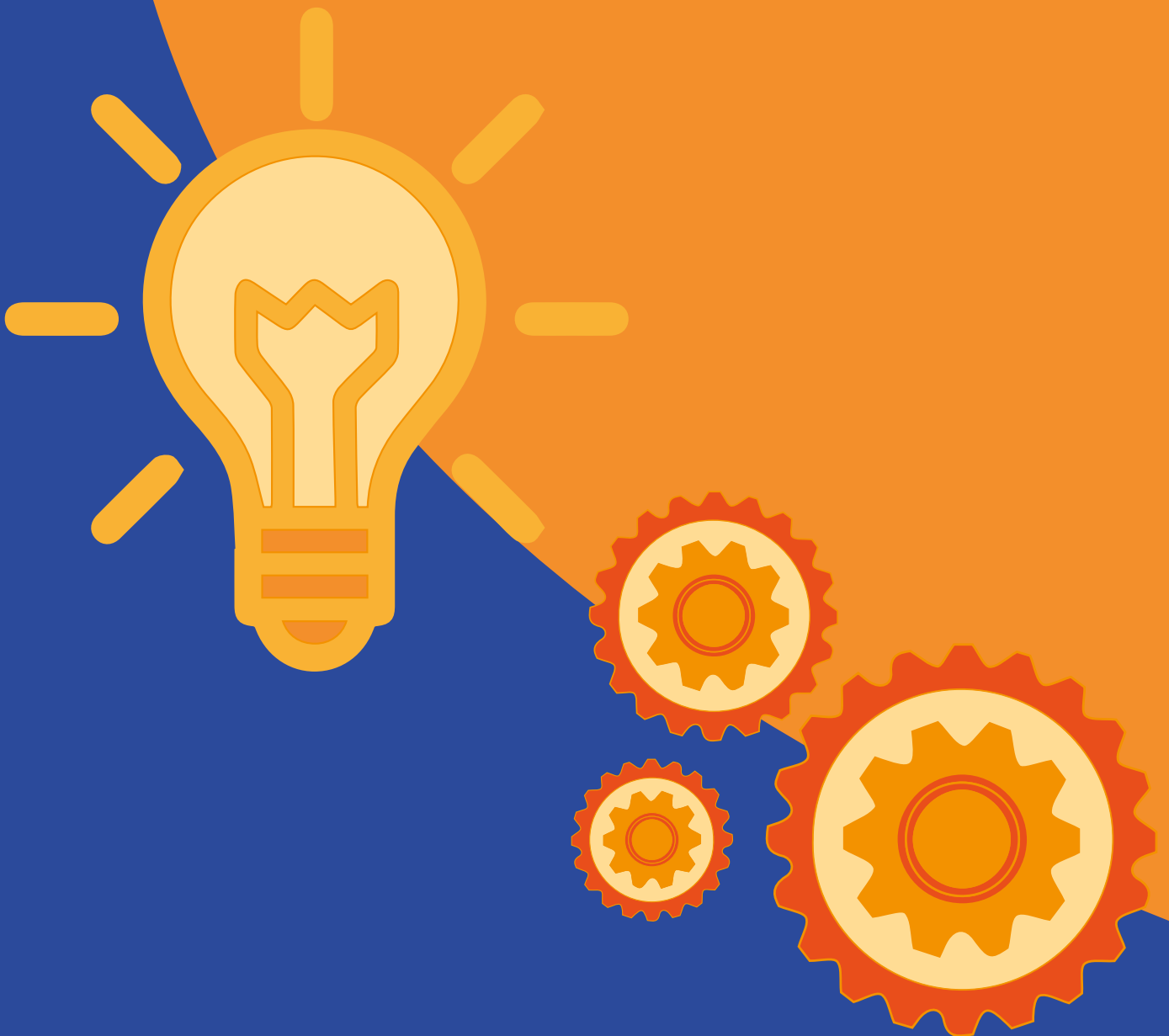




WELCOME!

HI!

INTRODUCTION



This e-Book is one of the main results of the project "United for Social Transformation", which is a 24 months European Youth Together project co-funded by the European Union in the frame of the **Erasmus+ Programme**.

European Youth Together is an action that falls under the Key Action 3, which provides support to policy cooperation at European Union (EU) level, and targets organisations working with young people at grass-root level which want to establish partnerships across borders, to create networks run in close cooperation with young people and to contribute to and promote the EU Youth Goals and the EU Youth Strategy 2019-2027. This action is also addressing the impact of Covid-19 on youth and the promotion of solidarity, inclusiveness, digital skills and green lifestyles. Taking that into consideration, we have successfully applied for this two-year project that starts in June 2022 and finishes in May 2024.



The main **aim** of the project "United for Social Transformation" is to promote the active participation of young people in democratic life, through the development of skills and competences and the creation of participatory proposals for a more inclusive, active and sustainable Europe.

The main **objectives** of the project are:

- To promote the active participation of young people so they can contribute to the social transformation of their communities;
- To empower young people through the development of their key competences, mainly critical and creative thinking;
- To build a space for debate and reflection among young people, youth workers, political leaders and experts, developing collective proposals for social transformation;
- To exchange ideas, experiences and good practices on the current situation of youth in Europe;
- To create a network of organisations from five European countries to promote the construction of a more active, inclusive and sustainable Europe.

From June 2022 to May 2024, six organisations from five European Union countries (Ireland, Italy, Lithuania, Portugal and Spain) are carrying out different activities that are contributing to the achievement of the project's objectives.

Asociación Iniciativa Internacional Joven (Spain)

It is an NGO from Malaga created in 2003 with the aim of contributing to the comprehensive development and improvement of the quality of life of citizens, especially young people. The organisation works at local and international level in the following areas of intervention: (1) Participation and Volunteering; (2) Culture of Peace and Interculturality; (3) Gender Equality; (4) Sport and Healthy Life; (5) Art and Creativity; (6) Personal Development and Entrepreneurship.



Inclusión, Ciudadanía, Diversidad y Educación - INCIDE (Spain)

It is an organisation founded in 1990 to ensure that inclusion, citizenship, diversity and education are tools for people's development. Its mission is to achieve the full development of citizenship, promoting a plural, democratic and secular education and defending values based on freedom, justice, equality, social solidarity and tolerance. It intervenes in disadvantaged neighbourhoods with children and young people in vulnerable situations through educational projects.



Asociacija Aktyvistai (Lithuania)

It is an association founded in 2013 to contribute to the personal and professional development of people and society, in general, and of youth, in particular, through activities based on non-formal education. The main topics they work on locally and internationally are healthy living, sustainable development, environmental awareness, promotion of human rights, promotion of volunteering, promotion of sports activities and social entrepreneurship.



Comune di San Venanzo (Italy)

Comune di San Venanzo is one of the eight municipalities of the Middle Tiber River Valley, in central Italy. It is located in a rural area and it has about 2,200 inhabitants. The municipality promotes social inclusion, the right to education, culture and training at all levels, volunteering, active participation in European citizenship, sustainable development, protection of the environment and cultural heritage. It has a Youth Council that advises and stimulates the creation of youth policies.



Development Perspectives (Ireland)

It is an NGO founded in 2009 with the mission of addressing poverty, inequality and climate change through transformative education and active global citizenship in order to build an equitable, fair and sustainable world. Other activities it carries out are related to the promotion and awareness of the Sustainable Development Goals (SDGs), interculturality, human rights, global leadership and the promotion of debate through critical thinking and the empowerment of informed action..



development
dp
perspectives

Associação de Artistas Urbanos e de Transformação Social - AAUTS (Portugal)

AAUTS is an association founded in 2019 by a group of urban artists, event promoters and teachers to create artistic-educational environments that foster the integral development of young artists and raise awareness of the power of art as a tool for empowerment, inclusion and innovation. Its main activities include workshops, production of music and performances, interventions in public space, development of networks and activities for education in values.



AAUTS



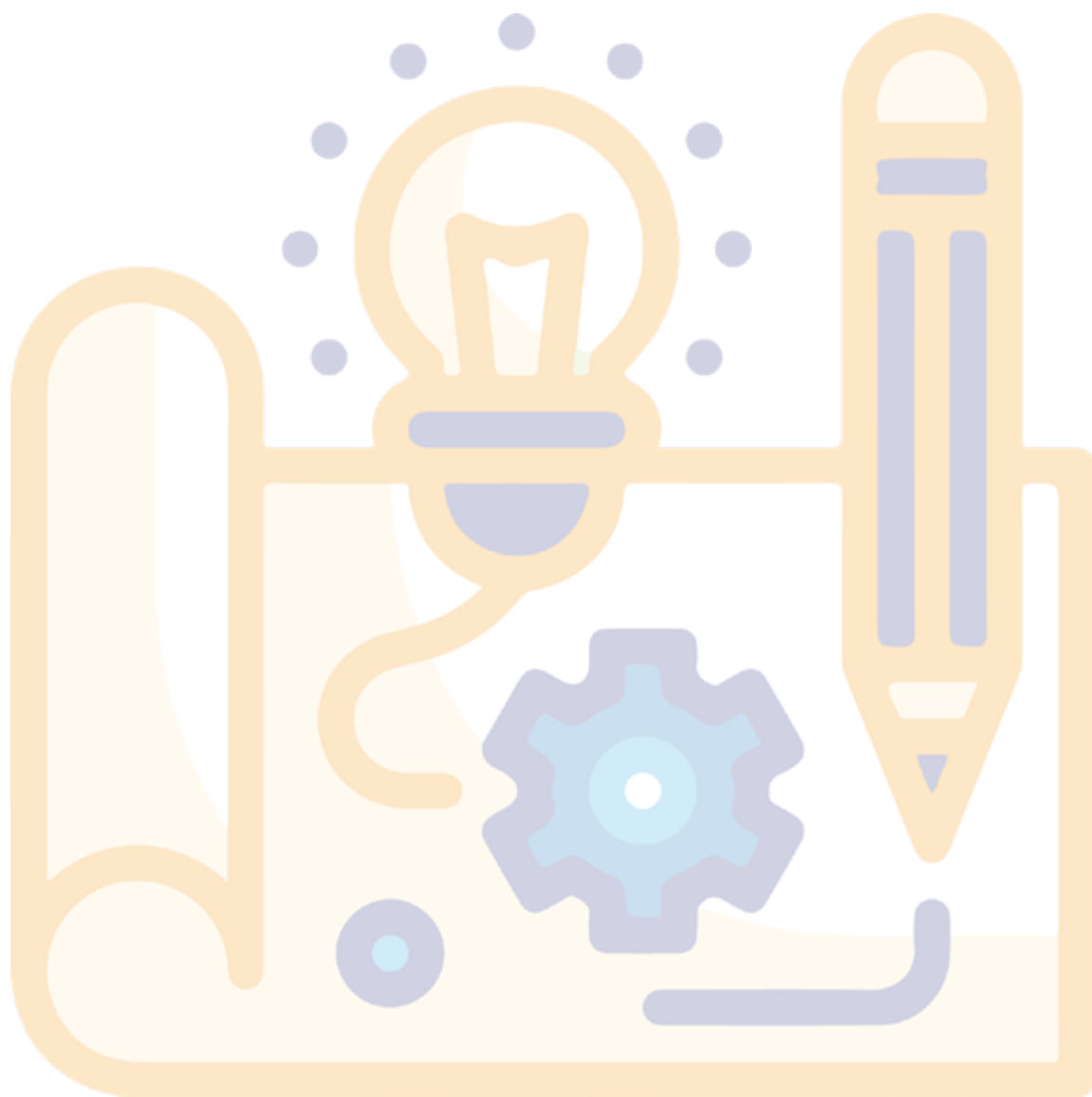
ORGANIZATIONS

The project started with a diagnosis on the impact of Covid-19 on Youth in Ireland, Italy, Lithuania, Portugal and Spain in four relevant areas: intra and interpersonal relationships, life projects, healthy living and environment and active participation. The results have been collected in an e-Book, called "The Impact of Covid-19 on Youth. Challenges and Opportunities", that is available in five different languages (English, Italian, Lithuanian, Portuguese and Spanish).

Afterwards, professionals from all project organisations created the contents and materials for an Online Training Course in which young people from different countries participated.

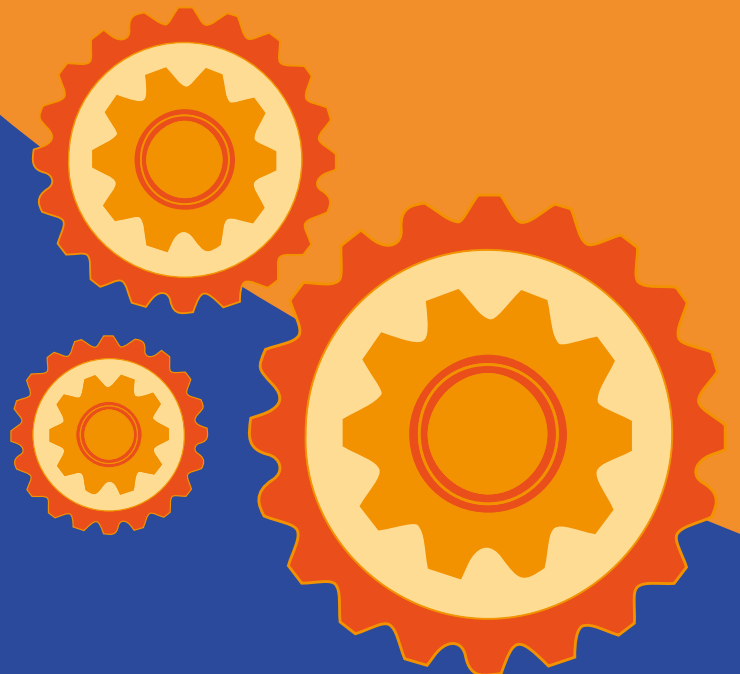
Among the participants of the OTC, some young people also had the opportunity to attend a face-to-face Training Course that was organised in Spain.

This e-Book gathers all the materials that have been used to train young people in the Online Training Course and in the face-to-face Training Course. We invite you to discover and use it, in the hope that it can inspire more young people to become active in society, through the development of their skills and competences, and more professionals in the field of youth to acquire new knowledge and design new materials that address the needs of young people and promote their participation in democratic life.





ONLINE TRAINING COURSE



"UNITED FOR SOCIAL TRANSFORMATION"!

One of the main pillars of the project “United for Social Transformation” was the creation of an interactive and engaging learning environment that equipped participants with the skills and knowledge needed for active participation in democratic life, in this case an **Online Training Course (OTC)**. The course included tailored content and access to experts, and a comprehensive curriculum designed to foster social transformation and empower young individuals to make a positive impact in their communities. The topics covered during the OTC were divided into four modules:

- 1. Self-knowledge and Emotional Intelligence;**
- 2. Sense of initiative/entrepreneurship and creative thinking;**
- 3. Green Life and Sustainability;**
- 4. Critical Thinking and Active Participation.**

The main objectives of the OTC which were addressed throughout the modules include:

- **To develop the key competences of participants to contribute to their empowerment and active participation in society;**
- **To strengthen participants' emotional education through increased personal awareness, understanding and self-regulation of their emotions;**
- **To improve the sense of initiative, entrepreneurship and creative thinking in young people from five countries;**
- **To contribute to the creation of an environmentally sustainable lifestyle where young people act as agents of change for environmentally sustainable development;**
- **To provide participants with tools for the development of critical thinking and active participation in society.**

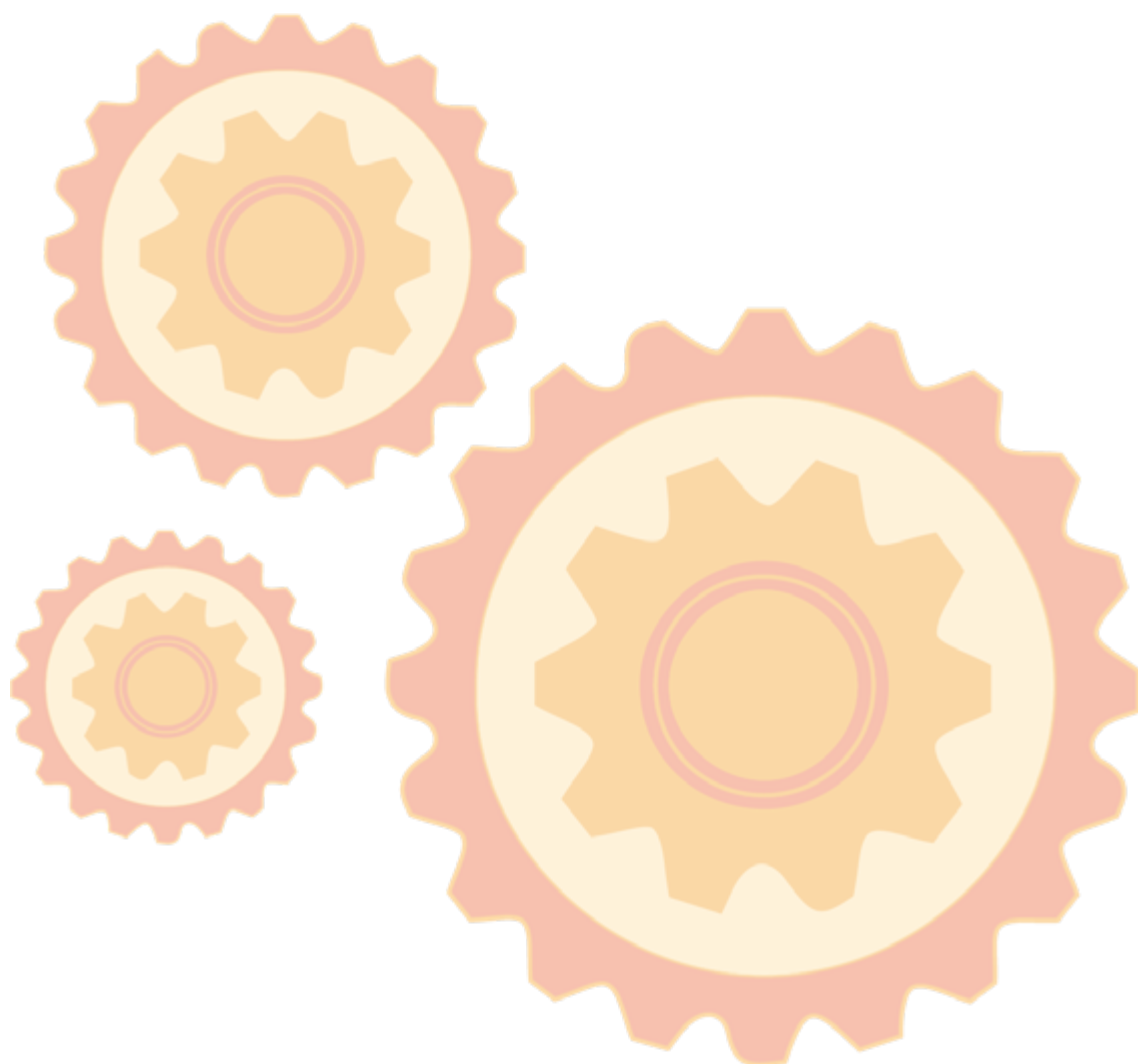
The OTC started with an online meeting where participants had the opportunity to introduce themselves, learn more about the project, meet the team of professionals and experts from the project organisations, find out how to access the materials and resolve any questions they might have.

The four modules, together with an introduction and a closing section including a final assessment, were available on an online learning platform called Chamilo. The OTC through the Chamilo platform was easy to use, and upon logging in displayed a per-

sonal agenda, or a general schedule for participants to follow and complete the OTC in a timely manner. Additionally, an overview of the OTC content could be seen under the tab "my courses", making it easy to visualise progress of the course and access course materials.

The overall structure of each module included a video presentation with a short explanation of the materials, an introduction, the content divided into different sub-modules, a self-reflection on the main learning acquired in the module, the bibliography and additional resources for participants to deepen the topics and broaden their knowledge. In addition, participants had the opportunity to participate in four webinars, one for each module, with activities and practical exercises to put into practice some of the knowledge acquired or to learn more in detail about some of the tools or resources presented in the modules.

The OTC finalised with a face-to-face evaluation meeting held in each project country where young participants could evaluate the training and validate all acquired and/or improved competences with the professionals of the partner organisations.



United for social transformation

MODULE 1. SELF-KNOWLEDGE AND EMOTIONAL INTELLIGENCE

INTRODUCTORY VIDEO

<https://www.youtube.com/watch?v=TrcP19cEQng>

MODULE 1. SELF-KNOWLEDGE AND EMOTIONAL INTELLIGENCE

INTRODUCTION

This module named “**Self-knowledge and emotional intelligence**” aims to offer tools for reflection and personal knowledge in order to improve your social relationships, develop self-confidence, reduce stress and anxiety, develop resilience and emotional intelligence among others. We believe that in order to participate actively in society it is very important that we first get to know each other, who we are, how we feel, what our values and principles are, in order to then introduce ourselves and play an active role in society.

Hereafter, you will find basic information and practices that we hope will be useful. At the end of this module you will find links and resources in order to further develop these themes.

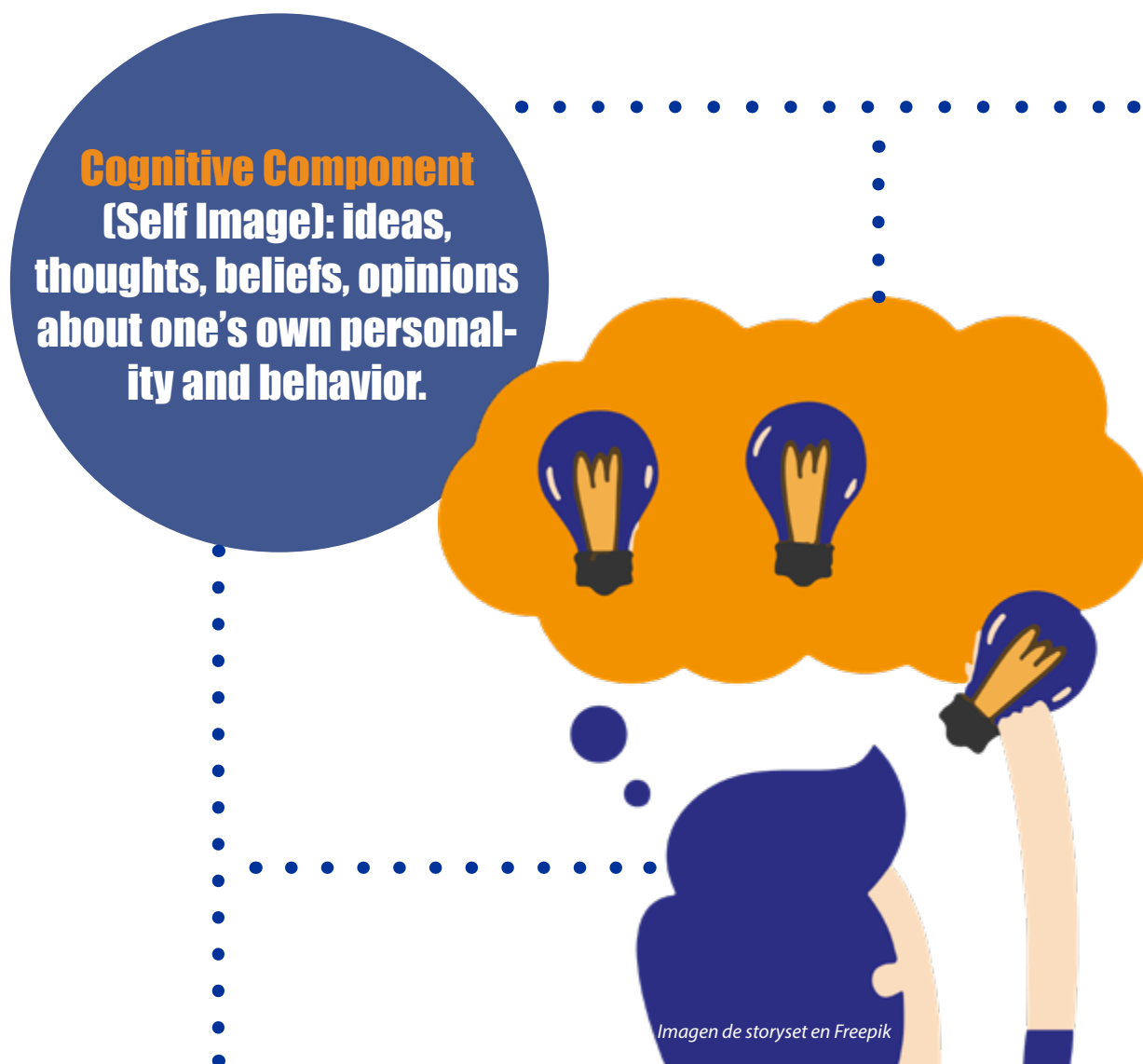


1.1. PRINCIPLES OF SELF-AWARENESS

According to Navarro (2009) self-awareness is the ability to respond to the question "who am I?" and refers to the knowledge we have about ourselves. It is specific to each person and is a consequence of oneself. Although we identify and evaluate ourselves, it is not easy to have a clear perception of our self-concept. This personal disposition establishes our self-esteem. Of all the judgements that we submit ourselves to, none are as important as the one we make of ourselves.

People with a limited self-concept often feel uncomfortable with their physical appearance, have an excessive desire to please others, feel as if they are victims of circumstance, have difficulty expressing their feelings, give excessive interest or little importance to their clothing and look to please others. On the other hand, people with a healthy self-concept trust themselves, are not afraid to be separated from other people, feel confident in the face of change, are not afraid of criticism and take responsibility for their own actions.

According to Gallardo (2009) self-awareness is a cognitive grouping composed of three aspects: affective, cognitive and behavioral.



**Affective Component
(Self-esteem):** Evaluation
of our positives and
negatives. Carries the
feelings about the good
and the bad that we
perceive in ourselves.



Imagen de storyset en Freepik



Imagen de storyset en Freepik

**Behavioral Component
(Self-behavior):** Stress,
purpose and decision to
act in a continuous and
reasonable behavior.
Effort to obtain respect for
ourselves and others.

HOW CAN WE KNOW OURSELVES?

As we grow and with the passage of time, we gather information about ourselves from distinct perspectives and points of view. Some of these are:

Information about our feelings and thoughts.

Although our actions in public can give us information about ourselves, our thoughts and feelings are even more important. That is because our thoughts and feelings are less influenced by what other people think and do and are more authentic. For example, someone may act well-mannered and behaved in public, but inside they feel a great need to scream. It is important to pay attention to our thoughts and feelings to understand who we really are.

Information about our behavior.

When we want to know ourselves better, we can observe how we act, as well as think about how we feel in different situations. But we don't just discover our self-concept, we also actively build it. We can influence how we see ourselves by visualizing ourselves, succeeding at something, etc. It is important to remember that we are more likely to believe in our self-image when we do things that motivate us internally and not just for external rewards or pressures that can make us feel less motivated.

Reactions of other people.

Sometimes, the people that surround us can help us know ourselves better. If someone reacts to our behavior in a certain way, we can learn things about ourselves that we may have not known before. What people expect from us can also influence how we act and how we see ourselves. But the most important thing is that when we do something, we are happy to do it because we want to, not because someone made us do it.

Social Comparison.

Sometimes we compare ourselves with other people to know how we compare to “X”. But it is better when we compare ourselves with people that are similar to us, such as the same age or gender. In this way, we discover unique things about ourselves and we develop an idea of who we are. If we belong to a racial minority or are homosexuals, these things can also be important to our identity. For example, children who wear glasses identify with that trait, while those without them do not, as they do not wear them. By comparing ourselves to similar people, we make ourselves feel unique and different. (Self-concept: How do we know ourselves?, n. d.)

What do we mean by self-esteem?

This subject has a somewhat complex definition, which is why we are going to show two definitions from two different authors to make it clearer.

According to Mejía, Pastrana y Mejía (2011) self-esteem is the perception that we have of ourselves, which includes feelings, thoughts, behaviors and lessons that we have learned throughout our lives.

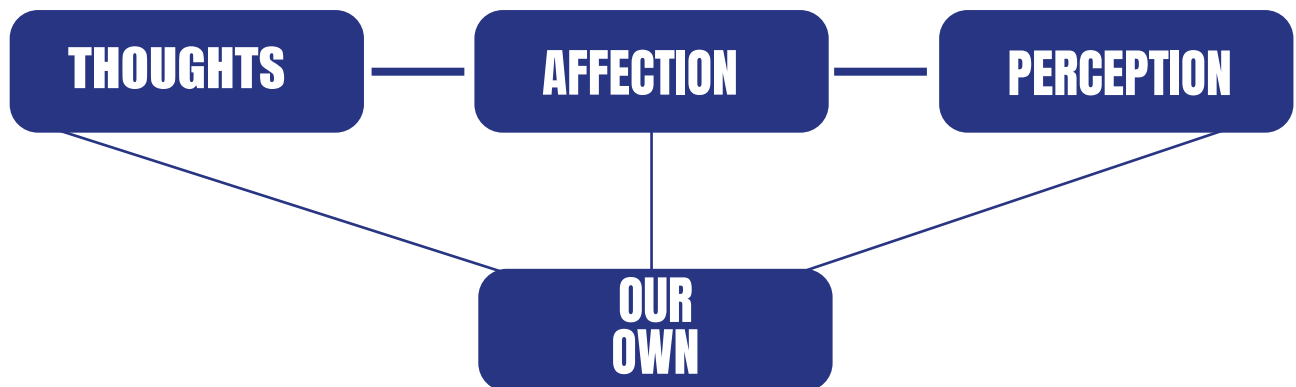
According to Naranjo (2007) it is process that unfolds over time while we interact with other people throughout our lives. This enables our personal growth due to the acceptance and importance given to us in our environment.



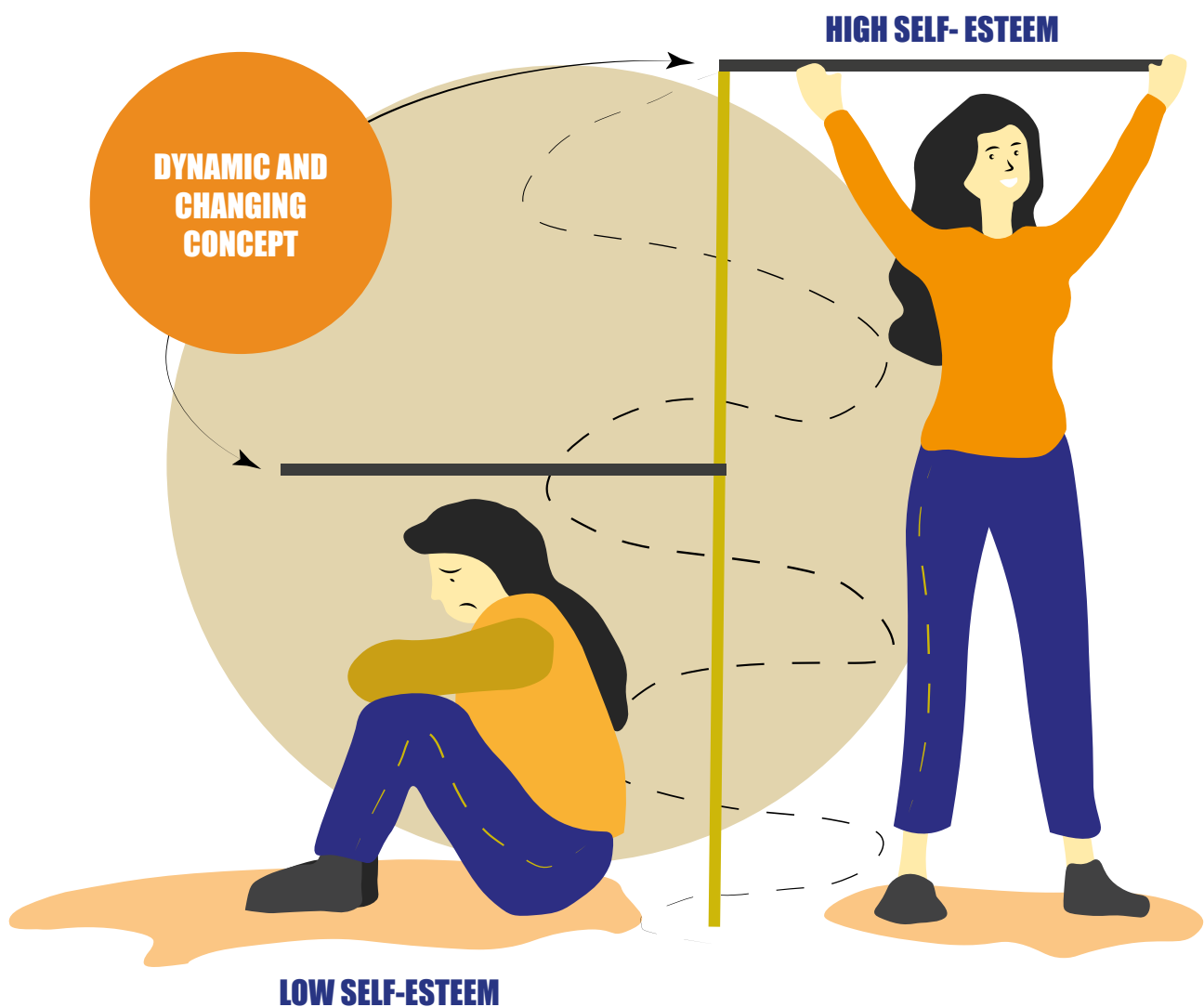
As we have been seen, self-concept and self-esteem are closely related to ourselves and with the image we have of ourselves, whether positive or negative. This self-perception is developed through: thoughts, affections and perceptions of ourselves. That is why self-esteem is constantly changing, as it changes according to our state of mind with ourselves. Because self-esteem can change, we may have high self-esteem in one moment and low self-esteem in the next, depending on the situation.

Well, as we have seen, self-esteem is usually related to the perception that a person has of themselves, both positive and negative.

This perception and concept of oneself is generated through:



Therefore, self-esteem is a changing and dynamic concept, that is, if we change the concept, perception and affection we feel for ourselves, our self-esteem will oscillate between high and low self-esteem.



How do we define a person with high self-esteem?



They are people with confidence in their abilities to perform various tasks, capable of making decisions and being consistent with the risks they may entail. The higher our esteem, the better we perform in different tasks, the more prepared we feel, the more enthusiastic and eager we are to share our energy with others. They tend to accept the perceptions and criticisms that others make without being affected by them or without it affecting their self-esteem. They are assertive, active, resolute people,... They trust in their ideas and put them into practice, seeing mistakes as opportunities.

They are more insecure, sensitive, and indecisive people, they are affected by what others may think, making them change or abandon their desires. In addition, they find it difficult to be assertive, that is, to be able to express their opinions, feelings, attitudes, among others, in the right way. This low concept and value can sometimes affect our performance, decision making, confidence in our ideas,... and they even try to help other people, or please them to feel that external valuation that they are unable to feel for themselves. The lack of confidence in their ideas means that they often do not put them into practice and if they make mistakes they feel it as a failure, which reinforces their low self-esteem.

And people with low self-esteem?



After seeing these two types of self-esteem, we consider that being more active, creative, and to have a high self-esteem is very important for our well-being and makes us feel better.

Well, let's see how we can improve and strengthen our self-esteem and self-confidence.

According to psychologist Efrem Martinez, in order to have a high self-esteem we have to reflect and exercise at three levels



“People with high self-esteem are people that are sure of themselves and have the ability to live and enjoy a healthy and balanced lifestyle, maintaining a positive attitude when faced with challenges. Having high self-esteem means having a positive image of oneself, which is necessary in order to face life with a positive attitude, to bring out the best of one's personality and to be fully independent. (Badia, 2019)”

People with low self-esteem find it difficult to appreciate the characteristics that make them special. When a person has low self-esteem, they often think that they are not good enough and that they don't have the necessary skills to function correctly at work or in relationships. Still, the majority of people tend to think that low self-esteem is not that important, but the truth is that it can cause more problems that need to be addressed in a timely manner. (Villa, 2022)

Once we have discussed what self-esteem is and what it means to have high and/or low self-esteem, we should stop and think

What do we mean by self-esteem?

↓
For this reason, we invite you to do some exercises so that you can practice them and reflect on your self-esteem.

The dialogue that we have with ourselves is an important aspect of our self-esteem and self-concept, which is why the way we talk to ourselves is very important, as it helps define us. If we talk about ourselves with love and respect, as a person that we love the most, we will reinforce our self-esteem. On the other hand, if we do it with disdain and criticism, we hurt and self-sabotage ourselves, which can damage our self-esteem.

Negative internal dialogue makes us feel bad, sours our mood and increases the likelihood of emotional problems. Additionally, it makes us behave ineffectively and censors us in our social relationships, which creates a vicious circle that causes us to feel bad about the world and ourselves. Therefore, it is important to talk to ourselves in a positive and loving manner in order to feel better and be more effective in our relationships with others. (Familia, s.f)

Having discussed the importance of having a positive internal dialogue, here are some guidelines on how to write positive self-phrases that work:

1



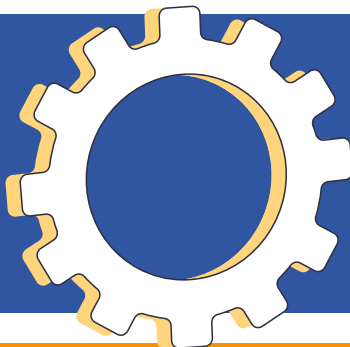
Write them down in first person, using the present tense and positive language.

The more positive phrases you make, as well as with more frequency, the more positive your reality will be.



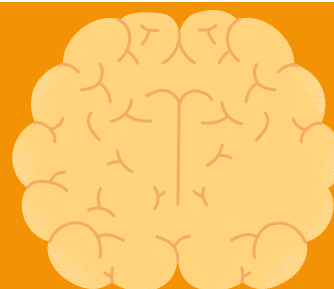
2

3



Make them brief and simple, so that they will be more effective.

An affirmation is an expression that contains a very strong feeling. The more feelings it contains, the more it will be engraved in our mind.



4

Imagen de pch.vector en Freepik

PRACTICAL EXERCISES

1. SELF-ESTEEM

We will now reflect on how your self-esteem is and give you some suggestions in case you need to improve and/or strengthen it:



Self-concept: think of positive qualities/characteristics that you believe about yourself, it would be good if you can make a list of at least 10 positive characteristics of yourself, you will surely have many more Do this exercise until each time you make the list more quickly and with more positive characteristics.

Self-affection: reflect on how you talk to yourself, how you say things to yourself, what emotions you feel when you look in the mirror, ... if you see that the way you treat yourself and what you feel about yourself is not very nice, it's time to change it. Saying nice and pleasant things to yourself is the beginning to improve and strengthen your self-esteem, stand in front of the mirror for a few minutes a day and say nice things to yourself.

Self-efficacy: you are going to ask people close to you, what is the concept / image they have of you, tell them to focus on the positive and at all levels, physical, intellectual, emotional, talents, etc.. Reflect if between your self-concept and what others think of you, there are similarities or on the contrary they are very different.



2. THE MIRROR

For a few minutes during the day stand in front of a mirror, ideally in your underwear. Look at yourself, stopping to observe each part of your body, from the top to bottom. Notice those expressions that you have that you don't like and identify the part of your body that makes you feel insecure and reflect.

Initially only negative thoughts will come to mind, but then we will ask that voice in our head to go away. We will then try to look at ourselves again, but this time with a sweeter, more positive approach.

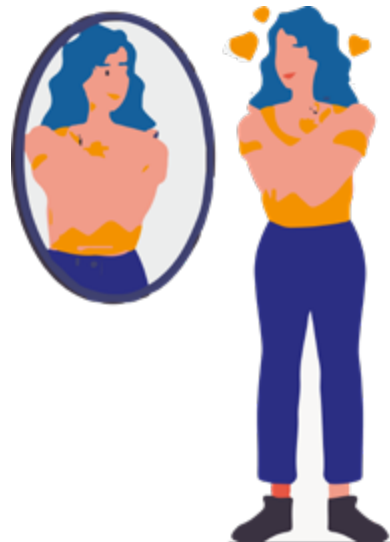


Imagen de storyset en Freepik

3. AFTER A BAD DAY

This tip is oriented to those days that we feel low, that have been hard, and thus we need to pamper ourselves.

At the end of the day, when we get home we will take a bath, wear our favorite and most comfortable pajamas, have our favorite hot or cold drink, listen to a playlist/podcast or watch our favorite series/movie that appeals to us. We will take a pen and paper and write everything positive that happened during the day, as even on terrible days good things happen.

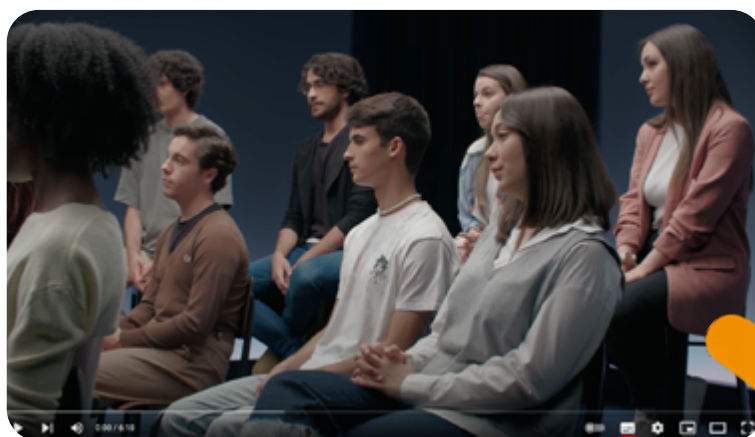


Imagen de storyset en Freepik

4. VIDEO

To continue, I suggest you watch the following video in order to see and reflect on the statement made and the answers of the attendees.

Four pillars for a good self-esteem. To my Adolescent Self. S2.E5: Self-esteem



<https://www.youtube.com/watch?v=mT8qVzEhiEA>



5. REFLECTION

“

"Sometimes I would like to give my opinion but I stay silent because I am scared of being wrong or that people will laugh at me."

”

Do you agree with this statement? _____

Why? _____



1.2. EMOTIONAL PERCEPTION

In order to develop the capacity and competency to regulate our emotions, we have to learn how perceive and express them. Thus, it is necessary to learn the guidelines that we will present, which are based on emotional intelligence.

Before we begin this topic, it is important to know that there are authors that believe there is not just one way to define intelligence, but rather multiple.

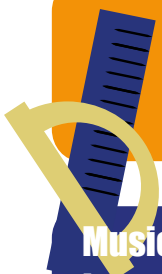
Gardner (1998) defines intelligence as the capacity to solve problems or create valuable products.



Linguistic Intelligence: It is the ability to use words in an emotive manner, orally or in writing.



Logical-Mathematical Intelligence: It is the capacity to use numbers effectively and to relate them appropriately.



Visual-Spatial Intelligence: It is the skill that allows us to perceive the world and objects from different perspectives.



Musical Intelligence: It is the capacity to perceive, discriminate, transform and express musical forms and includes sensitivity to rhythm, pitch and timbre.



Kinesthetic Intelligence: It is the ability to use your body to express ideas and feelings and the hand-eye coordination to make and transform things.

Naturalistic Intelligence: Permits discovering, differentiating and classifying aspects related to the environment.



Intrapersonal Intelligence: Refers to our ability to understand and regulate our internal sphere, such as emotions and the focus of our attention. This intelligence is highlighted in people that recognize their feelings and emotions and, additionally, reflect on them.

Interpersonal Intelligence: It is in charge of warning us about others, more than what our feelings perceive. This permits us to interpret gestures, objects, words...Values the capacity to empathize with others.



We already know what intelligence is and the recognized types of intelligence, according to Gardner, but Do we know what feelings are? Feelings are indications that are body creates to help us understand ourselves and to make correct decisions. For example, feeling fear when crossing the street in traffic is a signal to keep ourselves safe. (Buckloh, 2011).

Feelings are the result of mental processes that occur right after experiencing an emotion. Feelings are created when the brain processes the emotions and the person discovers the mood it creates. (Editorial Sanrai, 2022).

In a given situation, my body reacts (heartbeat, breathing, shivers,...), my brain processes the reactions of my body and generates a feeling, the response to this process is what we call emotion.



We could say that feelings are the sum of an emotion and a thought. Emotions can be understood as the bodily responses that we feel in the face of certain external stimuli that allow us to adapt to situations related to people, places, things...

We can find two groups when we talk about emotions: **Basic and complex emotions.**

According to Ekman (2005) **BASIC emotions** are those sensations that are produced naturally, such as:

Surprise: Response to something unexpected, new or strange. When a stimulus appears that a person didn't anticipate. This emotion is usually accompanied with a feeling of uncertainty and not knowing what to think.



Disgust: Intense displeasure towards something that seems repulsive to us.

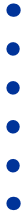


Fear: Negative sensation or aversion combined with an elevated desire to run away or avoid dangerous situations.





Joy: Positive emotion that is directly related to pleasure and happiness.



Sadness: Negative emotion that is characterized by low mood and reduced cognitive and behavioral activity.



Anger: Feeling that arises when someone is faced with frustrating or aversive situations. It is a multifaceted and ambiguous emotion, depending on the situation.

According to Pinedo Cantillo & Yáñez-Canal (2020) **COMPLEX emotions** are those that arise from basic emotions and manifest in situations that involve contact with some stimulus that produces them. We can divide them in 3 types.

Social emotions: Corresponds to the responses of individuals who are part of society to a given situation. This means that as long as there are other people who can understand these types of responses, these emotions will be given meaning.

Aesthetic emotions: Includes the ways in which each person responds to aesthetically related stimuli. This can include art, love, literature, music, etc.

Moral Emotions: When we refer to this complex emotion, we say that it is a physical reaction that people show in the face of certain norms imposed by society.

Some of these complex emotions are: compassion, shame, frustration, boredom, anxiety, admiration, jealousy, ridicule...

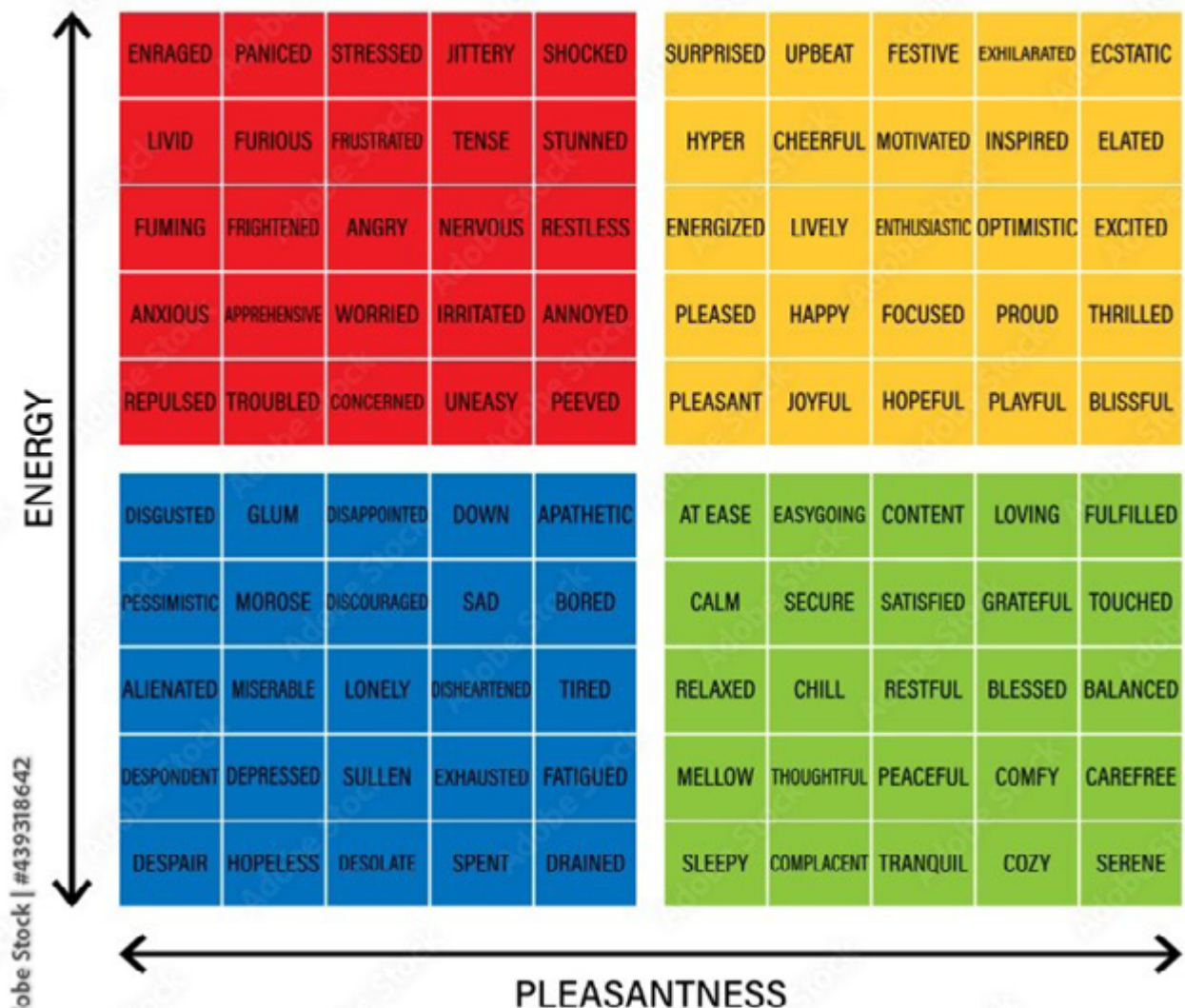
According to Fernández-Berrocal & Extremera Pacheco (2002) **feelings are an alarm system** that tells us what we are like, what we like and what happens to us. Good perception indicates knowing how to interpret our feelings and emotions, label them and experience them. With the ability to recognize our feelings, we lay the foundations to learn how to control ourselves, to moderate our reactions and to not give in to impulsive or wild behavior. Now, being aware of emotions means becoming competent in multiple aspects: perceiving our emotions, but also the emotions of others in social situations and events.

Once we know what feelings and emotions are, let's learn what **emotional regulation** is, as this concept is especially related. Emotional regulation is the capacity to manage emotions appropriately, Bisquerra (2020). This implies being aware of the relation between emotion, cognition and behavior; having good coping skills; the capacity to manage one's emotions...

Regulating emotions goes beyond indulging in emotions that make us feel good and trying to avoid or hide those that we do not like or are not pleasant. Emotional regulation involves perceiving, feeling and experiencing our emotional state without feeling overwhelmed or burdened by it, so that it does not affect our ability to reason. We must then carefully and consciously decide how to use this information in accordance with our social and cultural norms, in order to achieve clear and effective thought, not based on outbursts or irrationalities.

Below you will find a valuable tool that can be very useful to recognize and self-regulate your emotions. It is called Mod Meter and allows you to see what your energy level is and what your feelings are like, the result will be exactly what emotion you are feeling at the moment.

MOOD METER



PRACTICAL EXERCISES

Having commented on the importance of emotional regulation in our lives, I'm going to present a few exercises for you to practice and reflect on your emotional regulation.

1. IDENTIFY AND RE-EVALUATE NEGATIVE THOUGHTS.

Note your negative thoughts and question their veracity. Challenge your irrational or exaggerated beliefs and replace them with more realistic and balanced thoughts. This can help you change your perspective and regulate your emotions in a more effective manner.



2. EMOTIONAL JOURNAL.

An emotional journal is a tool where you can record your emotions, thoughts and experiences over time. It allows you to reflect and become aware of your emotional states, so that you can identify patterns, triggers and changes in your emotional well-being.

Here is how to make an emotional journal.

1. Choose a notebook.

2. Describe your emotions: Write about how you have felt during the day. Identify and name the emotions you experienced, such as joy, sadness, anger, anxiety, etc. Be specific and detailed when describing your emotions.

3. Record your triggers: Identify events, situations or thoughts that triggered your emotions. What occurred before you felt a certain way? This will help you better understand the factors that influence your emotional state.

4. Reflect on your thoughts: Examine your thoughts associated with your emotions. Is there a pattern of negative or distorted thoughts you can identify? Observe how your thoughts can affect your emotions and vice-versa.

5. Add additional details: In additions to emotions, you can add other relevant details. For example, you can write about your interactions with other people, significant events or any other information that you believe is important to understand your emotions.

6. Be honest: Remember that your emotional journal is for your personal use and you will not be judged by anyone else. Be honest and do not censor yourself when describing your thoughts and emotions. This will allow you to better explore and comprehend your emotional state.

7. Review and reflect: Every once in a while, take time to review and reflect about what you have written in your emotional journal. Observe the patterns that arise, your emotional tendencies and the changes over time. This will provide you with valuable insight about your emotional well-being.



WEBINAR



https://www.youtube.com/watch?v=K_FNekMemvQ

WHAT I HAVE LEARNT...

- **Concepts such as self-knowledge, intelligence, and emotional regulation among others;**
- **Tools to reflect on our personal knowledge and to know how to improve it;**
- **The importance of how we talk to ourselves;**
- **Tools to regulate and improve our emotions;**
- **The different types of emotions that exist and what characterizes each one of them.**



ADDITIONAL RESOURCES

Here you can find some additional resources that might be useful for a more in depth understanding of this module:

● **Reflection**

- <https://www.youtube.com/watch?v=WjqIU5FgsYc>
- <https://www.youtube.com/watch?v=Wp2a4G81P68>
- <https://www.youtube.com/watch?v=D9OOXCu5XMg>

● **Emotional Intelligence**

- <https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf>
- https://www.researchgate.net/publication/344209640_Emotional_Intelligence

● **Emotional Regulation**

- https://www.moodcafe.co.uk/media/15343/ER_handout_Final_16_June_2016%20pdf.pdf
- <https://www.youtube.com/watch?v=Uew5BbvmLks>

BIBLIOGRAPHY

Badia, A. (2018, 25 mayo). Psychology-Online. Retrieved from Psychologic-Online: <https://www.psicologia-online.com/caracteristicas-de-personas-con-autoestima-alta-2322.html#:~:text=Las%20personas%20que%20tienen%20una,retos%20que%20se%20les%20presentan>

Bisquerra, R. (2020). International Network of Emotional Education and Well-Being. Obtained from Emotional Regulation: <https://www.rafaelbisquerra.com/competencias-emocionales/regulacion-emocional/>

Buckloh, L. (November 2021). KidsHealth. Obtained from Five Ways to Know Your Feelings Better: <https://kidshealth.org/es/teens/emotional-awareness.html#:~:text=Los%20sentimientos%20son%20se%C3%B1ales%20que,%C3%BAtil%20para%20mantenerse%20a%20salvo.>

Devis, M., & Mackay, M. (2009). Self-control techniques. Madrid: Editions Martínez Roca, S.A.

Editorial Sanrai. (September 12, 2022). Sanrai. Retrieved from Know Your Feelings: What Are They and How They're Born?: <https://www.sanrai.com/blog/conoce-tus-sentimientos-que-son-y-como-nacen#:~:text=%C2%A1Empecemos!-,%C2%BFQu%C3%A9%20son%20los%20sentimientos%3F,ah%C3%AD%20se%20produce%20el%20sentimiento.>

Ekman, P. (2005). Basic Emotions. In Handbook of Cognition and Emotion.

Family, H. (n.d.). Learn to treat yourself well: the importance of self-talk. [hacerfamilia.com. https://www.hacerfamilia.com/psicologia/aprende-tratarte-bien-importancia-dialogo-interno-20220506132204.html](https://www.hacerfamilia.com/psicologia/aprende-tratarte-bien-importancia-dialogo-interno-20220506132204.html)

Fernández-Berrocal, P., & Extremera Pacheco, N. (2002). EMOTIONAL INTELLIGENCE AS AN ESSENTIAL SCHOOL SKILL. OEI- Iberoamerican Journal of Education, 1-6.

Gadner, H. (1998). A Reply to Perry D. Klein's 'Multiplying the problems of intelligence by eight'. Canadian Journal of Education, 96-102.

Gallego Gallardo, A. J. (JUNE 2009). SELF-CONCEPT AND LEARNING. INNOVATION AND EDUCATIONAL EXPERIENCES.

Mejía, A., Pastrana, J. d., & Mejía, J. (2011). Self-esteem, a fundamental factor for the development of personal and professional autonomy. Barcelona.

Naranjo, M. (2007). Self-esteem: A relevant factor in the life of the person and essential theme of the educational process. Actualidad Investigativas en Educación, 1-24.

Navarro, M. (2009, November). SELF-KNOWLEDGE AND SELF-ESTEEM. CCOO teaching University. <https://www.feandalucia.ccoo.es/docu/p5sd6409.pdf>

Pinedo Cantillo, I. A., Yáñez-Canal, J. (2020). BASIC EMOTIONS AND COMPLEX MORAL EMOTIONS: KEYS TO UNDERSTANDING AND CLASSIFICATION CRITERIA FROM A COGNITIVE PERSPECTIVE. Psychological Thesis, 198-219.

Self-concept. How do we know ourselves? (n.d.). <https://www.cepvi.com/index.php/psicologia/articulos/autoconcepto-como-nos-conocemos-a-nosotros-mismos.>

Villa, A. M. (2022). Psychology-online. Obtained from Characteristics of people with low self-esteem: <https://www.psicologia-online.com/caracteristicas-de-personas-con-autoestima-baja-2319.html>

United for social transformation

MODULE 2. SENSE OF INITIATIVE/ENTREPRENEURSHIP AND CREATIVE THINKING

INTRODUCTORY VIDEO



<https://www.youtube.com/watch?v=Xodm0r9Iz3I>

MODULE 2. SENSE OF INITIATIVE/ ENTREPRENEURSHIP AND CREATIVE THINKING

INTRODUCTION

In this module, we will guide you to develop a spirit of initiative and inspire you to become an entrepreneur, to know yourself, and what your values are.

We will help you identify your passions and guide you in developing ideas that arise from that passion and your skills, to create a product or a service and something of value through action, as well as to know who you are, and how you should be as a leader.

We will inspire you to think creatively and how to create the visual identity of a brand.

An entrepreneur is a person who uses problem solving techniques to find new opportunities. It is someone who **ACTS** on an opportunity to create something of **VALUE**, and the key word in this description is **ACT!**

Nothing is achieved, no value is created, unless you take **ACTION**.

EMPATHY, INSPIRATION, PASSION and ACTION!



[Source: https://creativeinquiry.lehigh.edu/sites/creativeinquiry.lehigh.edu/files/Ikigai_FlowChart-01.png]

2.1. WHAT'S AN ENTREPRENEUR?

Entrepreneurship is a way of thinking and acting that focuses on identifying opportunities, basing actions on analysis, and is led by a passionate person or team.

Entrepreneurship is everywhere. It's a problem-solving technique and a way of thinking in which a problem, a desire or a need of a group of people is identified as an opportunity. That opportunity is then addressed through the practice of acting with available resources, limiting risk through understanding oneself, available assets and the relative environment, recognizing the unknown, and learning from the successes and failures of the action or actions undertaken.

Traditionally, there has talk about how this is achieved through the development of a new company. However, entrepreneurship and Entrepreneurial Thinking and Action can be applied to any existing situation to create new innovative solutions to various problems and situations. Entrepreneurship is led by people with the skills described above; these people are called entrepreneurs.

What you need to become an entrepreneur

Qualities like passion, tenacity, vision and self-confidence

A great idea that people will pay money for

A plan of success

Consistent execution of the plan



Source:[https://www.thebalancemoney.com/thmb/Eggx_kY8Uet-4HpEyUtdjYLCitw=/750x0/filters:no_upscale\(\):max_bytes\(150000\):strip_icc\(\):format\(webp\)/entrepreneur-what-is-an-entrepreneur-1794303_FINAL-f3a8538a19334426a7f9e0b04fdbad39.png](https://www.thebalancemoney.com/thmb/Eggx_kY8Uet-4HpEyUtdjYLCitw=/750x0/filters:no_upscale():max_bytes(150000):strip_icc():format(webp)/entrepreneur-what-is-an-entrepreneur-1794303_FINAL-f3a8538a19334426a7f9e0b04fdbad39.png)

2.1.1. Being an Entrepreneur

An entrepreneur is a person who uses problem-solving techniques to look for new opportunities. It is someone who acts on an opportunity to create something of value, and the key word in this description is ACT! Nothing is achieved, no value is created unless action is taken.

Moving from idea to action is not always a simple process. That's why this module aims to show you how to create something of value by taking action and inspiring you to become an entrepreneur. We will help you identify your passions and guide you in developing ideas that emerge from that passion and your skills.



2.1.2. Am I an Entrepreneur?

WHAT ARE ENTREPRENEURS NOT?	WHAT ARE ENTREPRENEURS ?
Have an appetite for risk	Entrepreneurs have a low appetite for risk. Instead, they are adept at reducing and spreading risk.
Visionary	Entrepreneurs often start without a sharply defined goal or vision.
Foresee the future	Entrepreneurs distrust projections, extrapolations, studies, etc. that purport to predict the future.
Creative	Entrepreneurs create new businesses that satisfy needs, but the product or service is not necessarily original. Entrepreneurs don't just suddenly have an idea--they can use the method of thinking, acting, and learning to come up with innovative ideas.
Self-confident, determined, over-controlling, decisive, and confident	Entrepreneurs may exhibit some of these qualities at times but no more than anyone else.

The entrepreneur is that passionate individual or part of the team.

An entrepreneur can have a variety of core values and any of the leadership styles. The best thing an entrepreneur can do is to be self-aware of how they operate by understanding their personal values and style.

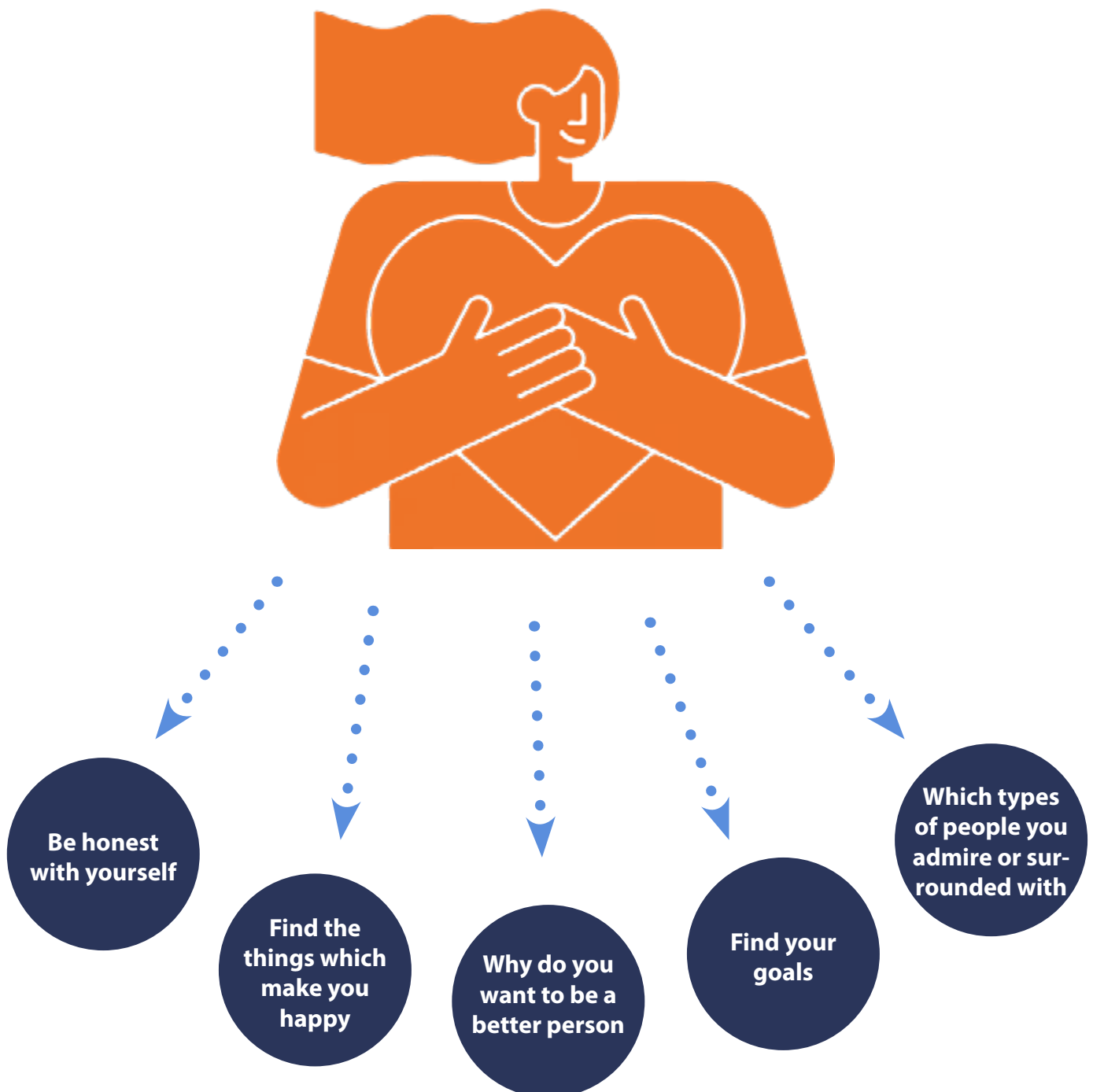
An entrepreneur will be able to leverage their strengths and compensate for their weaknesses by either careful moderation or consulting with people that are stronger in those areas.



It is important to know what the entrepreneur that you want to be looks like so that you can reference this later when you may be questioning

2.1.3. Knowing Myself

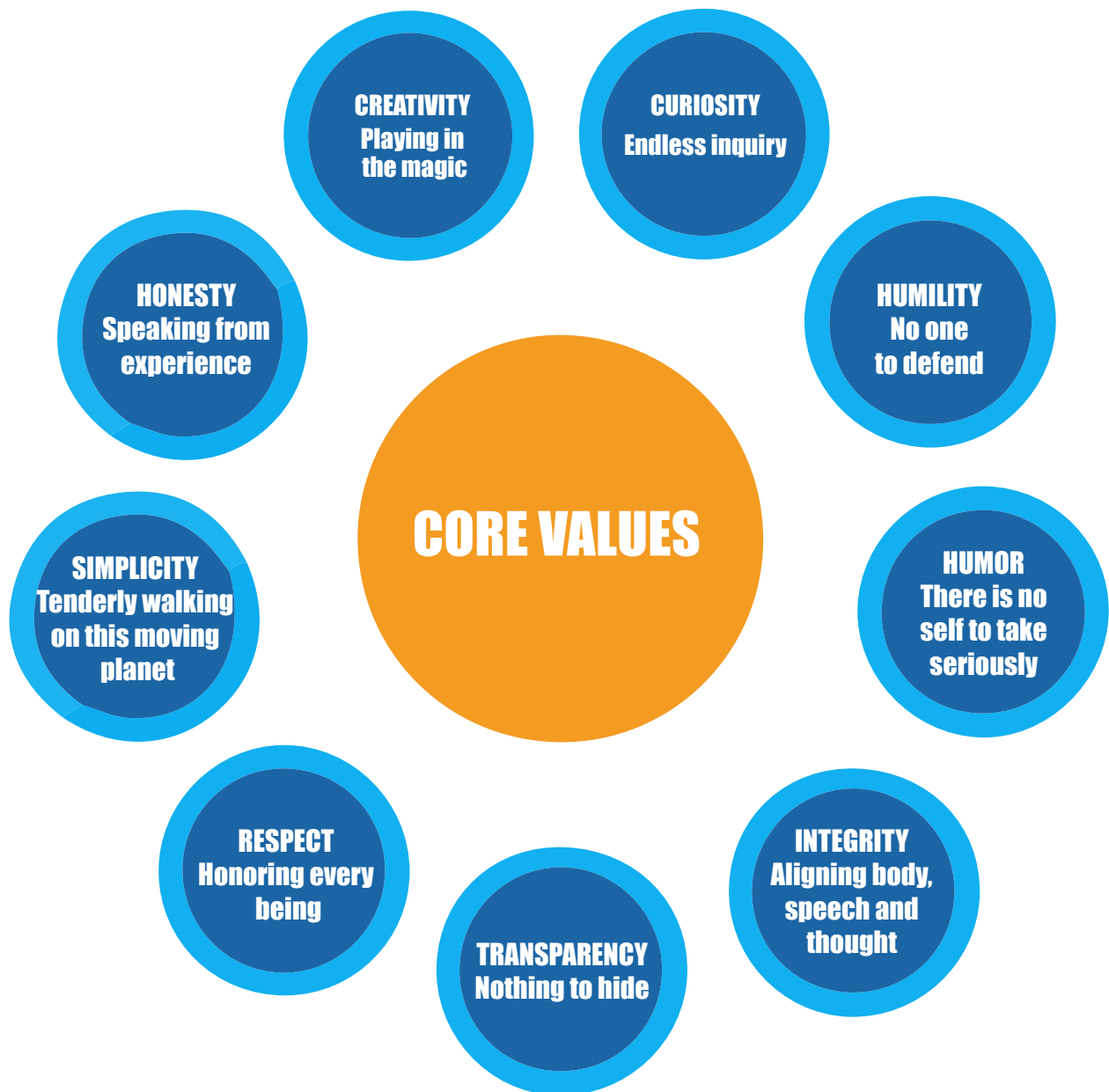
This part is focused on developing your business idea by getting to know yourself and your surroundings better.



2.1.4. My Values

Core values are those qualities that are most important to what you do. Whether you realize it or not, it is your core values that influence the decisions that you make every day.

For example, if you have a core value of integrity, it will influence your decision when you are presented with an opportunity to copy your friend's homework. This integrity would influence you to not cheat this way but to instead complete your own work, even though you might not realize exactly why you would say no.



Understanding why you do the things you do and why you value what you do will help you realize what matters most to you and what you can and will do well.



Source: https://global-uploads.webflow.com/5fa4aac1f837ef-5fa264e521/61686226ced3e95d98b10b21_Core%2BValues%2BList.jpeg

2.1.5. Finding My Passion

What is Passion?

Passion is an intense desire or enthusiasm that drives and defines a person. Your passion will help you identify entrepreneurial opportunities based on the things that you know and love.

Many people start businesses/projects based on what they know or are willing to learn. That thing they know or are willing to learn, in many cases, is their passion. When someone has a passion, we say they are passionate. We believe this motivation is one of the primary factors of a successful entrepreneur.

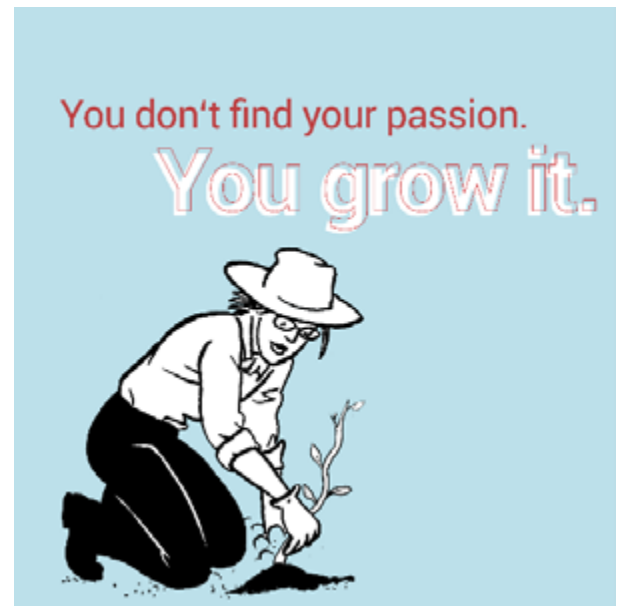
People can be passionate about all kinds of subjects from learning in school to helping others, to solving problems, etc... A person's passion is something that they wouldn't want to live without if they

had a choice. Having a passion for the activities that you do, can help you do them better – because you're motivated.

Passions Can Be Identified

It is important to recognize how your day-to-day experiences, your knowledge, and what you are passionate about can impact who you are as an entrepreneur. Building a business around your passion means that you can share that passion with others, and be happy about the work that you do. You know a lot and do a lot of different things, probably without ever realizing it. The following exercises will help you think about the things you do and how they define who you are. It will also help you identify those things that you love to do – your passions.

It's great to know what your passions are but it is really important to continue to engage in activities that will help you to develop your passions more. As a student, son or daughter and community member you have many commitments and responsibilities in your life. It is important that you maintain those responsibilities. It is your free time that you can control – the time when you are not working to keep up with those commitments and responsibilities. You must examine how you spend your free time when you have options to choose different things. The calendar that you filled out at the beginning of this section will help you to realize how much of your free time you might be able to dedicate to learning more about those things you think you are passionate about.



Source: <https://jessicaabel.com/wp-content/uploads/2016/05/grow-your-passion.png>

Passion in Practice

Those who truly excel, often find a way to link their passion with what they do in their lives. What does that mean for you? The best way to truly excel at something is to find a profession where you can practice your passion every day. It may take you a while, years even, to gain the experience and background you need to do what you want to do, but having a goal in mind will help you shape your activities, even early in your life. For example, if you want to be a math teacher, you can't become one tomorrow, but you can decide you will go to university and that you will pursue your public speaking skills. It's important that you continue to seek out new interests and keep learning. What you have identified as your passion should shape the opportunities you choose to pursue. While we can't always do something we love, we can find something we love in everything we do.

PRACTICAL EXERCISES

1. MY PASSION

Summarize some of the opportunities your skills and passions may provide you in developing a business. In this chapter, you've identified the things that you are good at and the things that you are passionate about. Think back to the core values you identified. Are your core values and the things you like to do consistent with each other?



2. ENTREPRENEUR

Reflect on.... what is an entrepreneur to you?



2.2. HOW TO GENERATE NEW IDEAS

In this lesson, we will consider what you know about the people, needs and wants of your community to help you identify potential business opportunities.



2.2.1. Knowing My Community

Important words you should know:

Community: A social group of any size whose members reside in a specific locality.

Opportunity area: A good position, chance, or prospect, as for advancement or success.

Community needs Something that is needed to improve the quality of life in the community.

Assumption: Something that is thought to be true and may or may not be true.

MY COMMUNITY



Imagen de https://www.freepik.es/foto-gratis/concepto-red-abstracto-arreglo-naturaleza-muerta_16234499.htm#query=my%20comunity&position=26&from_view=search&track=ais Freepik

**What do
I know?**



The previous lessons have helped you get to know your values, passions, and skills. Knowing yourself requires knowing who you are, what you care about, and what you have access to. Now it is time to do the same with your community.

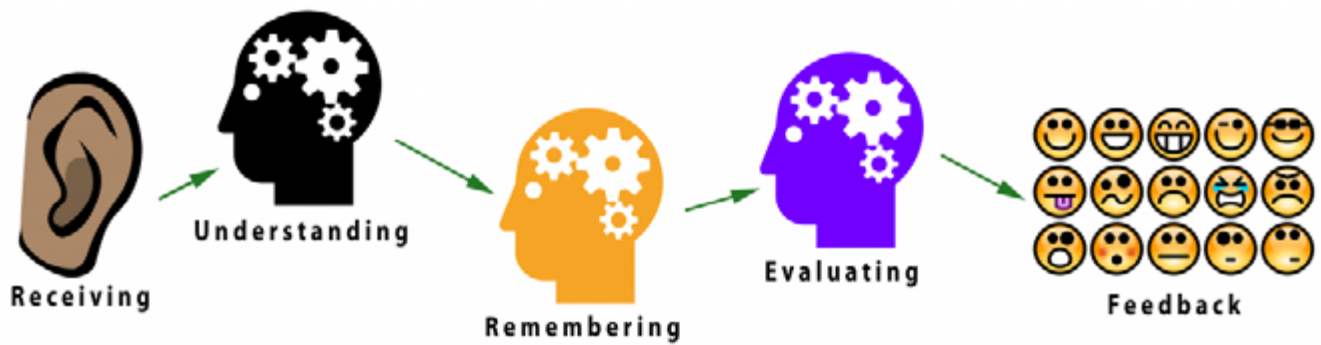


Knowing your community is about understanding how your values, passions, and skills match with the needs or wants of your community.

The first step is listening.

Even though you may have lived in your community for a long time, you may be surprised by the new things you will learn when you listen closely to those around you. This lesson will challenge you to really listen and engage with different people in your community in order to identify an area of opportunity where you could have a positive impact on your community.

Knowing a community means understanding their needs.



Source: <https://open.library.okstate.edu/app/uploads/sites/154/2016/06/steps-of-listening-1-2048x552.png>

How do you understand the needs of your community?

Every need that exists is an opportunity for your business to fulfill that need. This is why it is so important to have a thorough understanding of your community and the area of opportunity you are addressing. In this lesson, you will think about what else you still need to learn, how you will obtain this information, and then actually go get it.

Gather information

One of the best ways to understand the needs of the community and how to best address those needs is to ask those who are most affected: the people of the community. Do this through interviewing them both formally and informally and then analyzing their responses to refine your statements of areas of opportunity. Before each interview, think about what questions you want to ask. During the interview, take notes, sketch, or even take pictures. After the interview, circle key insights you learned from the interview.

After completing all the interviews, you will want to go back through your notes and identify common themes or trends from your interviews. You will take all the information you have captured and group it into categories that make sense.

This will be important as it will help you define a strong area of opportunity for a product or service.

There are three main methods to learn about people in your community:

OBSERVE

A great way to start learning is by observing. You will be surprised by what you learn.

ASK

Asking questions is another great way to get specific answers.

- Ask the person you are interviewing to tell you stories that reveal their reactions in situations.
- Always ask **“why?”** even when you think you know the answer.
- Don’t suggest answers to the questions you are asking: let the person you are interviewing speak first.
- Make sure your questions are not **“yes or no”** questions: all should be open-ended allowing the person you are interviewing to share as much as they like.

TRY

This can be a great way to try to understand what things are like from someone else’s point of view. When asking questions and observing, you are still very much looking at your community through your own lens. Trying to do something that your community does can force you into their shoes.

PRACTICAL EXERCISES:

1. YOUR COMMUNITY

Answer the questions below about your community to collect information that will be helpful to you in the future. If you do not know the answer to each question, make your best guess or ask those around you and summarize their answers.

- What is the name of your city or community?
- About how many people live there?
- What is a place where many people come together in your community?
- What is a popular store?
- What is a popular sport, activity or game?
- How do most people travel?
- Where do people go to school?
- Where do people work? What is a common business?
- Is there anything else that is significant to remember about your community?



2. THE 5 WHYS

The 5 whys is a tool that seeks to discover the root cause of a problem from their symptoms. In practice, it consists of asking five or more times why there is a problem until it reaches a satisfactory reason that explains the underlying root of the problem. It is important that this technique is carried out as a team and with the people involved in the investigated problem. It also helps with the generation of insights and it is fundamental to the stage of ideation.



Source: <https://b1879915.smushcdn.com/1879915/wp-content/uploads/2022/03/111-5-Why-problem-solving.png?lossy=0&strip=1&webp=1>

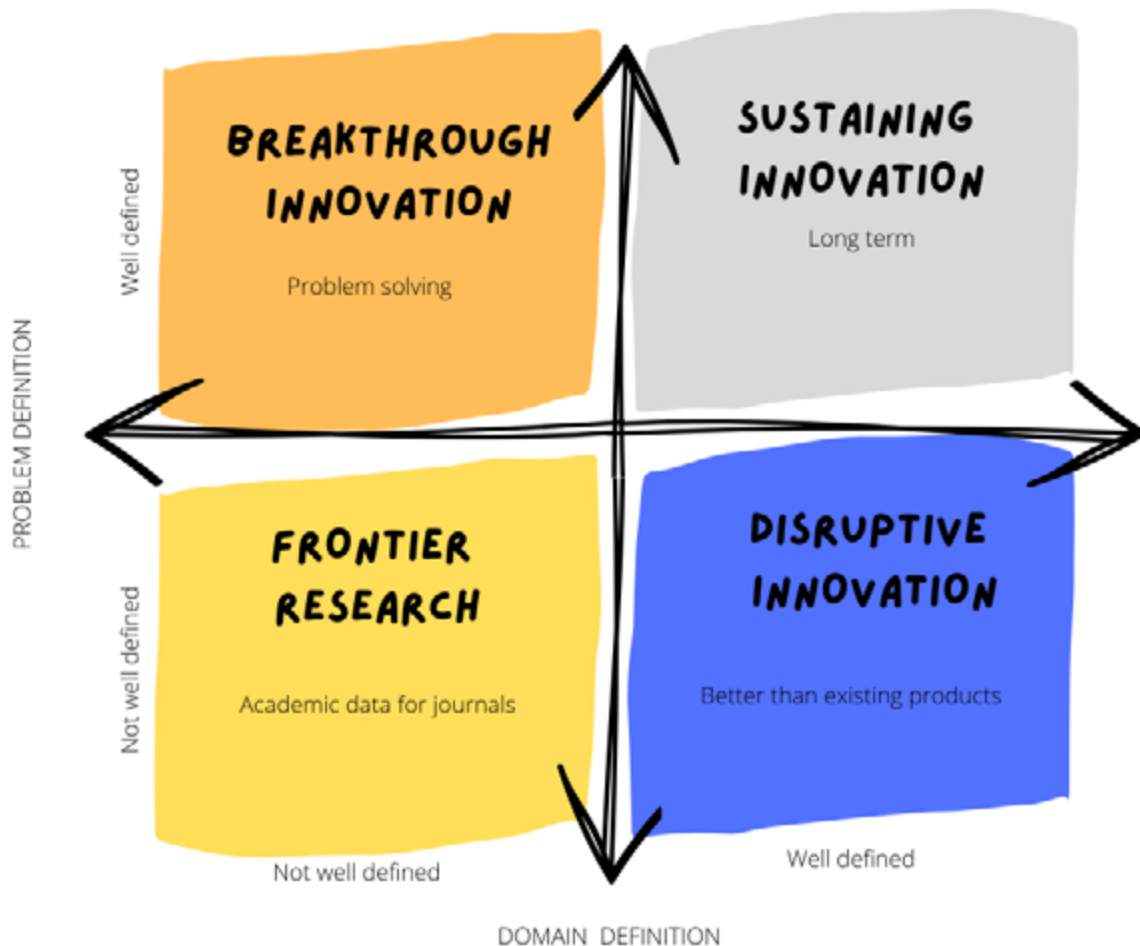
Based on your current knowledge: what might be the needs of your community?

Here are some common community needs to help you start thinking: education, food, housing, entrepreneurial spirit, transportation, energy, water, waste, sense of community, clothing, communication, health, unemployment and underemployment. Be specific about whose need you think it is and where the need takes place.

3. PROBLEM DEFINITION MATRIX

This tool helps you or your team to re(think) the problem through different questions and points of view.

At this stage the goal is to analyze the information and experiences acquired in the previous step and delimit the problem. It is the point in the process where we understand what we are trying to solve and it is essential to obtain insights and creative ideas in the next step.



Source: https://www.slideteam.net/media/catalog/product/cache/1280x720/p/r/problem_and_domain_centric_innovation_matrix_slide01.jpg

Problem Statement Prioritization Matrix					
Good/High = 3 Average / Medium = 2 Poor/Low = 1 Problem Statement: "How can we ensure that...?"		Likelihood of solving the problem statement	Ease of implementation	Expected impact on JTBD	Total
1					0
2					0
3					0
4					0

Source: <https://media.cheggcdn.com/media/2d5/2d50d0dc-db05-4e13-bb49-65e9adbb7473/php8mdaBt>

2.3. FROM IDEAS TO ACTION

Important words you should know:

Raw Ideas: Ideas that are still in the process of becoming complete ideas.

Ideate: A system for generating and creating new ideas.

Positioning: The process of creating a specific perception of your product in your customers

Mind set (think about the quality, price, service, and other strengths of your business or product).

2.3.1. Where do ideas come from?

Great ideas can come from many different places. They can come from random thoughts about a topic, a desire to attempt something new, or the drive to create something better for others. The cycle of turning these thoughts into a vision, and visions into a reality, is a process which may take many attempts and much thought.

Developing a business idea can be very intimidating even for the most driven individual because of how uncertain it can be that you have the “right” idea.

Although it may seem difficult to come up with a great idea, the following section will help you to identify potential opportunities, and give you a number of approaches to use to generate a good idea for yourself and your community.

When trying to be creative and think of new ideas remember that there really is no such thing as a “new idea.” Innovation and breakthrough concepts are the result of a new connection between already known ideas. So when you are trying to be creative, one of the best ways to start is by looking inside yourself and at the needs in your community--you may find new connections that could result in a product or service idea with great potential.

Ideation: is a term used to describe how new ideas are generated.

This lesson will expose you to two different ideation processes.

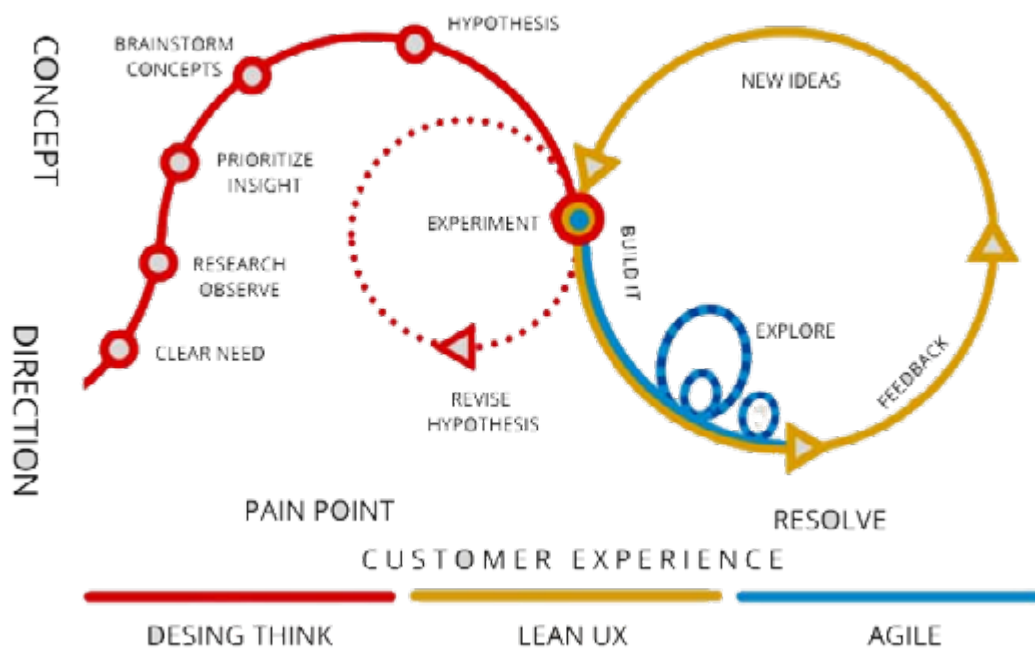
These processes are not guaranteed and not designed to work every time. For example, you may find that brainstorming worked well one day but did not work another day. It is important to try each of these ideation methods out because they might lead to different insights. Although some of these processes might not work for you this time, they may be beneficial to know in the future.

There are other ways to create and generate these ideas, and these exercises will hopefully help you to develop your own approaches.

Ultimately, each method is just trying to help you look at the world in different ways so that you might see a connection you did not see before.

As you begin your ideation process, here are some general guidelines to follow that may help you:

WHERE DO IDEAS COME FROM?



Source: <https://www.nsuchaud.fr/wp-content/uploads/2016/07/4bf73999-c8ab-4d54-bb82-1cf07ecb4b00-original.png>

Don't judge your ideas too harshly. When you first start to brainstorm, it is important to not judge your ideas at the same time that you are generating them. If you are too critical when you are thinking of new ideas, you will most likely become stuck because you will feel like no idea you think of is worth writing down. Don't become constrained by your own judgment or the judgment of others. Make sure idea generation and idea evaluation are two separate steps.

Everyone can be creative. Sometimes it is easy to think that there are people who are creative and people who aren't creative, but really anyone can be creative! It is all about trusting a creative process, doing lots of research, and finding ideation methods that work for you. Trust that you will gain insight from each ideation method you will try in this lesson--if you don't, you might miss out on creative ideas you could have come up with!

It takes time. Be cautious of ideas that you think of right away. Sometimes it is tempting to cling to the first idea that we think of, but it is likely that those ideas are created based on surface knowledge of a problem and may not be the best. Be open to new insights! Really investigate the need you are trying to solve and get to know the people who are involved. It takes time to do this kind of research. Be patient.

Identify the problem you are trying to solve. Really great ideas aren't useful to people in your community if they are not solving a real problem.

One way to get past your surface understanding of a situation and to get down to the real problem is by continuing to ask "why?" When you ask why people act the way they do or think the way they do, you may realize that the problem you thought you were trying to solve really isn't a problem and that there is a much more interesting, less obvious problem that needs to be solved. Hopefully because you have taken time to get to know your community in previous lessons, you will have already developed an understanding of the real needs of people in your community. Use those need statements as you move forward into ideation.

Brainstorming is a method to generate a large quantity of ideas in a short period of time. First you need to choose one of the need statements you created to use as a framework.

All of the ideas you generate should focus on solving this need. Next, you need to set a time for how long you will brainstorm.

BRAINSTORM



It is important to remember not to criticize or critique any of the ideas you generate while brainstorming...even the ones that seem impossible. It is important to just let your creativity flow! The focus of this exercise is quantity not quality of ideas.

Evaluating your ideas: Now that you've developed some ideas, you now need to evaluate them.

Evaluation will allow you to remove some ideas in order to focus on the good ones. In this evaluation method, you need to classify your ideas into three separate categories:

"Ground" ideas are the most basic solutions you can come up with but are not very innovative.

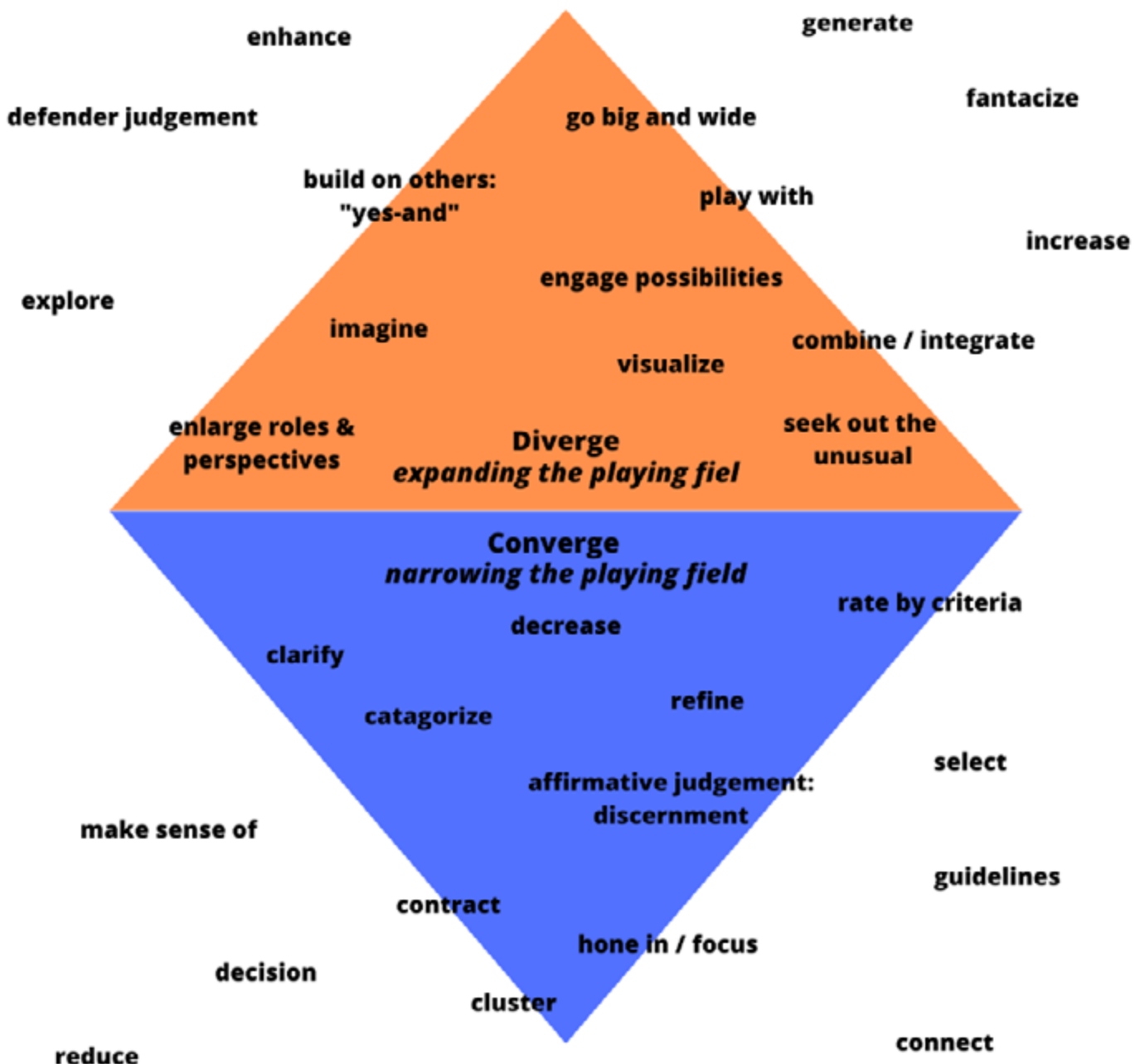
"Sky" ideas are wild and crazy ideas that you can reach for but are too difficult to obtain.

"Horizon": it is the space in between the ground and the sky. Ideas that fit into the "horizon" category are ideas that you can see but that you can't get to right away. They are achievable ideas, not too basic and not too unrealistic. You can make a plan to get to.

After mapping your ideas into these categories, you can begin to brainstorm ways to move ideas up or down into the "horizon."

You can think about ways of making "sky" ideas more realistic and "ground" ideas more innovative.

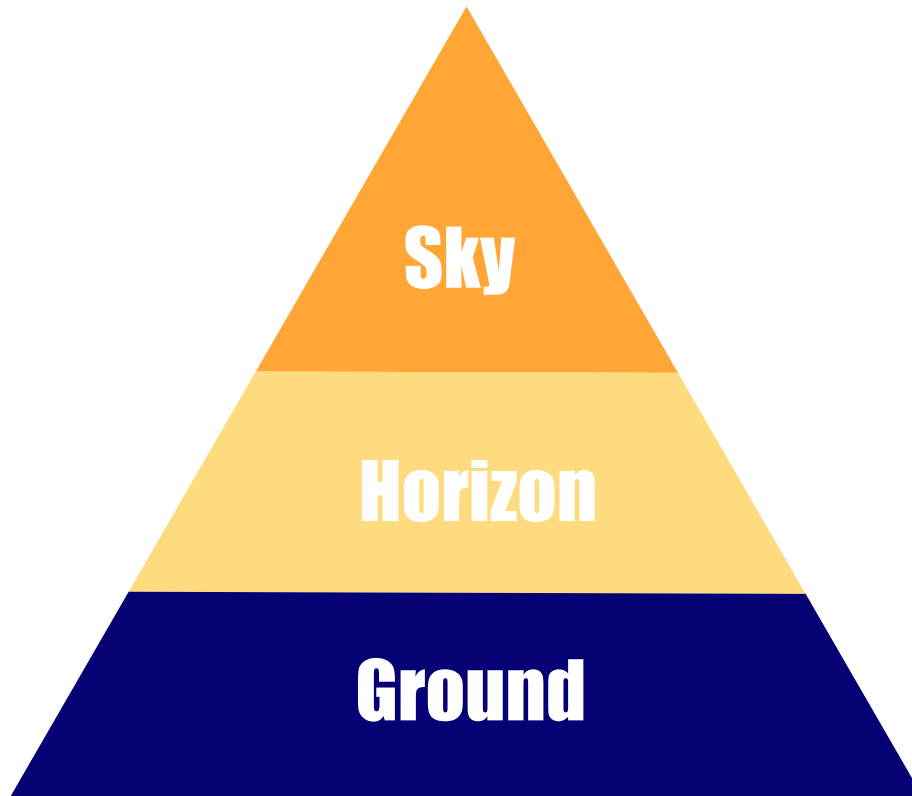
CREATIVE THINKING



Source: <https://images.squarespace-cdn.com/content/v1/57398f4ee-3214090077a53e0/1539765553753-GXA5JNQJEWLPURDMW0R0/Action+Learning+Centre+Creative+Thinking?format=1000wg>

Mapping your Ideas

Map out different ideas that have come to you. Once you have mapped all the ideas, identify ways to move them up or down the "horizon". Choose three ideas from the "horizon" of your idea map that you think have the most potential. Briefly summarize each of your ideas:



Developing Ideas

Now that you have three solid ideas that you think have potential, it is time to refine and develop those ideas.

There are many different ways to go about this but two of the best ways are by acting out your idea and getting feedback from people in the community whose need you are fulfilling.

Try It Out

A great way to derive new ideas is by physically getting up and experiencing your product or service solution.

This requires setting up an experience, complete with necessary tools and people, and physically "testing" it. Your goal is to focus on the way you interact with your environment and the choices you make while in it. When you are physically acting out an idea, it is easier to get in your customer's shoes and generate ideas you might not have realized by talking or drawing.

When you are developing all of your ideas, it is important to remember that they are only opinions

unless you actively go out into the community and do research.

You should have already done some research when you developed need statements through interviews with people in your community. Since then you have developed ideas to fulfill those need statements and it is time to gather feedback on those ideas.

A great way to minimize the probability of failure is by checking your ideas against reality.



One of the best ways to obtain feedback is by conducting surveys and interviews with people from your intended market. When preparing for interviews with people from your community, it is important to remember that while you want to capture unexpected insights from your potential customers, you also need to do some preparation to help start those valuable conversations.

Here are some topics that you may want to develop questions for and discuss:

- **Show your idea.** If you have a product idea, you may want to make an example of your product to show to the person you are interviewing. It does not need to be real but could be made out of paper or recycled materials or could even be just a drawing. The point is not to show exactly what your product is with all the details and features, but rather to show the overall concept. Show them the product and ask them how they would use it. If you have a service idea, you may want to have your customer re-enact the experience with you. Bring important objects to help you set the scene. In either case, don't jump in right away if your customer is using your product or experiencing your service in a way you didn't predict. Instead, observe what they do and ask them to tell you about their thought process.
- **Talk about your idea.** What do you like about it? What don't you like about it? What attributes of your product or service are most important to the customer?
- **Ask about solutions they use already.** Do you use something similar already? If so, what? When do you use it? What do you like about it? What don't you like about it?
- **Ask about the purchasing process.** If you already use something similar, how did you find out about it? Where did you buy it? How much did you pay? Did you purchase it? Did someone purchase it for you? When conducting the interviews, there are some techniques you can use to make sure you are obtaining useful feedback.
- **Encourage storytelling.** One of the best ways you can gain insights about your customer and their needs is by listening to stories. Encourage the people you are interviewing to tell you stories about the problem you are trying to solve or stories about products or services they have used in trying to solve that problem.
- **Learn from negative feedback.** If someone gives you negative feedback, don't be upset. Ask why they don't like it or wouldn't use it. This can often lead to the most incredibly useful insights!

• **Don't just stick to the questions you have prepared.** Don't be afraid to let the person you are interviewing move the conversation in a direction you didn't expect or plan. Think about how the answers to these questions will help you to make decisions about your product – you might need to change the questions you ask as you go.

• **Look for what is not obvious.** Look for the details that are not so obvious—what do they wear, how do they act, what is their age, gender, attitude on life, habits, etc. This will help you organize your feedback based on demographic and different sub-groups.

• **Look for inconsistencies.** Make note when the person you are interviewing says one thing but then does something else. Noticing these inconsistencies can lead to great insights.

• **Be okay with silence.** You may feel a need to fill in every silence with questions and more explanations of your product or service idea. Instead, give pause for the person you are interviewing to talk. Remember that you are there to hear what they have to say, not to tell them what you already know.

• **Take notes.** Make sure to record the answers that you receive from each person, and use additional pages in your notes section if necessary. It may be helpful to write down the person's name and all of their answers separately so that you can quickly reference who gave you each answer.

2.3.2. How to create a plan



Source: <https://cdn.mos.cms.futurecdn.net/uCHnQ3mD-p2FbJYBVS8cmtb.jpg>

2.3.3. Idea Feasibility

Now that you have three solid, well-developed ideas it is time to see which idea has the most potential and can actually be put into action. There are many factors that you should consider when making this decision to ensure you pick the idea that is most feasible for you to start given who you are and what resources you have available to you. Once you have picked one idea to continue to develop, it is time to refine your idea.



While you have likely thought about this before, it will be important to first formally identify how exactly your business added-value and how it is positioned in the context of competitors. This is important because you may realize that the added-value of your idea has already been satisfied by a competitor. If this is the case, it may be time to go back to the beginning of this lesson and brainstorm more ideas.

Knowing your business' added-value is also critical as you begin to make decisions about how to operate your business.

To identify your business' value-added, start by defining the potential customer served by the idea and the need the idea will address. Then, identify how their experiences change from before your product or service exists versus after its implementation through creating "before" and "after" drawings. You can include in your drawings what you think your customers will say or do.



After you have your pictures, determine if you think there is enough of a difference between the before picture and the after picture to justify your business. After understanding your business' value-added, it is important to understand how that translates into your business' position in the context of your competitors.



One way to do this is by mapping out how your competitors add value through a positioning map. To create a positioning map, first identify two dimensions which are important and relevant to your business or industry. Place those dimensions on the graph. Then graph where you think each of your competitors lies and why.

This is a great way to check and make sure the product or service you offer is not already offered by someone else.

BENEFITS OF A FEASIBILITY STUDY

1

1. It point out the valid reasons to go ahead with the idea

2

2. It saves time, money and resources

3

3. It enhances the team's focus

4

4. It helps in identification of new opportunities

5

5. It helps to take an informed "go/no-go" decision

6

6. It narrows down the business alternatives

7

7. It enhances the probability of success in a short span of time

8

8. It helps to make clear future growth plans

9

9. It adds value to funding pitches

10

10. It helps make realistic assumptions

2.3.4. Swot Analysis

Now that you understand your business' core value-added and you understand how you are positioned compared to your competitors, it is important to recognize the strengths, weaknesses, opportunities, and threats of the positioning you have chosen.

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	Strengths	Weaknesses
External origin (attributes of the environment)	Opportunities	Threats

The SWOT Matrix is a tool aimed at evaluating the internal and external environment of the team before implementing the idea of the paper, that is, before starting the prototyping.

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Through this technique, the team must evaluate whether the chosen solution is able to succeed either by internal conditions (strengths and weaknesses) or by external conditions (threats and opportunities).

Conducting a SWOT analysis is important because part of picking a position in a competitive landscape means that you cannot be everything to everyone and that you will have weaknesses and threats.

Having weaknesses or threats doesn't mean your idea is bad. Instead, it is important to be aware of them so that you can work towards minimizing them and make the most of your strengths and opportunities.

PRACTICAL EXERCISES

1. GENERATING GREAT IDEAS

We invite you to reflect on your business ideas and the “thinking” that led up to it. You could reflect on the values, skills, community needs and relationships that contributed to your idea.



2.4. INNOVATION AND CREATIVITY

The literature on innovation usually relates it to creativity, but they are different realities. Creativity precedes the innovation that is its result. According to Chibás et al. (2013) "creativity refers more to internal processes of creation itself, to the elaboration of ideas and projects, to causes, while the term innovation refers more to results, products or effects of creativity". (CHIBÁS et al., 2013, p. 18).

Creativity represents the process of creating ideas. In a way, it is the inspiration that allows us to create new solutions. Innovation is the ability to convert these ideas into something applicable, giving them meaning and value within a given context. (MANUAL OF BUSINESS CREATIVITY, 2010, p. 8).

2.4.1. Visual identity

Defining Your Brand

The most powerful way to communicate who you are as a business is by building a strong and thoughtful brand.

Every part of your brand, whether it be the logo or the colors you use on the flyer, should be decided based on what you know about the people whose need you are meeting through your product or service.

Your brand identity is like your business' personality.

For example, a business that sells a soda product might have a fun or "bubbly" personality, so you might create a mascot or icon that demonstrates that characteristic or character. If your goal is quality, then you may have a more expensive product and your messaging should reflect its benefits instead of its price.

While defining your brand is a crucial first step, it is then necessary that you consistently use that brand in all your messaging. That means if you use a logo, always use the same logo, in the same format, whenever it is printed. If you use a slogan, make sure it is always written in the same way. As you plan for advertising or special promotions, make sure that it is consistent with your image.



Source: <https://burlingtonpress.com/wp-content/uploads/2020/02/5-branding-questions-to-ask-to-define-your-brand-identity.jpg>

Developing your brand

Draw what images, colors, sounds, textures, smells, or words your product or service idea makes you think of. Circle those which you think best communicate your business. Then, based on what you have circled, develop guidelines for your brand identity. What colors, logo, slogan, or images should you use to communicate your business? These guidelines are important as you will reference these as you make decisions about communicating and promoting your brand.

2.4.2. Communicating Your Brand

There are many different ways you can communicate your brand but you will probably only make use of a few of them or maybe none at all. It really depends on what is most in line with your brand identity. To communicate your brand you can use brochures, fliers, and other handouts.

Producing brochures or fliers is a great way to provide the most information about your product in one document. Flyers are usually one page in size and can be one-sided or two-sided. There is less room for great detail on a flyer than in a brochure, so you must choose the most important and significant information to include.

Whether you are making a flyer, brochure, or some other handout, it is important to make sure you have a clear message and goal before you start making it.

Before you start, consider these elements:

- Who will read the brochure?
- How will the readers get the brochure?
- What do you want your readers to learn from your brochure and do once they have that information?

When considering the use of printed materials, you must keep in mind what it will cost to produce and distribute these items. Printed materials almost always require some form of word-processing software if you plan to create your piece on a computer, a resource for copying or making many copies of the same document, and a large quantity of paper. Although this may seem like it will cost too much when you are first starting-up, be creative about finding resources for these items. Maybe you know someone who can supply you with ink or paper at very low prices, or you can trade services with someone to help you mass produce the items. You should also consider how and where you would distribute each type of printed materials. Community events and public areas are great places to share your information at no cost to you (after printing costs.) You should always find out if you are allowed to display or distribute material in a given location before doing so.

Packaging.

If you are going to be selling a product that requires packaging (a box, wrapping, bag or other package type to keep your product in), be sure that your design is consistent with your brand identity.

Packaging can be as simple as a square box, or it can stand out with improved resalable elements, recyclable materials, or provide some sort of lasting quality beyond the product's own characteristics that can be beneficial to customers.

Make it stand out.

Your choice may be as simple as an attractive color or image, or may be as complex as designing a container that can withstand reuse. If you are going to create a unique package for your product, you should focus on making sure that it is using the least amount of materials possible (while still communicating your brand and protecting the product) so that it is low-cost and consuming less of the earth's resources.

It will also be important to think about how your packaging is different or improved from that of your competitors.

Website and emails.

Today, companies are increasingly using the Internet to market their products and services. At a basic level, the web could be used to communicate with your customers and market new product offerings and price information to them.

You could collect email addresses of your customers or even prospective customers. You may choose to use their email addresses to send out weekly or monthly information about your business to them. Be sure not to over-communicate, and only email them when you have valuable information that you think they would be interested in learning.



What communication methods you decide to use really all depend on your brand identity.

Word of Mouth.

Word of mouth is developed when people become aware of your business, have an interaction and then share their experiences with others. Word of mouth can be positive or negative. This means that ensuring a positive experience for your target customers is crucial, especially in businesses that offer a service. Good quality and good service are some ways to generate positive attention. Get your customers to talk about you. You can do this through networking, and playing a role in highly visible events. Tie yourself into a community organization that does something to improve the quality of living in your area, and people will associate you and your product with the good ethics and behaviors of those people and organizations

Networking.

Networking is the act of developing new relationships, with the goal of creating new opportunities. It can take place anywhere; such as in your own community with people you interact with on a day-to-day basis, at trade shows or with people who are involved in your business like customers, friends of customers and people to whom your employees are connected. Don't ignore a seemingly small discussion, it could lead to a new customer! Use any opportunity in a highly visible public setting to talk about your business to anyone who might be interested.

Every experience counts! Engage with your community.

Do something unexpected. Using non-traditional, unconventional methods of marketing that are captivating and gain your customer's attention, while also building awareness of your business or brand can be a great way to get your business known in the community. Most often, these methods are exceptionally creative and resourceful ways of sending a message or grabbing your target's attention. The key ingredients are time, energy and imagination, rather than large budgets or excessive use of resources. Essentially, the goal is to generate a buzz about your business or brand, which will then become widely known. Typically, this method of promotion is spontaneous and often interactive. Another example would be rewarding a repeat customer by giving them a discount for every third purchase they make. The message you send with your reward program should remain consistent with your brand, giving too much away could affect the perception of quality and it could set an unreasonable expectation for lower prices in the mind of your customers.

Newspapers, Magazines & Community Publications.

Do you read the newspaper regularly? Can you think of a well-known popular publication in your community? Chances are that these publications sell space in their issues to companies and brands who want to advertise their products or services.

Determine if your target market reads these publications before moving forward with this method. Print ads may be a great way to market your product to a larger audience. You must very carefully ana

lyze the cost of advertising, as not all forms are inexpensive. But with creativity, you may be able to find cost effective ways to advertise.

Free ways to promote

Can you think of specific events or organized activities where you might have the opportunity to participate and promote your business for free? What kind of unconventional methods could you use to promote your business?

Think of a situation that might capture your target's attention in a spontaneous way that will have them wanting to know more.

Where and when would this event happen? What materials or resources might you require to accomplish your method? Will you need a team to help you accomplish this effort?

Local advertising

Collect a few printed publications from your neighborhood and find out who the publisher or editor is. Inquire with that person about their advertising rate. You should gather information from two or three publications that tell you how much it would cost per size of ad and number of times it is published. It might be worth comparing the price of your local newspaper, to prices of other newspapers near the area which might allow for negotiating or getting a better price.

Based on your own cost estimates, can you afford any of these ad spaces in your marketing plan? Does your church or community center publish a weekly newsletter or other informational document?

Find out if they offer free or very low cost space for small businesses to advertise and think... Who reads these publications? Does it make sense for you to advertise this way based on your target market?

2.4.3. Promotion strategy

Now that you have thought about different options for promotion, it is time to make decisions about your promotion strategy. When you first start your business, how do you plan to promote your brand and attract those first customers? How much will the different elements of your promotion plan cost?

Price is the cost of your product to the consumer.

Pricing dictates how your product price compares to the prices of competitors' products. If your price is more expensive, you might want to focus on marketing the benefits of your product. In addition, for such products you might offer an initial discount, coupon, or sample to influence your customers' buying decision. Price promotions should be short term, for specific periods of time and should achieve specific goals (such as attracting new customers or encouraging them to try new products.)

Profit = Selling Price – Cost Price

Selling price = Cost Price + Desired Profit

When entering a market, the following are some pricing strategies:

Price Skimming: High initial price for higher initial margins, and then lower prices overtime.

Penetration Pricing: Low price compared to competitors initially This helps to gain quick market share before competitors

Remember that your price is set based on the important factors above. Sometimes, depending on your business, you may have to engage in negotiations of your price when someone is trying to get you to sell your product or service for less money. Remember the factors such as cost, competitors and target market if you consider lowering your price in those situations. Also, as described earlier in this chapter, word of mouth is a powerful tool. This means that if someone shares that you lowered your price for them, news of that will travel and other customers will expect the new lower price. Be careful in your negotiation!

It is also important to consider where you will sell your product or service and why. Indeed, you should reflect on the connected between the location where you are selling your product and the location where your product is made.

Pitch

Being able to share your business plan with others in a way that generates their interest is very important!

More often than not, you won't have to convey all of the information in your business plan, but you may also only have a very short amount of time to convey what is most important and/or impressive about it. One way to do this is through what is called an ELEVATOR pitch.

A pitch usually consists of a simple, three-minute or less presentation that explains the market potential and how your business model will capitalize on it.



Because this presentation is so brief, you want to include only enough detail to make investors interested and highlight why your business idea is superior.

Be as concise and straightforward as possible but bring passion and energy to the idea so that others are inspired by you.

There are areas that you should cover in your elevator pitch as well as guidelines for its delivery:

The Need

- What is the need?
- Who has the need?
- Who is the target market? How big is this market? Is it growing?
- How is this an opportunity?

Product or Service Solution

- What is the product or service?
- How does your product or service address the need in a way that no one else does?
- Mention who your competitors are and how your solution is different
- How will you make a profit?
- What is your business model?

Goals

- How much do you project that you can make? How did you arrive at this projection? You will want to reference totals from your Pro Forma Income Statement.
- What do you need to get started financially, socially, and otherwise? You will want to reference totals from your Schedule of Start-Up Costs.
- How and when do you plan to start your business? What is your action plan?

Audience Call to Action

- What can the audience do to help you get started?
- Do you have immediate needs (e.g., capital, equipment, expertise, word-of-mouth advertising, etc.)?
- How can the audience fulfill these needs and get involved right away?

Presentation Guidelines:

- **Total presentation time: 3 minutes or less**
- **Presenter immediately captures the audience's attention**
- **Presenter speaks loud enough for everyone in the room to hear**
- **Presenter speaks clearly and slowly enough for audience to understand**
- **Presenter has an effective and memorable closing**
- **Presenter is confident**
- **Visual aids are used effectively (if applicable) when making your elevator pitch, using visual aids may help you reach your objectives by emphasizing the key information you present. Pictures and diagrams, for example, are used to raise the audience's level of understanding by clarifying your message and creating excitement. Other examples include drawings, charts, graphs, and props:**
 - Identify what you want to accomplish with your visual aids first
 - Keep visual aids simple and brief – do not overload them with too many words or graphics
 - Make sure that they can be understood by everyone in your audience

- If information does not increase learning or understanding, do not include it
- Do not allow visual aids to take your attention away from the audience
- Reference all borrowed material

Writes and practice your pitch on three different individuals



Ask each of these individuals for feedback on your pitch. Each time you make your pitch, try to focus on different suggestions mentioned on the previous page.

PRACTICAL EXERCISES

1. SHARING YOUR IDEA

Who do you plan on sharing your rocket pitch with? Why, how, and when?

2. MARKETING YOUR BUSINESS.

- How will you make your target market aware of your product?
- What are the forms of communication that your target uses most often?
- What communication tools will you choose?
- Where will your target market learn about, see and purchase your product or service?



2.5. LEADERSHIP

2.5.1. What is leadership?

Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team. Leadership often is an attribute tied to a person's title, seniority or ranking in a hierarchy. However, it's an attribute anyone can have or attain, even those without leadership positions. It's a developable skill that can be improved over time.

Leaders are found and required in most aspects of society, including business, politics, religion and social- and community-based organizations. Leaders are seen as people who make sound and sometimes difficult decisions. They articulate a clear vision, establish achievable goals and provide followers with the knowledge and tools necessary to achieve those goals.

An effective leader has the following characteristics: self-confidence, strong communication and management skills, creative and innovative thinking, perseverance, willingness to take risks, open to change, levelheaded and reactivity in times of crisis.



Source: <https://www.careeraddict.com/uploads/article/60191/leadership-successful.jpg>

2.5.2. Why is leadership important?

Leadership plays a central role in the success and direction of a business.



Organizations depend on successful leaders to communicate its mission, vision and goals, unite team members around those goals and then achieve them. These capabilities are especially important in times of crisis.

Hard decision-making is often required for the success and evolution of a business. Businesses often depend on leaders with high competencies and emotional intelligence to make tough decisions and solve problems. This level of trust and success often leads to positive, productive work environments that encourage teamwork, employee well-being and strong work cultures that are attractive to top talent.

Strong leadership is critical to an organization's competitiveness because it drives change and innovation. The best leaders keep an eye on the changing direction of their industry, promote new ideas, boost morale, increase engagement, create connection, inspire trust, create a positive organizational culture, and bring in innovative thinkers.



Source: <https://imageio.forbes.com/specials-images/imageserve/632944fe138ed-ae0637a03a3/0x0.jpg?format=jpg&width=1200>

2.5.3. Leadership theory

How people become leaders and what makes a great leader have been the subject of study for centuries. The 19th century was dominated by the Great Man Theory, which stressed that leadership is a unique, natural skill and that great leaders are born to the task.

The following are some of the many leadership theories advanced in the 20th century:

- **Trait theory** dates to the mid-20th century and it centers on the idea that some people are born with certain personality traits that make them great leaders, such as integrity and self-confidence.
- **Situational leadership** is where the leadership style is adjusted based on the readiness or skill-level of followers in a given situation.
- **Contingency theory** posits that effective leadership depends on having the right leader for the right situation.
- **Transactional leadership** is an approach where leaders reward or punish followers to achieve results.
- **Transformational leadership** is where leaders appeal to followers' values and emotions to transform the way they think and approach their work or life.
- **Behaviorist theory** encompasses how a person's leadership skills are developed and trained as products of their environment.
- **Behavioral theory** is where a leader models certain behaviors, setting a good example for others to follow.
- **Functional theory** is leadership based on a collection of people's behaviors and group dynamics, not individuals.
- **Path goal theory** is where leaders set goals and smooth the path to those goals to motivate and drive performance.

2.5.4. Leadership vs Management

The terms leadership and management are used interchangeably, but they aren't the same concept. Leadership roles involve creating and articulating a vision and inspiring others to want to work toward that vision. But leaders might not be skilled at or involved with the day-to-day management of the work needed to turn that vision into a reality.

Management is the oversight of the tactical steps required to complete the work and achieve the objectives. Good managers excel at articulating the steps required to complete tasks and holding people accountable for doing assigned work. Leaders can be good managers and good managers can be good leaders. Very often, managers are put into positions where they need to exhibit leadership characteristics, such as motivating and aligning employees to goals. Likewise, leaders often must take on management tasks, such as holding employees accountable for an organization's goals and vision.

Some specific differences between leaders and managers include the following:

Leaders	Managers
Establish a long-term vision, goals and objectives	Achieve organization's vision, goals and objectives
Motivate and align employees to goals	Assign tasks to employees and hold them accountable
Ask long-term, big picture analytical questions, such as "what" and "why"	Ask process questions focused on achieving short-term objectives, such as "how" and "when"
Can have any title, though often part of the C-suite; their positions and responsibilities aren't always executive	Have specific job titles and fixed responsibilities
Authority based on qualities	Position-based authority
Focus on vision	Focus on processes
Operate relatively independently	Operate within the organization
Focus on innovation	Focus on structure
Consider the big picture	Consider the details

2.5.3. What makes a great leader?

Several attributes separate good leadership from great leadership, including the following:

- Strong, realistic visions
- Clear and effective communication
- Adaptability, flexibility and creativity
- Honesty
- Patience
- Resiliency
- Emotional intelligence and empathy
- Integrity
- Collaboration
- Passion
- Fairness
- Cultural awareness
- Intelligence and expertise
- Strategic and visionary decision-making
- Persuade, motivate, empower and inspire

Great leaders inspire people, motivating them to do what it takes to achieve the leader's and organization's goals. Former U.S. President Dwight D. Eisenhower articulated this idea when he said, "Leadership is the art of getting someone else to do something you want done because he wants to do it."

2.5.6. Leadership styles

The following leadership styles are among the many commonly seen in business and other organizations:

- **Affiliative leaders** foster positive group dynamics.
- **Authoritative leaders** provide clear direction and require compliance.
- **Autocratic leaders** maintain complete control and decision-making powers.
- **Charismatic leaders** use sociable and charming personality traits to persuade followers.
- **Coaching leaders** teach and motivate others to reach goals.
- **Coercive leaders** force people to follow instructions whether they want to or not. Command and control, also called bureaucratic leaders, establish strict rules and regulations.
- **Democratic leaders** focus on compromise and group consensus; they include others in decision-making.
- **Innovative leaders** foster creativity and adaptability.
- **Laissez-faire leaders** take a hands-off approach.
- **Pacesetter leaders** use emotional-leadership styles to drive employees to achieve goals at a high rate.
- **Transactional leaders** use a system of rewards and punishment.
- **Servant leaders** focus on serving the needs of the group and the greater good.
- **Situational leaders** adapt their style to different situations and people.
- **Strategic leaders** use different management styles to develop adaptable strategies.
- **Transformational leaders** motivate others to grow both professionally and personally.



Source: https://cdn.ttgtmedia.com/rms/onlineimages/cio-transformational_leader-h.png

2.5.7. How to become a better leader

The workplace has changed dramatically over the last few years, with the increase of remote work and the growing importance placed on employee touchpoints, such as diversity, equity and inclusion. There are several leadership qualities that can be refined to help individuals become better leaders:

Become more self-aware. Great leaders know their strengths, weaknesses and effects on the people they lead. They set a good example and model good behavior. One way to become more self-aware is to seek feedback from those people.

Refine communication skills. Leaders should be effective and clear in their communication; they must also be good listeners. Communication should be based on openness, honesty and transparency. This involves setting clear goals and expectations and giving regular feedback to employees.

Connect with team members. Connections build trust, understanding and bonds that are critical for successful leadership. The best leaders should get to know the personalities and capabilities of their team members.

Encourage growth. The best leaders encourage their own, their colleagues' and their employees' or followers' personal and professional growth. Encouraging growth strengthens bonds and trust between leaders and team members, and increases what teams can accomplish.

Be open to change. Change is inevitable in business; being open to it and encouraging new ideas and perspectives from team members can help leaders become more effective.

Develop positive attitudes. Responding to negative situations and problems with positive approaches and encouragement is a great way to model and improve problem-solving skills.

Seek out growth opportunities. Great leaders look for opportunities for continuous improvement and education. This can involve attending conferences, finding a mentor and reading books on leadership.

2.5.8. How to become an effective leader

How to become an effective leader

The traits of effective leadership



Source: https://cdn.ttgtmedia.com/rms/onlineimages/how_to_become_an_effective_leader-f.png

PRACTICAL EXERCISES

Here you have a question to reflect on the lesson:

What are the characteristics that a good leader should have, and what is their function?



WEBINAR

WEBINAR

SENSE OF INITIATIVE/ENTREPRENEURSHIP AND CREATIVE THINKING



Botón de reproducción (k)

0:57 / 1:26:09

<https://www.youtube.com/watch?v=A3e0PeMxfNc>

WHAT I HAVE LEARNT...

- **What it takes and how to be an entrepreneur;**
- **Various steps on how to generate an idea, and how to transform an idea into action, i.e. create an innovation;**
- **What being a leader means, and how to be a good leader;**
- **How to create a brand, all the steps to promote your brand, where and when to promote your product, and how to create a short and effective speech for your brand or product.**



ADDITIONAL RESOURCES

■ Entrepreneurship

<https://youtu.be/9ua1or3pvcA>

<https://www.youtube.com/watch?v=IJjLQu2xM8>

<https://www.youtube.com/watch?v=gFYBqZnFQ6w>

<https://www.thebalancemoney.com/entrepreneur-what-is-an-entrepreneur-1794303>

<https://www.sumup.com/en-gb/business-guide/becoming-an-entrepreneur/>

■ Design Thinking

<https://www.youtube.com/watch?v=-hyVVdFobhU>

https://www.youtube.com/watch?v=_r0VX-aU_T8&t=4s

■ How to generate news ideas

<https://www.youtube.com/watch?v=mtn31hh6kU4>

<https://www.youtube.com/watch?v=L1kbrlZRDvU>

<https://www.youtube.com/watch?v=-OMJINQIZzA>

<https://www.youtube.com/watch?app=desktop&v=jYdNpGcEqC4>

■ Turn ideas into innovations (just do it)

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

<https://youtu.be/dZTjD3g4C1A>

https://youtu.be/K_vblziTtd8

<https://youtu.be/R3RM-TQoJQ8>

<https://www.youtube.com/watch?v=zS0n-CaV5ks>

<https://www.youtube.com/watch?v=AX2lruYvv2s>

■ Leadership

<https://www.youtube.com/watch?v=61OzhSrgsd8>

https://www.youtube.com/watch?v=R2qu_j6GAG8

Innovation and creativity

How to create a great brand name

<https://www.youtube.com/watch?v=rzbXht7MJVM>

■ Mind Map Diagram

https://www.youtube.com/watch?v=AEtlzD_B50Q&t=110s

<https://www.youtube.com/watch?v=o1WhjPh3ZQ4>

■ Rocket pitch

<https://www.youtube.com/watch?v=r-iETptU7JY>

<https://www.youtube.com/watch?v=FrIfes1L7NI>

<https://www.youtube.com/watch?v=P2LwuF7zn9c>

■ The mom test

<https://youtu.be/Hla1jzhan78>

■ Pricing

<https://youtu.be/mmm0ccYPliU>

BIBLIOGRAPHY

A startup enxuta: Como os empreendedores atuais utilizam a inovação contínua para criar empresas extremamente bem-sucedidas. (2012). REIES, Eric.

Apontamentos sobre a educação para o empreendedorismo em Portugal. (Ano 41-3). (2007). MENDES, Ana Rita de Oliveira.

Como fazer amigos e influencias pessoas (45.a ed.). (2011). CARNEGIE, Carnegie.

Could You Be Social Entrepreneur. (s. f.). [Vídeo]. Youtube. <https://www.youtube.com/watch?v=tkDBcc8xQgs>
Covey, S. R. (2005). *Os 7 hábitos das pessoas altamente eficazes*.

Design Thinking. (2023). <http://www.serpro.gov.br/menu/noticias/noticias-2017/ebookconfiancacriativa.pdf>
Educação empreendedora: conceitos, modelos e práticas. (2010). LOPES, Rose Mary Almeida.

Educação Integral no Brasil: inovações em processo. (2009). GADOTTI, Moacir.

Eker, T. H. (2009). *Secrets of the Millionaire Mind: Mastering the Inner Game of Wealth*. Harper Collins.

El proceso de pensamiento de diseño. (s. f.). [Vídeo]. Youtube. https://www.youtube.com/watch?v=_r0VX-aU_T8

Entrepreneur vs Entrepreneurship | Entrepreneurship: Concept and Functions | Class 11 | CBSE. (s. f.). [Vídeo]. Youtube. <https://www.youtube.com/watch?v=7OSe7UuYoao>.

Ep 1 - Getting From Business Idea to Business Model. (s. f.). [Vídeo]. Youtube. <https://www.youtube.com/watch?v=wwShFsSFb-Y>.

Ep 2 - Visualizing Your Business Model. (s. f.). [Vídeo]. Youtube. <https://www.youtube.com/watch?v=wIKP-BaC0jA>.

Ep 3 - Prototyping. (s. f.). [Vídeo]. Youtube. <https://www.youtube.com/watch?v=iA5MVUNkSkM>.

Ep 4 - Navigating Your Environment. (s. f.). [Vídeo]. Youtube. https://www.youtube.com/watch?v=7O36YBn9x_4

Ep 5 - Proving It. (s. f.). [Vídeo]. Youtube. https://www.youtube.com/watch?v=-2gd_vhNYT4

Ep 6 - Telling Your Story. (s. f.). [Vídeo]. Youtube. <https://www.youtube.com/watch?v=SshglHDKQCc>
estudo de caso como ferramenta para o ensino de empreendedorismo. (s. f.). RAMOS, S. C.; FERREIRA, J. M.; GIMENEZ, F. A. P. O.

Gestão da Inovação e da criatividade hoje: apontes e reflexões. (s. f.). CHIBÁS, F.O.; PANTALEÓN, E. M. E ROCHA, T.A.

La educación para el emprendimiento em los centros educativos em Europa. (2016). EUROPEAN COMMISSION.

La educación para el emprendimiento en los centros educativos de Europa. (2016). <https://epale.ec.europa>.

United for social transformation

MODULE 3. GREEN LIFE AND SUSTAINABILITY

INTRODUCTORY VIDEO



<https://www.youtube.com/watch?v=i6xw5mjdcyM>

MODULE 3. GREEN LIFE AND SUSTAINABILITY

INTRODUCTION

The 21st century brings many new and old challenges, and they bring an uncertainty that people must overcome. Climate change, the depletion of natural resources, COVID-19 and war are potential threats to global health. Understanding how these concerns affect people's well-being is an important research question (Barchielli, et al., 2020).

There are many environmental problems, and in this chapter, we will examine them and the effect they have:

ENVIRONMENT PROBLEMS

Pollution



Global warming



Acid rains



Deforestation



Overpopulation



Natural resource depletion



Loss of biodiversity



3.1. POLLUTION

Environmental pollution has been one of the main concerns of science and the general public over the past decades. Pollution can be divided into four types: **air, water, soil and noise**.



AIR POLLUTION



WATER POLLUTION



NOISE POLLUTION



SOIL POLLUTION

3.1.1. Air Pollution



- **Becoming a major health problem that affects millions of people worldwide.**
- **WHO estimates that 2.4 million people die each year due to air pollution.**
- **Mixture of particulate matter (e.g. PM2.5, PM10), gases (e.g. carbon monoxide [CO], nitrogen dioxide [NO₂], ozone [O₃], sulphur dioxide [SO₂], organic compounds (e.g. polycyclic aromatic hydrocarbon [PAH]), and metals (e.g. lead).**
- **Research on air pollution is increasing.**
- **In addition to physiological and environmental impacts, psychological (affective, cognitive, behavioural), economic and social impacts also need to be reviewed.**

(Sierra-Vargas & Teran, 2012) (Lu, 2020)

3.1.2. Water pollution

- **Water pollution occurs when unwanted materials enter in to water, changes the quality of water and harmful to environment and human health.**
- **One of the major environmental problems in the world.**
- **Persistent toxic substances can be allocated into two types:**
 - **Persistent organic pollutants. Properties:**
 - **high bioaccumulation properties.**
 - **exceptionally challenging to degrade.**
 - **contain carcinogenic and mutagenic factors;**
 - **have strong endocrine interference.**
 - **Hazardous substances (e.g. heavy metals, petrochemicals, pharmaceuticals, nanomaterials, pesticides, and herbicides).**
 - **Appear in water during industrialization and urbanization.**
 - **Endangering wildlife and human health.**
- **Universal solvent, water is a major source of infection.**
- **80% diseases are water borne.**
- **Drinking water in numerous countries does not meet WHO standards.**
- **3.1% deaths arise as a result of the unhygienic and poor quality of water.**



(Speight, 2020) (Feng, Yu, Xiao, & An, 2020)

3.1.3. Soil pollution and soil degradation

- **Soil is the most important resource for plant growth and human survival, supporting agricultural production and human habitation.**
- **Caused by irrational anthropogenic actions, soil receives a large amount of hazardous and toxic materials:**
 - **toxic metal(loid)s;**
 - **organic contaminants;**
 - **emerging contaminants with uncertain hazards and toxicity,**
- **Contaminants pose a potential risk to soil ecosystems, food safety and human health.**
- **The behaviour of pollutants in the environment is very complex and the spatial heterogeneity of the soil environment.**
- **Highly efficient, low-cost, and environmentally friendly soil remediation techniques need to be established instantly.**



(Li, Han, Liu, & Wang, 2022)



Figure 2. Impacts of soil pollution on soil ecosystem services (FAO and UNEP, 2021).

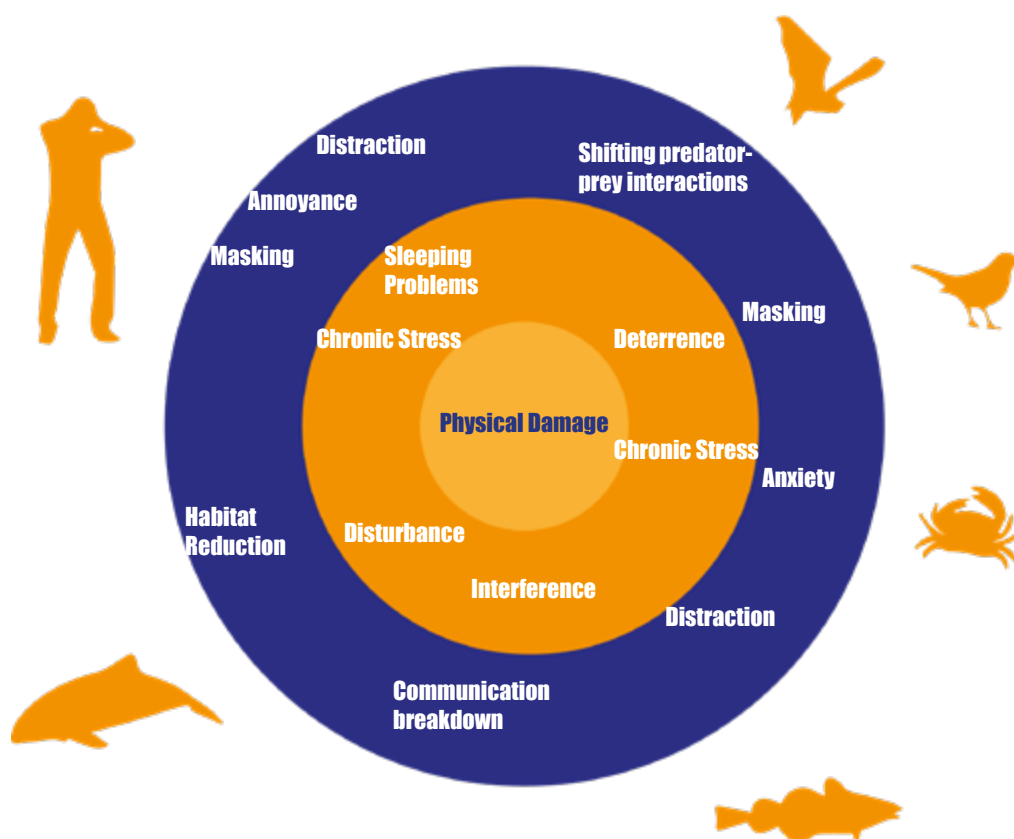
3.1.4. Noise pollution

- Noise pollution refers to an increase in natural environmental noise levels due to sound-emitting human activities that can have harmful effects on humans and animals.
- The most common anthropogenic noise is traffic of all kinds: cars, trucks, airplanes, and ships.
- Humans can experience immediate or delayed hearing damage from excessive acoustic exposure, and direct damage can be temporary or permanent, resulting in temporary or permanent deafness.
- Moderate levels of anthropogenic noise can cause irritation, chronic stress, sleep disturbances, impaired speech understanding, delayed cognitive development, decreased precision work performance, wound healing and even increased risk of heart failure.
- Indoor and outdoor environmental noise pollution has been shown to be a serious health hazard with increasing adverse effects on fetus, infants, children, adolescents and adults.
- Obsolete motor vehicles, machinery, increasing traffic, congested residential areas, overcrowded educational institutions and workplaces, unregulated commercial and industrial noise have become a source of acoustic pollution with long-term disability.



(Slabbekoorn, 2019) (Gupta, Gupta, Jain, & Gupta, 2018)

Diverse effects of noise pollution:



PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about pollution, it is very important to reflect on the subject and draw our own conclusions.

- 1. What comes to mind when you hear the word 'pollution'?**
- 2. What do you get most angry about when you think about pollution?**
- 3. What simple, everyday thing could help reduce pollution most?**



3.2. GLOBAL WARMING

Since the mid-19th century, human activities have increased the amount of greenhouse gases such as carbon dioxide, methane and nitrous oxide in the Earth's atmosphere, leading to an increase in average temperatures. Since then, the average global surface **temperature** has increased by **0.6 °C**, while **snow** cover and **ice cover** have reduced. Sea levels are reported to have risen by an average of **10-20** cm and **ocean temperatures have augmented**.

Effects of rising temperatures:

Soil degradation



The decrease in the productivity of agricultural land



Desertification



Loss of biodiversity



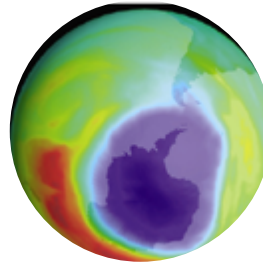
Ecosystem degradation



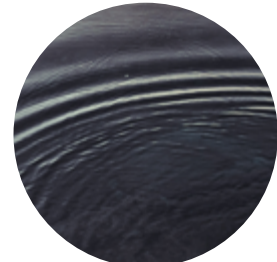
Ocean acidification



Destruction and depletion of the stratospheric ozone layer



Reduction of fresh water resources



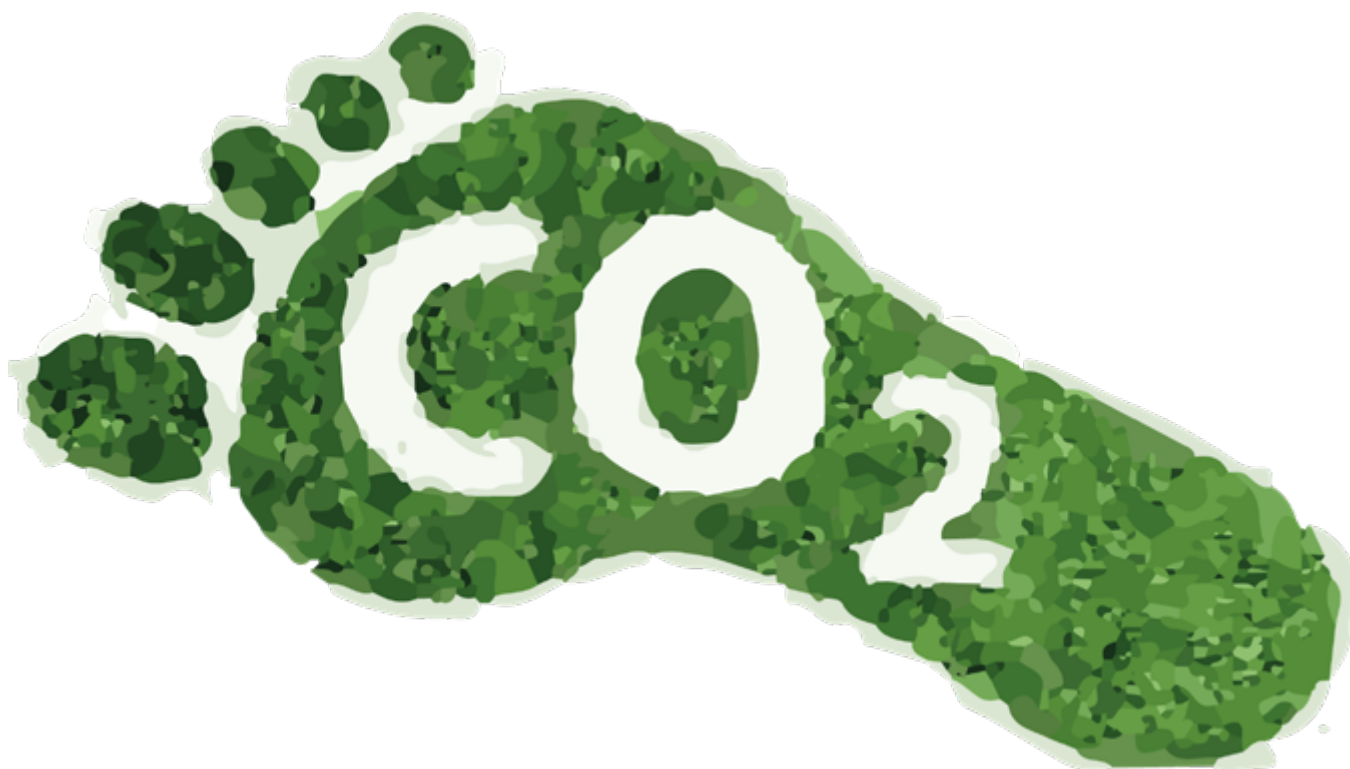
All of these affect human health, causing non-communicable diseases such as injuries during natural disasters, malnutrition during famines, and increased mortality during heat waves due to complications in patients with chronic diseases. The direct effects of natural disasters also affect mental health, and although too complex to quantify, a link between climate and civil violence has even been identified.

In the 20th century, halogenated aliphatic hydrocarbons were widely used for commercial and industrial purposes. However, these volatile organic compounds can be carried into the stratosphere, where they are easily photolyzed by ultraviolet radiation to release chlorine atoms. A catalytic chain reaction of chlorine atoms will lead to depletion of stratospheric ozone. Under the **Montreal Protocol on Substances that Deplete the Ozone Layer**, first established in **1987**, production of these so-called ozone-depleting substances has been phased out according to several schedules.

The emission of halogenated volatile organic compounds will not only deplete stratospheric ozone, but also contribute to global warming, meaning that these so-called greenhouse gases have a high potential to absorb infrared radiation reflected from the Earth's surface.

Carbon Footprint

A carbon footprint is the total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.



WHAT CAN YOU DO TO REDUCE YOUR CARBON FOOTPRINT?



Install Solar panels and switch to Green power



Choose, Reusable, Ditch Single-Use



Install Draught -proofing



Shop Second Hand



Buy Local food



Reduce Food Waste



Replace Halogen Lights



Train, Tram, Bus, Bike & Walk more



Thermostat to 20°C in Winter & 25°C in Summer

(Wadhwani, 2022)

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about global warming and carbon footprint, it is very important to reflect on the subject and draw our own conclusions.

- 1. What are the potential consequences of global warming?**
- 2. Do you think you have a large or small carbon footprint?**
- 3. What can people do to reduce their carbon footprint?**
- 4. Is your government doing enough to combat global warming?**



3.3. ACID RAINS

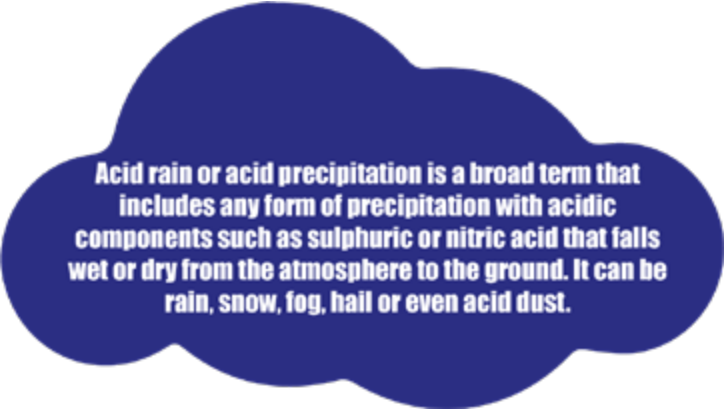
Acid rain or acid precipitation is a broad term that includes any form of precipitation with acidic components such as sulphuric or nitric acid that falls wet or dry from the atmosphere to the ground. It can be rain, snow, fog, hail or even acid dust.

Acid rain was one of the most important environmental problems during the last decades of the 20th century. It became a game changer, both scientifically and politically. For a while, especially in the 1980s, acid rain was considered one of the biggest environmental threats of the time.

Acid rain occurs when sulphur dioxide (SO₂) and nitrogen oxides (NO_x) are released into the atmosphere, carried by wind and air currents. SO₂ and NO_x react with water, oxygen and other chemicals to form sulphuric and nitric acids. They then mix with water and other substances before falling to the ground.

The major sources of SO₂ and NO_x in the atmosphere are:

- **Burning of fossil fuels to generate electricity. Two thirds of SO₂ and one fourth of NO_x in the atmosphere come from electric power generators.**
- **Vehicles and heavy equipment.**
- **Manufacturing, oil refineries and other industries.**



Acid rain or acid precipitation is a broad term that includes any form of precipitation with acidic components such as sulphuric or nitric acid that falls wet or dry from the atmosphere to the ground. It can be rain, snow, fog, hail or even acid dust.

During the Cold War, when there was almost no communication between East and West, acid rain broke the ice and created the conditions for scientific and political cooperation that led to the signing of the United Nations Economic Commission for Europe (UNECE) treaty, the Convention on Long-range Transboundary Air Pollution, signed in 1979. Emissions of all major air pollutants have been significantly reduced, and Europe's emissions of the most important acidifying compound, sulphur dioxide, have fallen by 80% or more since 1980-1990. However, acid deposition and acidification problems still exist, but at lower pressures, and liming has decreased accordingly.

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about acid rain, it is very important to reflect on the subject and draw our own conclusions.

1. Why does acid rain occur?

2. How we can reduce air pollution and creation of acid rain?



3.4. DEFORESTATION

Deforestation is linked with augmented atmospheric CO₂ and changes in the surface energy and mass balance, which can lead to local and global climate change. Deforestation accounts for up to 17% of global greenhouse gas emissions each year and contributes to global warming. This is because trees absorb greenhouse gases and carbon dioxide in the atmosphere.

Forestation and deforestation not only affect the carbon cycle and atmospheric CO₂ concentrations, but also affect local and global climate through changes in the surface energy balance (i.e. changes in albedo, evaporation fraction and surface roughness).

Agricultural land occupies about 38% of the Earth's surface. Population growth and the associated increase in agricultural land are the main causes of deforestation today. Although the rate of deforestation has slowed over the past decade, the loss of forested areas is expected to continue into this century. Forested area in the Amazon Basin, home to the largest rainforest on Earth, by 2050 can be reduced by around 50%.

PRACTICAL EXERCISES:

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about deforestation, it is very important to reflect on the subject and draw our own conclusions.

- 1. How does deforestation impact the environment and wildlife?**
- 2. Have you ever done something against deforestation?**
- 3. Have you ever realized that you take part in destroying the rainforest?**



3.5. OVERPOPULATION

Humanity is facing unprecedented population growth, as has never before occurred through recorded history. The overpopulation caused by it has important implications both for humans and the planet Earth and threatens both our existence and that of the planet.

In 1965-1970, the world's population was growing by 2.10% per year. Today, it is increasing by 1.10% per year, yet because of the now vastly greater base number this means over 80 million people every year, more than 219,000 people every day, or 9130 people every hour, are being added to the planet Earth.

There is no doubt that human ingenuity and cooperation can increase human resilience. But even so, human well-being will continue to depend on the outside world, including resources such as food and water. Humans are neither computer ciphers nor caged mice. This means that while a given area can theoretically tolerate higher human densities than it does, the reality of human evolution in distinct groups separated by culture, religion, and language means that this theoretical maximum will rarely be reached. A certain degree of unused carrying capacity can be seen as a desirable buffer between different groups, vital to reducing tensions and preventing conflict.



We are failing to confront the population explosion (Butler, 2004)

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about overpopulation, it is very important to reflect on the subject and draw our own conclusions.

- 1. What do you think of 'one child per family' policies to curb population growth?**
- 2. Is population growth a concern in your country?**
- 3. What would happen in the world if there was a population explosion?**



3.6. NATUTRE RESOURCE DEPLETION

Currently, resource depletion in developing countries is three times higher than in the late 1990s.

This has happened because the population of many developing countries has doubled and many people are using natural resources to meet their social and economic needs.

However, this involves environmental costs that should be **controlled. Depletion of natural resources has created many global environmental challenges.**

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about natural resources, it is very important to reflect on the subject and draw our own conclusions.

- 1. Why would it be important to conserve or protect natural resources?**
- 2. What do you think would happen to the earth if you used more resources than the earth could make?**



3.7. LOSS OF BIODIVERSITY

Biodiversity loss can be defined as the process by which host species disappear from local assemblages due to changes in ecological parameters.

These changes can be sudden, such as droughts, fires, floods, and windstorms, or long-term, such as nutrient eutrophication, climate change, and land-use change. We contrast this with **biodiversity gradients**, which are not related to biodiversity loss, but arise from the way different communities assemble based on existing environmental filters, or from ecological drift, including changes in latitude, elevation, environmental heterogeneity, or habitat size.

Drivers of biodiversity gradients associated with biodiversity loss:

Fragmentation

Urbanization

**Intensification
of agriculture**

Biodiversity underpins ecosystem functions that are essential to human health and well-being. But biodiversity is disappearing at an unprecedented rate, which threatens the health and well-being of all people.

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about biodiversity, it is very important to reflect on the subject and draw our own conclusions.

- 1. Why is biodiversity important to the planet? Is it under threat?**
- 2. How does climate change impact biodiversity?**

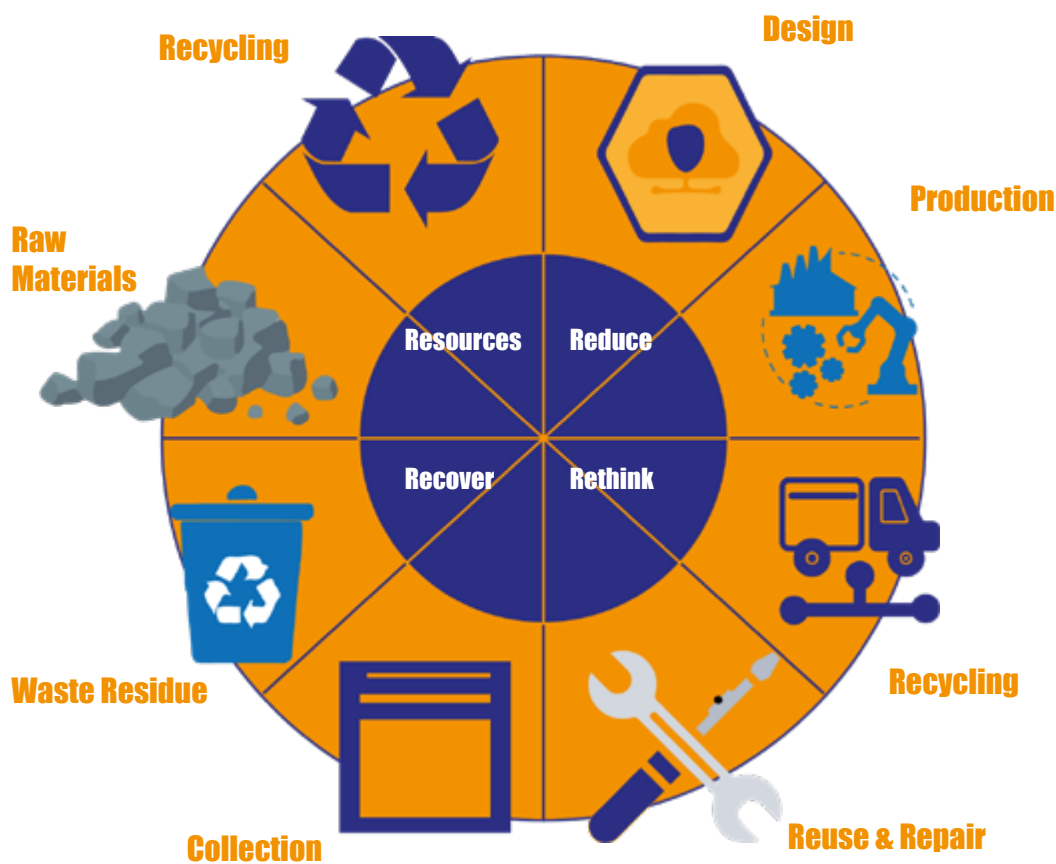


3.8. GREEN AND CIRCULAR ECONOMY

Climate change and environmental degradation pose a threat to the development of the current and future world. In order to promote the more sustainable use of natural resources, the Government supports sustainable business practices to achieve these objectives. In this respect, the European Commission has developed a growth strategy ("European Green Deal") that "will transform the Union into a modern, resource-efficient and competitive economy, where by 2050 there is no net greenhouse gas emission, economic growth is separated from resource use and no one and no place remains abandoned".

In 1966, Bolding proposed to organize the economy as a circular system to ensure sustainable development. The system, however, was formalized by Phillips and Turner in 1989 and is largely based on the so-called 3Rs: reduce, reuse, and recycle. This new economic model was created to defeat the traditional model based on the principle of "take, produce and discard", also known as "linear economy". Comparison between circular economy versus linear economy features:

CIRCULAR ECONOMY	LINEAR ECONOMY
Separates the economic growth from the natural resources use	"Unlimited" economic growth
Renewable energy sources	Non-renewable energy sources
Energy efficiency	Massive consumption of natural resources (energy and raw materials)
Clean production	Greenhouse gas emissions
Biodiversity protection	Biodiversity destruction
Intergenerational and interregional justice	Creates social inequalities at the global scale
Sustainable consumption	Unlimited consumption (overconsumption)
Corporate social responsibility from companies and stakeholders	Lack of corporate social responsibility from companies and stakeholders
Rising social trust	Awareness of social trust



Increasing the use of garbage, improving efficiency, and collaborating, a circular economy can help decrease emissions while saving money

Green Economy (GE) is defined as economic operations related to the production, distribution, and use of goods and services that contribute to the long-term growth of human well-being for future generations while avoiding significant environmental risks and ecological scars. In a GE, employment and income growth is driven by public and private investment in economic activities, infrastructure and assets that reduce carbon dioxide emissions and pollution, increase energy and resource efficiency, and prevent the loss of biodiversity and ecosystem functions.

The three **main areas** for the current work on GE are:

- 1) Advocacy of macro-economic approach to sustainable economic growth through regional, sub-regional and national fora;**
- 2) Demonstration of Green Economy approaches with a central focus on access to green finance, technology and investments.**
- 3) Support to countries in terms of development and mainstreaming of macro-economic policies to support the transition to a Green Economy.**

Focusing on **circular** and **green economy** is promising for future research, and would allow us to better understanding the environmental and social challenges posed by a fast-growing economic development.

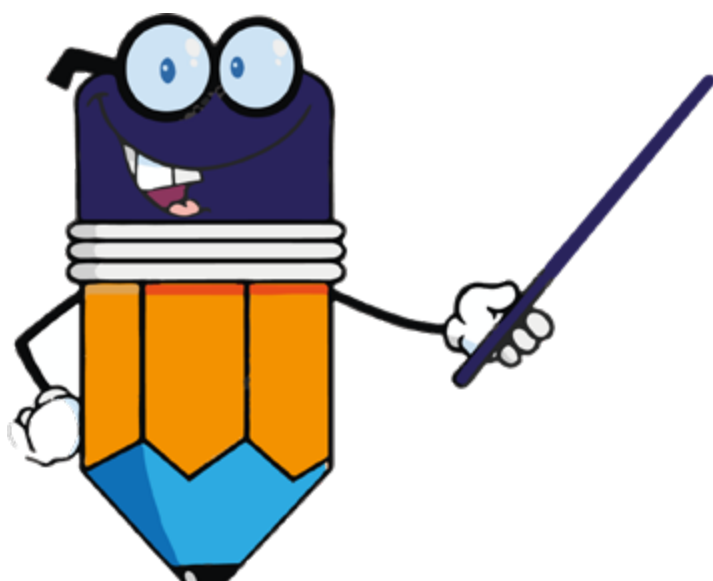
PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about circular economy, it is very important to reflect on the subject and draw our own conclusions.

- 1. From environmental side, what advantages circular economy has comparing to the linear one?**
- 2. Do you know any company who uses circular and/or green economy in your city/country? If yes, what are they doing?**



3.9. URBAN SUSTAINABILITY



The European Commission defines urban sustainability as the opportunity to solve the problems of urban and urban areas, indicating that a balanced city itself offers many possibilities.

The world's urban population has grown rapidly, and generally, cities have brought economic development and comfort to their residents. In latest decades, urban areas have expanded faster than their population, indicating an unsustainable level of land use, especially at the expense of agricultural land.

!!!! From the 1950s to the 2000s urban areas stretched by 80% in the EU-25 countries, while the urban population increased by only 35%.

WHY IS IT IMPORTANT TO CARE ABOUT URBAN SUSTAINABILITY?

Population growth and rapid urbanization pose several challenges to meet the needs of housing, transport infrastructure, and food and water security.

The environmental problems caused by this should not be forgotten either. Environmental problems in urban areas include changes in hydrological processes associated with reduced water infiltration and groundwater recharge, increased runoff and peak discharge, and water quality degradation. These changes in hydrologic behaviour are increasing the need to manage the growing flood hazard, but also water supply concerns, since urban areas account for 60% of residential water use.

Given the concentration of people and assets, urban floods often result in loss of life and destruction of property, pollution of drinking water, and spread of diseases (e.g., gastrointestinal illnesses).

Such problems arise, particularly in poor neighbourhoods. Pollution, distress caused by traffic congestion, noise, and the artificial living environment in isolation from nature adversely influence the health of urban dwellers.

Environmental problems in urban areas

→ **ENERGY SHORTAGES** (enhanced by urban use of 60–80% of all global energy produced)

→ **WASTE MANAGEMENT**

→ **AIR POLLUTION** (urban emissions of greenhouse gases, which comprise more than 70% of global emissions)

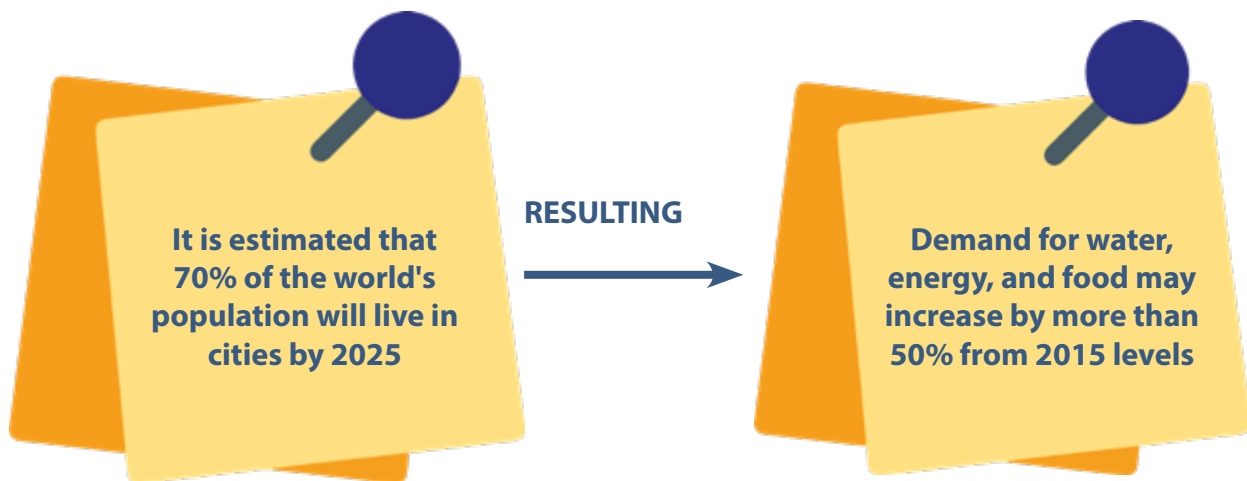
→ **SOIL DEGRADATION** (sealing, compaction, erosion, and contamination)

→ **LOSS OF BIODIVERSITY**



In order to overcome some health threats and mitigate pollution problems, the establishment and expansion of green spaces (such as parks and green belts, it means areas of greenery around urban centres) in cities have been proposed. Incorporating nature into urban areas aims to protect and restore the capacity of ecosystems to provide services and support people's safety and security, thereby mitigating the effects of

global change and increasing urban resilience. However, the conflict between urban development and environmental protection is far from resolved, so creating a physically liveable environment is one of the main challenges facing humankind today.

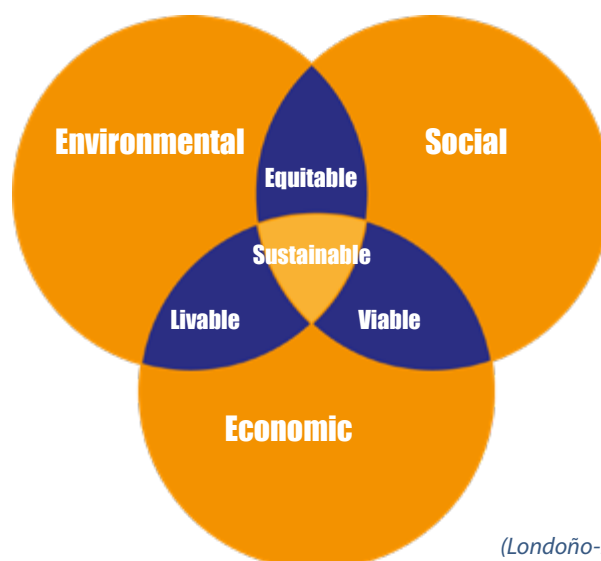


Accomplishing urban sustainability was one of the main Sustainable Development Goals of the United Nations in 2015 (SDG 11: 'Sustainable Cities and Communities'), and has since been strengthened by the United Nations Development Programme's New Urban Agenda, nevertheless planning in both urban sprawl and compact cities are key goals for sustainable development, especially given the typical fragmented governance structures and lack of effective funding mechanisms.

3.9.1. Urbanization and sustainable planning

By focusing on specific aspects of the urban environment, they have created a new attitude to the sustainability of urban transport in large cities. The increasing focus on quality of life requires good mobility and safe traffic circulation, which requires balancing accessibility conditions with environmental, economic and social sustainability aspects (Figure X). The accessibility, distribution, and availability of urban parks are extremely important for urban planning. Conversely, in some cities, such as Ilam, Iran, there is a huge unevenness in the spatial distribution of green spaces, as most urban areas suffer from a lack of greening, especially in the city centre.

The three dimensions of sustainable development are:



(Londoño-Pineda, Cano, & Gómez-Montoya, 2021).

3.9.1. Water quantity and quality aspects

Existing water problems are intensified by quick urbanization, as urban development and land cover changes disrupt the hydrological cycle in cities. Numerous rapidly urbanizing regions face water problems such as floods, water shortages and water quality depletion. Urbanization impacts and feedbacks on natural resources, local hydrology, ecosystems and their services can be measured by coupled social-ecological system modelling.

3.9.3. Soil contamination and solid waste management

Urban development and related activities (e.g. traffic, industry) are responsible for large amounts of pollutants in soils, substantially changing their natural properties and reducing their functions and ability to provide ecosystem services. At high levels, contaminants in soil and plants can be hazardous to humans and cause direct (e.g. skin) or indirect (e.g. ingestion) health effects.

Urban areas are also responsible for the production of waste, which poses major problems for municipalities handling waste. Further efforts are needed to develop effective recycling strategies and reduce waste production.

Numerous issues related to waste generation rates, disposal facilities, treatment costs, and their inter-relationships can be uncertain and affect the optimization process. Fuzzy stochastic method has been widely applied to remove this uncertainty.

3.9.4. Air quality and urban heat island

Land use and urban forms have an impact on carbon emissions.

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about being sustainable, it is very important to reflect on the subject and draw our own conclusions.

- 1. What factors are considered when determining whether a city/ community is sustainable?**
- 2. How can a city or community become sustainable?**
- 3. Do you consider that your city is sustainable? If yes, why?**



3.10. SUSTAINABLE BUSINESS MODELS (SBM)

Business models can be a valued framework to help organizations make changes towards sustainability. A business model demonstrates the process of running a business and helps to understand the drivers of the company's goals. Integrating innovation into business models would be beneficial for sustainability innovation. SBM can be a way to strengthen business in the fight against global sustainability. The goal of business model innovation is to find new ways to help organizations run their business by increasing profits and creating value.

MAIN SBM IDEA

MODIFY THE TRADITIONAL BUSINESS MODEL BY INCORPORATING SUSTAINABILITY INTO THE ORGANIZATION'S VALUE CHAINS.

SBM has three unique features that make them different from conventional business models.

- i. Generate value for multiple stakeholders, society, and the environment.**
- ii. Foresee non-financial forms of value, such as social and environmental values.**
- iii. Consider value destroyed to realize the negative effect on society and environment (e.g. depletion of resources or social dislocation), and value uncaptured (e.g. reusable components of damaged tools).**

These characteristics separate SBM from traditional profit-oriented business models, meaning that their competences are different from other types of business models.

There are diverse main characteristics and elements of the SBM concept, in this example nine main characteristics, which are measured in the proposed SBM include sustainability, circular economy, value chain, information technology, core values, value creation, organisational values, performance management, and stakeholder engagement, which need to be integrated into a holistic business model.

The key features and elements of the SBM concept are:



PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about sustainable business models, it is very important to reflect on the subject and draw our own conclusions.

- 1. What main characteristics and elements of the SBM concept do you remember?**
- 2. How do you know if a business model is sustainable?**



3.11. EQUITABLE AND SUSTAINABLE ENTREPRENEURSHIP

The current entrepreneurship literature on ecological sustainability is relatively young and fragmented, and scholars do not yet agree on the definition of this phenomenon. The literature offers several signs of the concept of ecologically sustainable entrepreneurship: "sustainable entrepreneurship", "ecopreneurship", "ecological entrepreneurship/environmental entrepreneurship", "green entrepreneurship".

Sustainable entrepreneurship can be defined as "focusing on the preservation of nature, life support and community, in pursuit of perceived opportunities to create future products, processes and services for benefit, where benefit is generally understood as economic and non-economic benefits to individuals, the economy and society".

Another definition is "the integration of conservation and development to safeguard that changes to the planet actually ensure the survival and well-being of all people".

Entrepreneurs play an important role in the development of sustainability. Not only do they meet the sustainability requirements set out in legislation to become more environmentally friendly, but they also consider both environmental and social aspects in their core business strategies to take advantage of opportunities to eliminate damage to the natural environment.

Future entrepreneurs need to be competent in sustainable entrepreneurship, which consists of various sub-competencies related to systems thinking, diversity, foresight, norms, actions, interpersonal competence and strategic management. Entrepreneurs need the ability to recognize sustainable business opportunities that arise from market imperfections and the expertise to take advantage of these opportunities.

Seven skills

Systems thinking

(ability to identify, analyse, and cleverly combine the different firm domains)

Foresight thinking

(ability to understand and predict the impact that decisions could have on environmental, social, and economic issues, and is generally combined with creativity, opportunity recognition, and innovativeness)

Normative behaviour

(ability to map, apply, and reconcile sustainability values and targets related to the way the world should be)

Embracing diversity and inter-disciplinary
(the ability to involve stakeholders and recognize the legitimacy of their views in decision-making on environmental, social and economic issues)

Interpersonal
(ability to motivate and make collaborative sustainability activities informal, i.e., communication and collaborative skills)

Action
(ability to be actively involved in responsible actions to improve the sustainability of systems)

Strategic management
(ability to design projects and implement interventions towards sustainable development practices)

How to be a sustainable entrepreneur?



Part 1: <https://www.youtube.com/watch?v=iBCxg-MeLI0>



Part 2: <https://www.youtube.com/watch?v=wdWbpNRVefI>

PRACTICAL EXERCISES

We propose you a practical exercise in which you have to read the question and answer according to your experience and ideas. When we talk about being a sustainable entrepreneur, it is very important to reflect on the subject and draw our own conclusions.

- 1. Do you think you have what it takes to be a sustainable entrepreneur? Why?**
- 2. Can you add something more what is important to be a sustainable entrepreneur?**



WEBINAR

WEBINAR

GREEN LIFE AND SUSTAINABILITY



Botón de reproducción (N)



<https://www.youtube.com/watch?v=NAkkeITVV1s>

WHAT I HAVE LEARNT...

- **The main environmental issues (global warming, acid rains, deforestation, overpopulation, loss of biodiversity, natural resources depletion, and pollution types (air, soil, water, and noise), what are the main causes of them, and importance for human health and environment;**
- **Definitions and differences between linear and circular economies and why the latter one is more ecofriendly;**
- **The definition of urban sustainability and main reasons why it is important to create sustainable cities. Moreover, what does it take for a city to be sustainable, and how is it formed;**
- **Important characteristics and elements to create sustainable business model;**
- **What qualities are necessary to be a sustainable entrepreneur.**



ADDITIONAL RESOURCES

■ Environmental problems and pollution

Short video about the greenhouse effect: <https://www.youtube.com/watch?v=SN5-DnOHQmE>

What Acid Rain Does to Your Body: <https://www.youtube.com/watch?v=IIXZGJ4QF9E>

Impact of deforestation on climate: <https://www.youtube.com/watch?v=Nc7f5563azs>

■ Green and circular economy

Explaining the circular economy and how society can rethink progress: <https://www.youtube.com/watch?v=zCRKvDyyHmI>

■ Business and sustainable development – can they help each other?

<https://www.youtube.com/watch?v=Rht4d4GdYbM>

■ The most sustainable cities (Pellegrino, 2022)

Which cities have the most thriving urban environments and which care for the planet first? This idea is at the heart of the Arcadis Sustainability Cities Index: to implement it, the Arcadis overall ranking is based on three elements:

- Planet (Ecological)
- People (social)
- Profit (economic)

In 2022, the TOP 3 most sustainable cities were: Oslo (Norway), Stockholm (Sweden) and Tokyo, Japan.

Oslo, Norway: <https://www.dw.com/en/oslo-city-of-the-future/video-60500918>
Stockholm, Sweden: <https://www.youtube.com/watch?v=AyaSQiGG85Y>

BIBLIOGRAPHY

Barchielli, B., Cricenti, C., Gallè, F., Sabella, E. A., Liguori, F., Da Molin, G., . . . Napoli, C. (2020). Climate Changes, Natural Resources Depletion, COVID-19. *International Journal of Environmental Research and Public Health*.

Butler, C. D. (2004). Human Carrying Capacity and Human Health. *PLoS Medicine*.

Buzási, A., & Csizovszky, A. (2023). Urban sustainability and resilience: What the literature tells us about “lock-ins”? *Ambio*, 616–630.

FAO and UNEP. (2021). *Global assessment of soil pollution: Report*. Rome.

Feng, C., Yu, L., Xiao, Y., & An, C. (2020). Environmental Behavior and Effects of Pollutants in Water. *Journal of Chemistry*.

Ferreira, C., Kalantari, Z., & Pereira, P. (2016). Liveable cities: Current environmental challenges and paths to urban sustainability. *Journal of Environmental Management*.

Gast, J., Gundolf, K., & Cesinger, B. (2017). Doing business in a green way: A systematic review of the ecological. *Journal of Cleaner Production*, 44-56.

Goni, F. A., Chofreh, A. G., Orakani, Z. E., Klemeš, J. J., Davoudi, M., & Mardani, A. (2021). Sustainable business model: A review and framework development. *Clean Technologies and Environmental Policy*, 889–897 .

Greguš, J., & Guillebaud, J. (2020). Doctors and overpopulation 48 years later: a second notice. *The European Journal of Contraception & Reproductive Health Care*, 409-416.

Grennfelt, P., Engleryd, A., Forsius, M., Hov, Ø., Rodhe, H., & Cowling, E. (2020). Acid rain and air pollution: 50 years of progress in environmental science and policy. *Ambio*, 849-864.

Gupta, A., Gupta, A., Jain, K., & Gupta, S. (2018). Noise Pollution and Impact on Children Health. *Indian J Pediatr*, 300-306.

Halliday, F. W., Rohr, J. R., & Laine, A.-L. (2020). Biodiversity loss underlies the dilution effect of biodiversity. *Ecology Letters*, 1611–1622.

<https://www.geeksforgeeks.org/carbon-footprint/>. (n.d.).

Joensuu-Salo, S., Viljamaa, A., & Varamäki, E. (2022). Sustainable Entrepreneurs of the Future: The Interplay between Educational Context, Sustainable Entrepreneurship Competence, and Entrepreneurial Intentions. *Administrative Sciences*, 23.

Li, J., Song, G., Cai, M., Bian, J., & Mohammed, B. S. (2022). Green environment and circular economy: A state-of-the-art analysis. *Sustainable Energy Technologies and Assessments* .

Li, L., Han, L., Liu, A., & Wang, F. (2022). Imperfect but Hopeful: New Advances in Soil Pollution and Remediation. *International Journal of Environmental Research and Public Health*, 10164.

- Liu, S.-K., Lin, Z.-E., & Chiueh, P.-T. (2022). Improving urban sustainability and resilience with the optimal arrangement. *Science of the Total Environment*.
- Londoño-Pineda, A., Cano, J. A., & Gómez-Montoya, R. (2021). Application of AHP for the Weighting of Sustainable Development Indicators at the Subnational Level. *Economies*, 169.
- Longobardi, P., Montenegro, A., Beltrami, H., & Eby, M. (2016). Deforestation Induced Climate Change: Effects of Spatial Scale. *PLoS One*.
- Lu, J. (2020). Air pollution: A systematic review of its psychological, economic, and social effects. *Current Opinion in Psychology*, 52-65.
- Moreno-Mondéjar, L., Triguero, Á., & Cuerva, M. (2021). Exploring the association between circular economy strategies and green jobs in European companies. *Journal of Environmental Management*, 113437.
- Pellegrino, S. (2022). City Monitor. Retrieved from Where are the most sustainable cities in the world?: <https://citymonitor.ai/environment/sustainability/most-sustainable-cities-world>
- Pereira Gomes, J. F. (2017). Fate of Chloromethanes in the Atmospheric Environment: Implications for Human Health, Ozone Formation and Depletion, and Global Warming Impacts. *Toxics*, 23.
- Portmann, R., Beyerle, U., Davin, E., Fischer, E. M., De Hertog, S., & Schemm, S. (2022). Global forestation and deforestation affect remote climate via adjusted atmosphere and ocean circulation. *Nature communications*, 5569.
- Rossati, A. (2017). Global Warming and Its Health Impact. *The International Journal of Occupational and Environmental Medicine*, 7-20.
- Rosseland, B. O. (2021). The legacy from the 50 years of acid rain research, forming present and future research and monitoring of ecosystem impact. *Ambio*, 273-277.
- Santeramo, F. G. (2022). Circular and green economy: the state-of-the-art. *Heliyon*.
- Sierra-Vargas, M. P., & Teran, L. (2012). Air pollution: Impact and prevention. *Respirology*, 1031–1038.
- Slabbekoorn, H. (2019). Noise pollution. *Current Biology*.
- Speight, J. G. (2020). Sources of water pollution. In *Natural Water Remediation* (pp. 165-198). Chemistry and Technology.
- UN Environment programme. (n.d.). Green Economy.
- United States Environmental Protection Agency. (2022). EPA. Retrieved from <https://www.epa.gov/acidrain/what-acid-rain>
- Wadhvani, C. (2022). Carbon FootPrint. <https://www.geeksforgeeks.org/carbon-footprint/>.
- Yuan, M.-H., Chiueh, P.-T., & Lo, S.-L. (2021). Measuring urban food-energy-water nexus sustainability: Finding. *Science of the Total Environment*.
- Zhang, Y., Khan, I., & Zafar, M. W. (2022). Assessing environmental quality through natural resources, energy. *Environmental Science and Pollution Research*, 89029–89044.

United for social transformation

MODULE 4. CRITICAL THINKING AND ACTIVE PARTICIPATION

INTRODUCTORY VIDEO

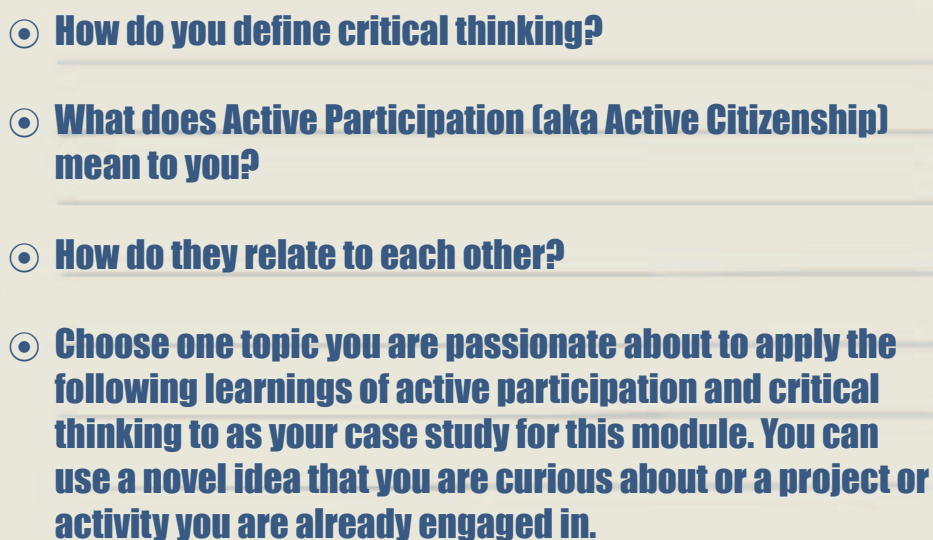


<https://www.youtube.com/watch?v=AirVISXUu6U>

MODULE 4. CRITICAL THINKING AND ACTIVE PARTICIPATION

INTRODUCTION

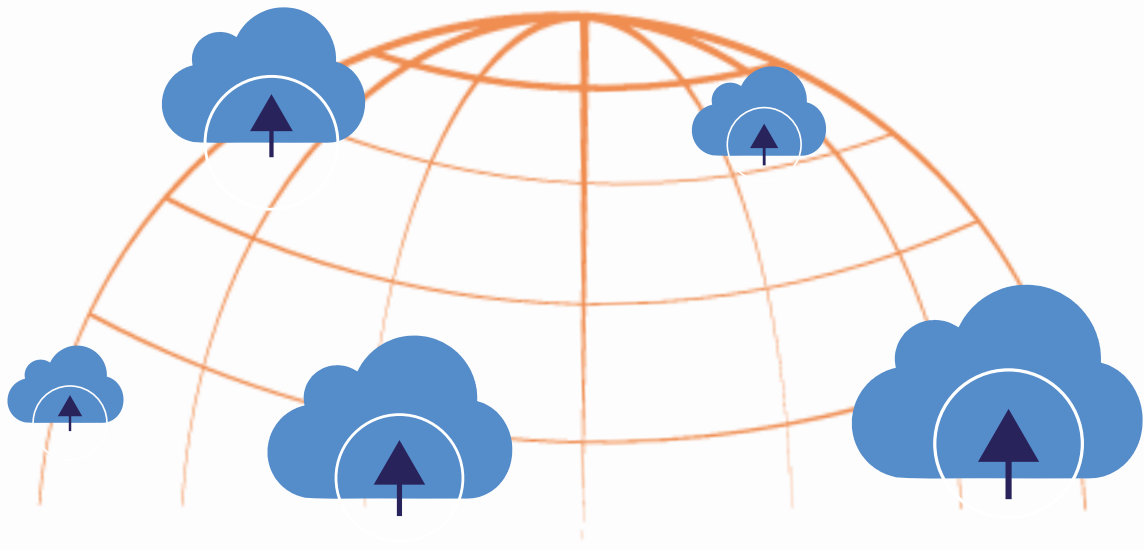
We begin this module with a proposal. Take a few minutes to write a response to the following questions:

- 
- **How do you define critical thinking?**
 - **What does Active Participation (aka Active Citizenship) mean to you?**
 - **How do they relate to each other?**
 - **Choose one topic you are passionate about to apply the following learnings of active participation and critical thinking to as your case study for this module. You can use a novel idea that you are curious about or a project or activity you are already engaged in.**

Critical thinking is a process that proposes to analyse, understand or evaluate the way in which knowledge that seeks to interpret and represent the world is organised, Niebles et al. (2019). It is, therefore, the ability to analyse and evaluate the consistency of reasoning.

At a time like the present in which social and political participation of young people has declined significantly, Cortes et al. (2021), participation through social networks and the virtual world has grown. A lot of information is available here, generating fake news, hoaxes and confusion aimed at creating prejudices, stereotypes or hate speech that affects part of the population. Young people are also victims of this information, both as objects of it and as perpetrators by taking sources and news that are not correct or are manipulated.

We are the first generation to have the entire world as our context



Dickens' novel "A Tale of Two Cities" begins with the sentence "It was the best of times, it was the worst of times". We live in a confusing time in which young people have the whole world as their context, being able to access information about almost anything, but they do not always have the resources and skills to differentiate between what is correct information and what is false or altered in order to manipulate. Society talks to us about normality and being normal when that is not what is normal.

This is a consequence of the liquid modernity Bauman spoke of, whose changes are so accelerated and intangible that we do not have time to adapt to them in order to grasp them. For this reason, it is necessary to propose a new model of education that leads young people to adopt critical thinking that facilitates active participation with a valid and reasonable argumentation. We need to know in order to rethink everything. As Alvin Toffler said

"The illiterates of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn".



Today's world requires critical citizens and this means a challenge for teachers, because education is no longer only focused on students memorising different concepts, but they must know what to do with these concepts so that they can understand, interact with their social environment and make decisions in accordance with the situations they are presented with. "Critical thinking, then, means developing as well-rounded citizens, who will be able to approach situations, problems and challenges in a comprehensive manner, not just with any information, not without first reasoning about the different possible ways, and the consequences of each one, and being truly responsible". (Today's World Needs Critical Citizens, 2018).



4.1. STAGES OF CRITICAL THINKING

The different phases of critical thinking have to do with the development we go through in order to evolve within our idea of generating our own responses to the information received. Among these phases we would have:



Adopting the attitude of a critical thinker. Here it is important that we allow more information to come in and in greater depth. We need to be able to open up our interest in looking for different points of view on a piece of information and also be critical of our own search and assess how well it has been carried out.



Recognise and anticipate barriers or biases to critical thinking. What limits or blocks us from thinking clearly and accurately? There are barriers arising from human limitations, others from language use, others due to failures of logic or perception, and others due to psychological failures. Some examples are:

Human limitations

Obstacle	What is...	Advice
Confirmation bias	We seek information that validates our own ideas and beliefs	Knowing all the information and trying to put ourselves in the opposite position.
Memory bias	Memory tends to fill in gaps, sometimes with situations or information that have not happened	Knowing limitations and focusing more on accurate facts than on what we are unsure about
Ignorance	We don't know the information or don't have the data to position ourselves	Try to know as much as we need to know to get a rough or total picture.
Prejudices or personal biases	We accumulate prejudices about certain topics and issues that condition our information and thinking	Try to focus on facts, sources of information and reasoning.
Physical or emotional barriers	Our physical limitations and those that depend on our mood or emotion of the moment, condition how we evaluate a situation	Try not to make decisions in the heat of the moment, or when we are tired, angry or limited by some issue.

Language-based limitations

Obstacle	What is...	Advice
Ambiguity	The expression or word has more than one meaning	Ask for clarification so that there is no confusion.
Slang or technical language	Using very technical language that can make it more complex to understand what has been expressed	Knowing limitations and focusing Ask for clarification or try to understand what is being said by looking for information
Closed expressions	When expressing in a way that avoids questioning the arguments	Try not to close expressions or speak in a way that does not seem to be telling an absolute truth.
Emotional content	Language is used with expressions or words that condition in an emotional way, generating positive or negative feelings.	Separate emotions from language. Try to concentrate on reasoning
Gibberish	Use of confusing language to try to disorient	Search for facts within that language.
Evasiveness or beating around the bush	Using language that seems to lead in one direction but is so open-ended that it allows you to say the opposite as well	Trying to see the facts as they are without being misled by the twists and turns you put on the message
Value judgments	Giving opinions as if they were facts	Trying to go to the facts and not to what the person thinks of them.

Barriers due to failures of logic or perception

Obstacle	What is...	Advice
Superstition	Connecting several facts that are not really connected	Seeing the difference between cause and effect without looking for unnecessary relationships
Argumentum ad ignorantiam	Something is true because it has not been proven false	We must see the arguments and know that they can be contrasted. If you do not have enough information you should not make value judgments.
Circular reasoning	Assume as true something that you are trying to prove	Recognize when something is assumed to be true when it has not been proven.

Serial illusion	Believing that events that are random occur in clusters	Trying to see probabilities and that things can happen in isolation
Forer effect	Accepting vague descriptions that we believe apply to ourselves (Example: horoscopes, palmistry predictions)	Try to recognize the succession of arguments and whether they make logical sense.
Non sequitur	The reasons given for an argument are not correlated	Try to recognize the succession of arguments and whether they make logical sense.
Pareidolia	Association or recognition of facial expressions and common objects with confusing images	Try not to look for the first association that comes to us. See alternative explanations
Domino effect	An argument makes us believe that one negative effect will lead to another and so on	See the logic of the arguments and whether they can really happen one after the other.

Barriers due to psychological or sociological faults

Obstacle	What is...	Advice
Ad hominem	Criticize the person making the argument and not the argument itself	Focus on the argument and not who is making it. Be attentive to the information
Appeal to authority	Trying to make a statement valid because the person making it is respected, known or admired	Know that the veracity of the arguments is more important than the person making them.

Exercise: search and find some examples of fallacies, biases in Youtube videos to learn how to distinguish them.

- <https://www.youtube.com/watch?v=nKI5GpY0tOA>
- <https://www.youtube.com/watch?v=ybcvlxivscw>
- <https://www.youtube.com/watch?v=Kho5KvPBDSw>



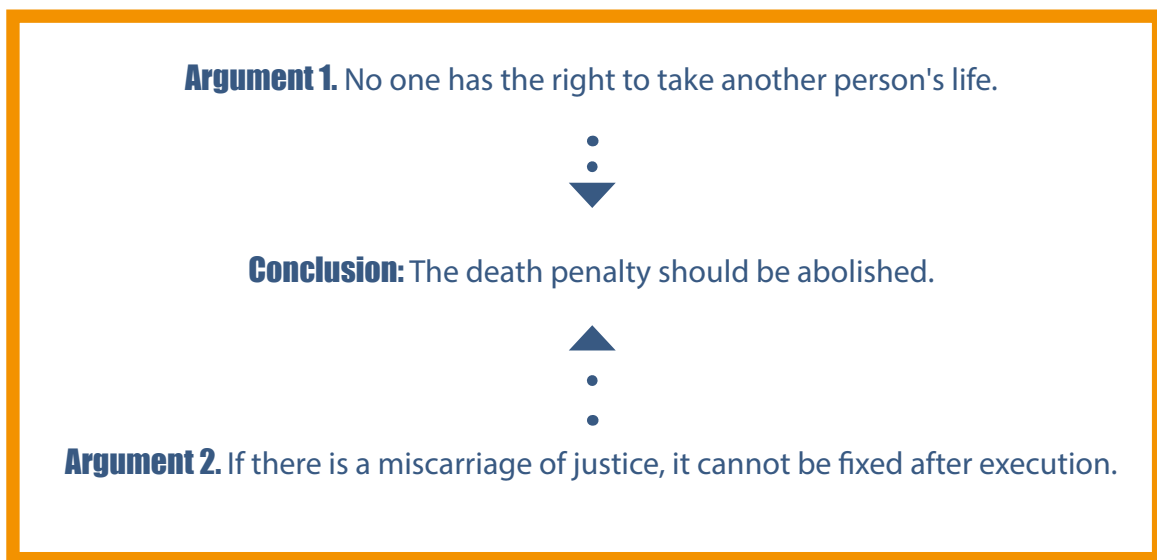
Identify, recognise, construct arguments. This involves looking for the reasons that support a conclusion, and there may be several of each in the argument.

To recognise and construct arguments we can follow three types of models, and they can even be combined:

A. Convergent model

We have different arguments that support a conclusion.

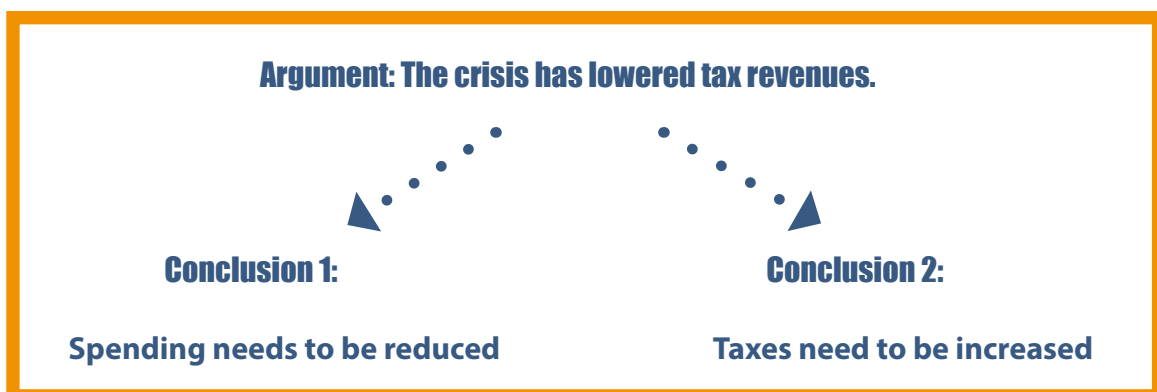
Example:



B. Divergent model

One argument supports two different conclusions.

Example:



C. Serial pattern

An argument supports a conclusion which is, in turn, an argument of another conclusion.

Example:

Forma/Argument: Indiscriminate use of antibiotics is harmful because it creates resistance in patients.



Conclusion/Argument: Indiscriminate use of antibiotics should be controlled.



Conclusion: Physicians should only prescribe antibiotics in the presence of bacterial infection and report their appropriate use.

Exercise: We raise an issue in a group and look at possible arguments and conclusions with the three models: convergent, divergent and serial.



Evaluate the sources of information. We have to assess that the arguments are not based on false or erroneous information because then the argument will also be false or erroneous. Therefore, it is important that we can check that the data we are starting from is correct. Therefore, we must ask ourselves several questions:



A. Is the source of information sufficiently qualified or trained to give such information on a particular subject?

B. Is the source recognised as accurate or truthful?

C. Is the source likely to be untruthful?

D. Is there any reason why it is not a suitable source?



5. Evaluate the arguments. For this to be true, everything that is taken as true must have a basis that is either true or does not need another argument to be true. The arguments have to be relevant and sufficient and, of course, no information has been left behind, i.e. all the reasoning is there and nothing has been omitted.

If we take all these steps into account, we can reach an accurate idea that the information we have received is adequate and we can take it as good. From there, we can use the arguments to support it and generate conclusions.

PRACTICAL EXERCISES

We propose some activities that may be of interest to you:

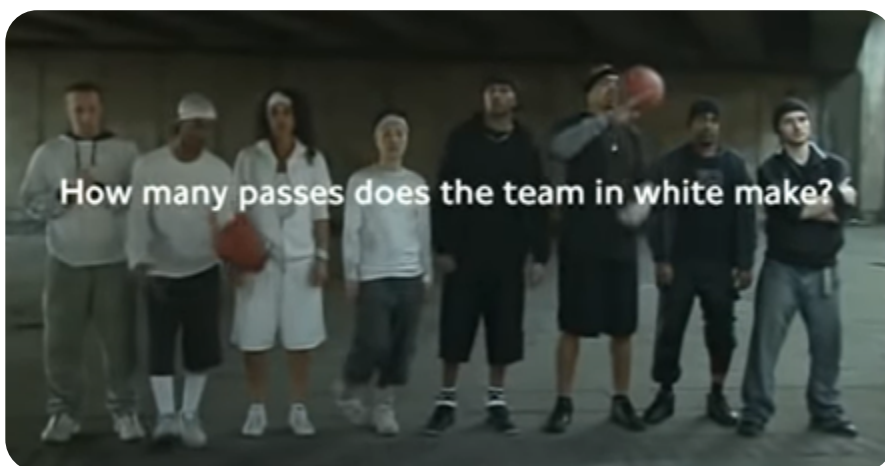
1. THE RETICULAR ACTIVATING SYSTEM

"A part of our brain called the reticular activating system helps us filter our experience so we are not overwhelmed by the 100000s of things available for us to process at any given moment. It refines our awareness so that we become very perceptive to certain things, and don't see others.

This is often how synchronicities occur in our lives. We become more aware of something and suddenly we start to see it everywhere. So, what we choose to focus on grows in our awareness."



A. WATCH THIS SHORT VIDEO: Inattentional Blindness-How Many Passes
<https://www.youtube.com/watch?v=z-Dg-06nrnc%20>



B. ANSWER THESE QUESTIONS:

- What did you notice when you followed the instructions of the video?
- What did you not notice?
- Why did you notice some things and not others? What influenced this?
- What influences the information you pay attention to and the information you ignore in everyday life?

Let us reflect on the connection between this video and the RAS. Our RAS filters information based on both value and threat. It determines what information to prioritize for conscious awareness based on its perceived relevance and importance to our goals and survival. For example, if we are hungry, our RAS may prioritize information related to food, such as the smell of a nearby restaurant or the sight of a grocery store. Similarly, if we perceive a threat, our RAS may prioritize information related to that threat, such as the sound of an approaching predator or the sight of a warning sign.

The RAS is constantly scanning our environment and filtering information based on its perceived value or threat, which can influence our thoughts, emotions, and behaviors.

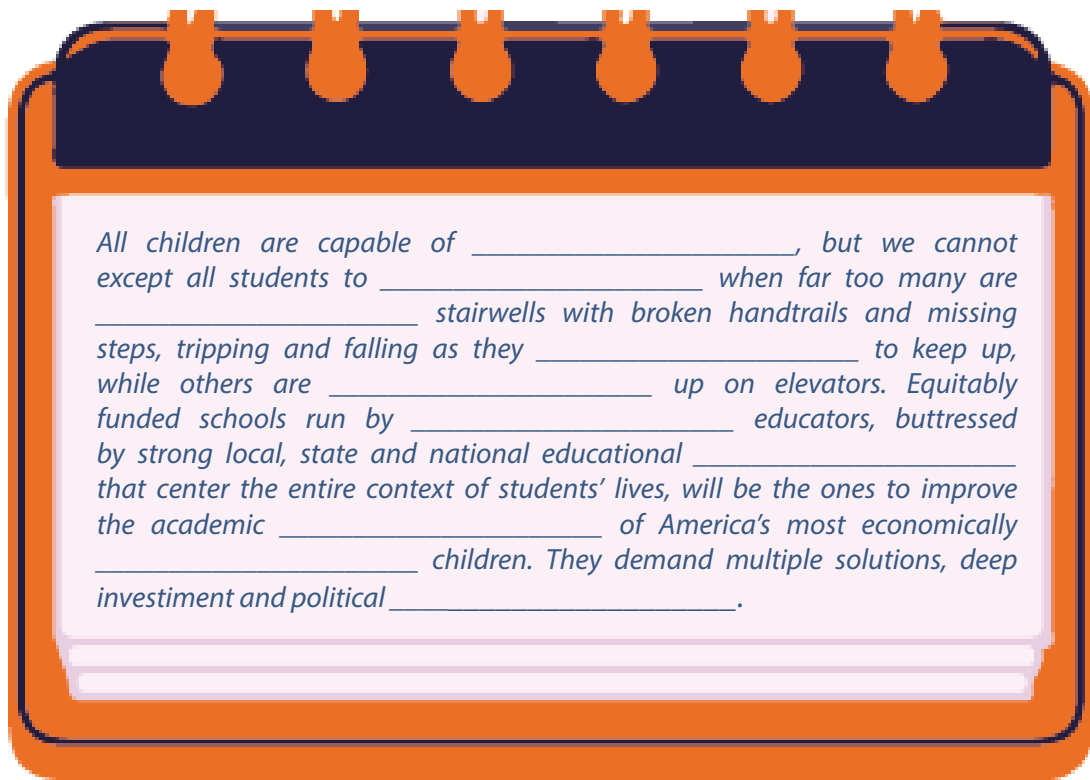
The video provides an example of our RAS in action. Most people, when they first view the video will not see the moonwalking bear. It seems inexplicable to miss this rather odd incident. However, the instructions in the video primed viewers by instructing them to count the number of passes by the white team. That, therefore became the valuable information.

Our RAS can be manipulated by a variety of external factors, such as media, advertising, and propaganda. These external factors can influence the information that we are exposed to and the way that our brains process that information, ultimately impacting our beliefs and behaviors. For example, advertisers may use catchy slogans or visual cues to grab our attention and prime our RAS to focus on their products. Similarly, propaganda can be used to reinforce existing biases or create new ones, manipulating the way that we perceive the world around us. However, it's important to note that we also have some control over how our RAS is influenced, as we can actively choose what information we expose ourselves to and how we interpret it.

2. INVISIBLE BIAS

Source: <https://www.edsurge.com/news/2019-09-04-everyone-has-invisible-bias-this-lesson-shows-students-how-to-recognize-it>

WRITE OR TYPE OUT THE FOLLOWING PASSAGE AND COMPLETE THE BLANK AREAS IN YOUR OWN WORDS:



QUESTIONS:

- Why did you choose the words you have chosen?
- What has influenced you to choose these words in your opinion?

Note: this passage is taken from an article written for The New York Times by Prudence Carter in 2016 (Source: <https://www.nytimes.com/roomfordebate/2016/09/14/is-school-reform-hopeless/poor-schools-need-to-encompass-more-than-instruction-to-succeed>). The actual text from the article can be found below:

"All children are capable of success, but we cannot expect all students to achieve when far too many are climbing stairwells with broken handrails and missing steps, tripping and falling as they work to keep up, while others are zooming up on elevators. Equitably funded schools run by visionary educators, buttressed by strong local, state and national educational policies that center the entire context of students' lives, will be the ones to improve the academic mastery of America's most economically vulnerable children. They demand multiple solutions, deep investment and political will".

Having read the text:

- Are there any differences between the words you have chosen versus the original text? Please describe any differences.
- If there are differences, how much has it affected the actual story?
- What biases do you have that affected the words and general tone of your story compared with the text of the original author.

4.2. ATTITUDES FOR CRITICAL THINKING

In order to carry out critical thinking, the person must have a series of attitudes based on giving importance to the different needs mentioned in the previous point and which allow them to overcome the phases.

According to the company Iberdrola, the capabilities of a person with **critical thinking** are:

Recognize, analyse and build solid arguments

Determine the relevance of arguments

Develops intuition and establishes connections between ideas

Identify inconsistencies and errors in reasoning

Address problems consistently and systematically

Reflect on the justification for their own beliefs



Critical thinking requires an attitude based on the following premises:

a) To have an open mind. which allows us to adopt different positions and also to develop different arguments based on the information we have. An open mind allows us not to fall into biases or at least to avoid them as much as possible.

b) To raise healthy doubts. that is, to know the importance of doubting and knowing what are the good and bad points of the different approaches and also to doubt whether our own idea is flawed.

c) Intellectual humility. through which we are able to listen to new opinions and arguments even if they go against our own beliefs.

d) Confidence in reason. Our ideas have to start from a reflective period, in which we analyze the different points of view and use logical criteria to reach a position or draw conclusions.

e) Intellectual perseverance. We need to persevere in our ideas, to seek information and not just let ourselves be carried away by those presented to us. We must also try to keep looking for data, arguments, reasoning even if it is difficult to locate them or they do not come to us immediately.

f) Freedom of thought. We cannot have critical thinking if it is conditioned by fear of imposition, social pressure, the possibility of reprisals. It is necessary to have the strength to go ahead in spite of all that and to do it with total freedom.

g) High motivation. It takes a lot of curiosity and motivation. Waiting for information to come to us and not investigating may be easier but it will not lead us to reach our own ideas and arguments. Critical thinking is active and requires commitment.

PRACTICAL EXERCISES



To understand how to improve critical thinking look at this video:



<https://www.youtube.com/watch?v=vNDYUlx-NIAA>

4.3. TECHNIQUES AND STRATEGIES FOR THINKING

In order to carry out critical thinking we need different actions that we have already mentioned above. Sometimes we just need to leave behind certain barriers, as we have seen, and draw appropriate conclusions based on reasonable arguments but, other times, we need to use a series of techniques that allow us to identify valid arguments and use them in the right way.



Image by pressfoto on Freepik

Asana recommends 7 steps to build a good thought process for decision making:

1.- Identify the problem. We must know what is happening and why, we must also be aware of what we are assuming in the face of these events and, above all, how we think we can solve the problem.



2.- Research. Once we have a general idea of the problem, we can gather relevant information from various sources that are as responsible as possible. We try to have arguments that are not biased by lack of data.



3.- Determine the relevance of the data. We cannot be satisfied with the data that we get from any source but we have to know if it is reliable, if it is important information and if it is up to date.



4.- Ask questions. At all times we have to ask ourselves about the process, whether we are taking the right steps and even whether we are doing it right or whether, for some reason, we are getting biased information.

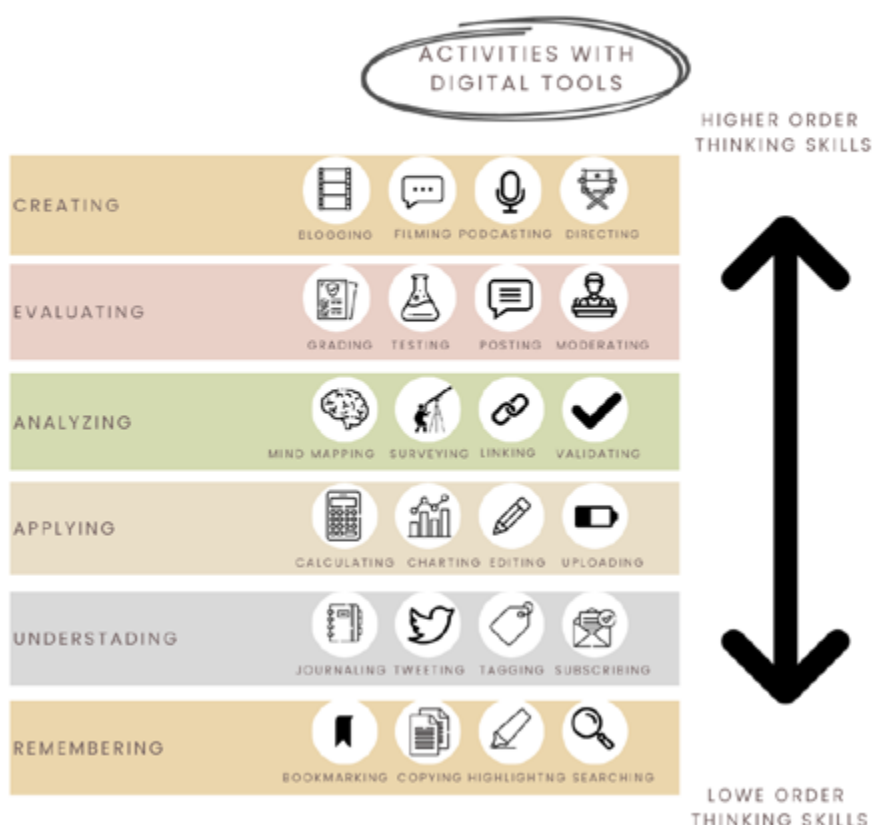
5.- Find the best solution. Establish a proper connection between cause and effect with the data you have gathered to reach an objective conclusion or even several conclusions if necessary.

6.- Present the solution. A good communication of the conclusions must be made, taking into account the data and showing the sources, the arguments and how we have been associating them to reach these conclusions.

7.- Analyze your decision. Even with the conclusions and decisions taken, we must analyze if we have been right and if we can provide a solution to the initial problem.

In order to work on critical thinking in the classroom, we can use activities that allow us to create, evaluate, analyse, apply, understand and remember, as shown in the following table:

BLOOM'S DIGITAL TAXONOMY



Albert Einstein told us that "education is not the learning of facts, but the training of the mind to think". That is why education in those strategies to be followed in training to develop and improve critical thinking is so important. One of the best-known studies, 8 Science-Based Strategies For Critical Thinking by Lee Carroll and Terry Heick, offers the following strategies, which we will analyze later. Outside of science, people are quick to label those who question currently accepted theories as contrarians, trolls and charlatans. This is partly because people are sometimes unaware of how science is advancing. It is somewhat taken for granted by students that science is something already discovered and closed, something fixed that cannot be discussed, however, the very definition of science already tells us that there can be different approaches and that everything that is known is so as long as a better explanation or a more acceptable solution is not found.

The eight strategies are:



Font: Teachthought



Challenge all assumptions. We need to challenge all assumptions. To do this, we will need to carry out role-plays, reading, project work, small group activities. For this strategy, we propose a role-play in which we take on the defence of one position and the opposite position in a group debate on different topics, at the suggestion of the facilitator.



Picture by Freepik

2

Suspending judgment. We must avoid preconceived ideas in order to see things from a new perspective, without fear of looking for new data even if they contradict our own ideas. To work on this point in the classroom, we propose a game of searching for data that corroborate the contrary idea that we defended in point 1.

3

Revising conclusions based on new evidence. By carrying out the previous exercise, it is very likely that we have found data and information that lead us to new ideas or arguments. This is how we break the confirmation bias.

4

Emphasizing data over beliefs. In science, "beliefs" matter less than facts, data and what can be supported and tested. Developing beliefs based on critical reasoning and quality data is much closer to a scientific approach to critical thinking. Seeing people, beliefs and data as separate is not only rational, but fundamental to this process.

5

The neverending testing of ideas. We test ideas, we evaluate with everything we have discussed in the previous points and whether those ideas have barriers or the data are good. We keep testing.

6

The perspective that mistakes are data. Mistakes also lead us to conclusions and therefore they can happen and we have to learn from them.



Picture by Freepik

7

Serious consideration of possibilities and ideas without (always) accepting them. According to Carrol and Heick "As valuable as it has proved to explore controversy in science, some students may not be able to get their heads around (one of) Aristotle's famous quote on education: "It is the mark of an educated mind to be able to entertain a thought without accepting it".

8

Look for what others have overlooked. Revisiting old data or past debates to see what is going on is an interesting way to take up arguments and come up with new solutions. It is also a quick way to learn to think critically.

PRACTICAL EXERCISES

There are some interesting ways and exercises to work on strategies in a practical way that can be done in groups and work or learning spaces. Here are some of them:

1. DESIGN THINKING

What is it?

According to Harvard Business School:

“Design thinking is a mindset and approach to problem-solving and innovation anchored around human-centered design. While it can be traced back centuries—and perhaps even longer—it gained traction in the modern business world after Tim Brown, CEO and president of design company IDEO, published an article about it in the Harvard Business Review.

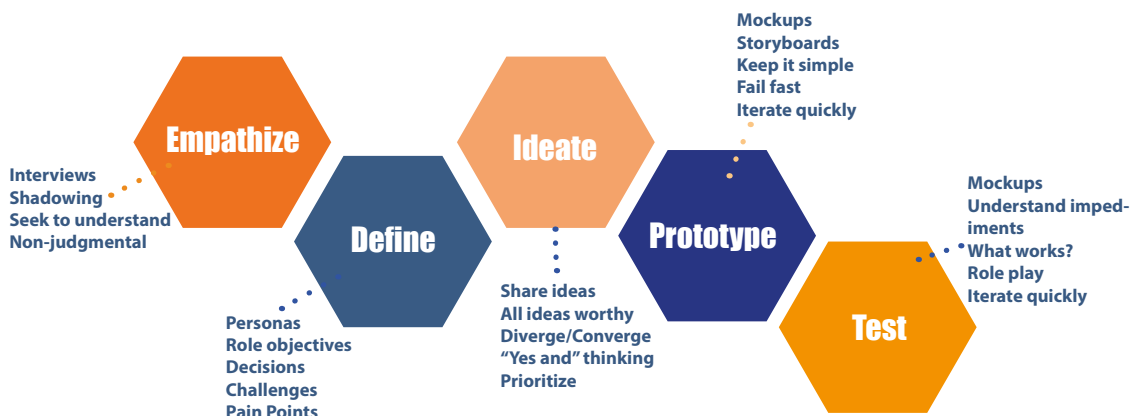
Design thinking is different from other innovation and ideation processes in that it's solution-based and user-centric rather than problem-based. This means it focuses on the solution to a problem instead of the problem itself.”

[<https://online.hbs.edu/blog/post/what-is-design-thinking>]

In context

Design thinking is a frame work that straddles the intersection of critical thinking and active participation. It helps us to think with empathy, clarify our inquiry and questions, generate ideas and potential solutions and then move into action by developing a prototype or test. This is a dynamic process. After the test, we may return to any of the prior stage to apply our learnings and refine our process. While it was first developed by product designers this generative technology is now being used by people in all types of sectors across society and is a powerful tool for Active Citizens.

Stanford d.school Design Thinking Process



[<https://infocus.dellemc.com/wp-content/uploads/2017/05/Stanford-Design-Thinking-Process.jpg>]



We invite you to apply the design thinking process to your case study idea. Keep it simple. If you can actually do this process in real life allow yourself to dream into it and explore. If you can actually speak to other people about your issue then do. This is a playful practice run for your to explore this methodology. Allow yourself to release any idea of perfectionism and just have fun with it.

See below for resources for aural and visual learners.

What is it?

Empathize - Listen to the people who are affected by the problem you are concern about. How do they feel? what is their struggle? Interview them, seek to understand in a non-judgmental way

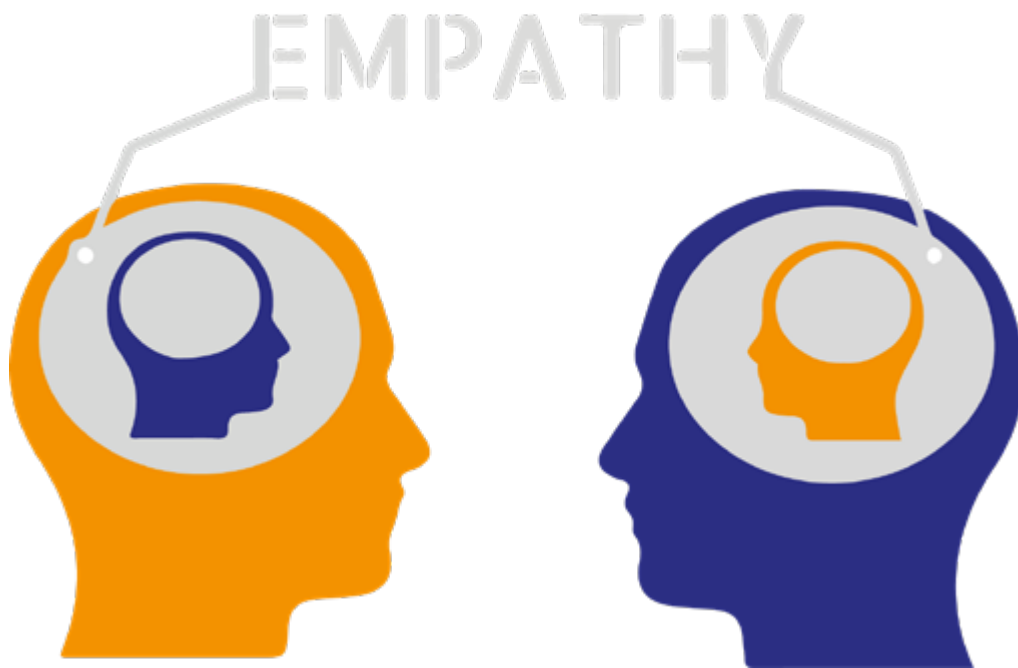


Image source <https://www.psychalive.org/wp-content/uploads/2017/01/Empathy.png>

Key Tool - Active Listening

Active listening is a communication skill that involves going beyond simply hearing the words that another person speaks but also seeking to understand the meaning and intent behind them. It requires being an active participant in the communication process.

[<https://www.verywellmind.com/what-is-active-listening-3024343>]

Here's brief video on how to become active listener:



https://www.youtube.com/watch?v=0eHxNdIyo7g&ab_channel=EmeroyBernardo

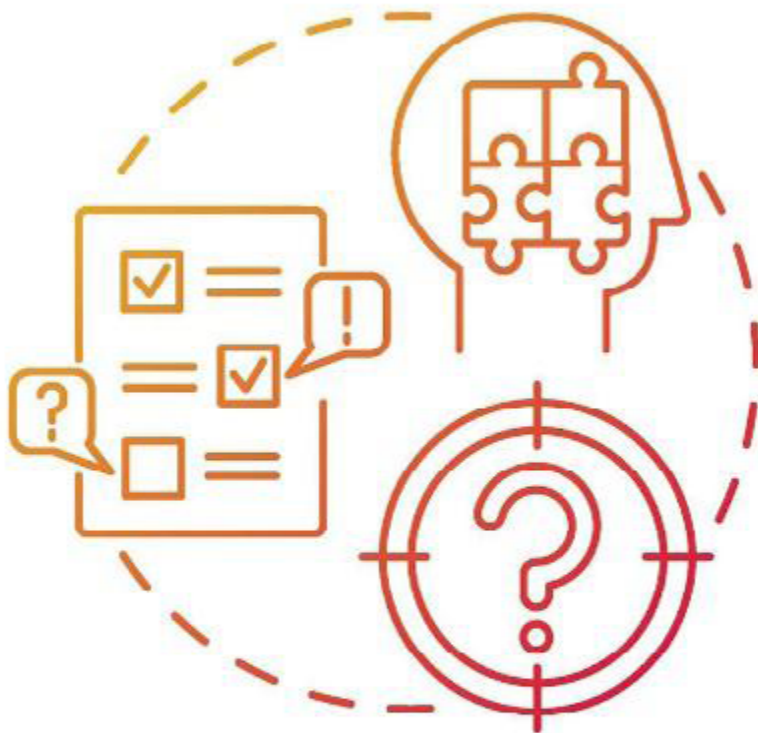
Another talk on Animal communication can offer us a deeper insight into what it means to truly listen in our lives and ecosystems to the more-than-human world.



https://www.youtube.com/watch?v=Q65aJNkpKfc&ab_channel=Find-hornFoundationEvents

Considering your case study: Who do you need to listen to? How can you do that? (i.e. conduct interviews, etc.)

Define - Based on your active listening during the interview process you can now begin to define the problem that you are trying to solve. It can be helpful to notice the verbs and activities that people reference in their projects.



DEFINE THE PROBLEM

https://static.vecteezy.com/system/resources/previews/002/210/458/large_2x/define-the-problem-red-gradient-concept-icon-vector.jpg

Considering your case study: what is the core problem you are passionate about addressing (as it relates to your empathize process)?

Ideate - Now only focus on the problem statement and let yourself get creative thinking about as many potential solutions that could address it. Share your best ideas with those who you are trying to help and listen to their feedback



https://www.pngitem.com/pimgs/m/267-2676299_sunrise-over-clipart-png-download-design-thinking-ideation.png]

Considering your case study: use the De Bono's hats process explained below to support your ideation process.

Prototype - What have you learned? what do you think would best address the issue now? Develop a prototype with your best idea and prepare it for testing.



<https://cdn-icons-png.flaticon.com/512/2421/2421379.png>]

Considering your case study: Apply the prototype questions to your case study. What can you develop?

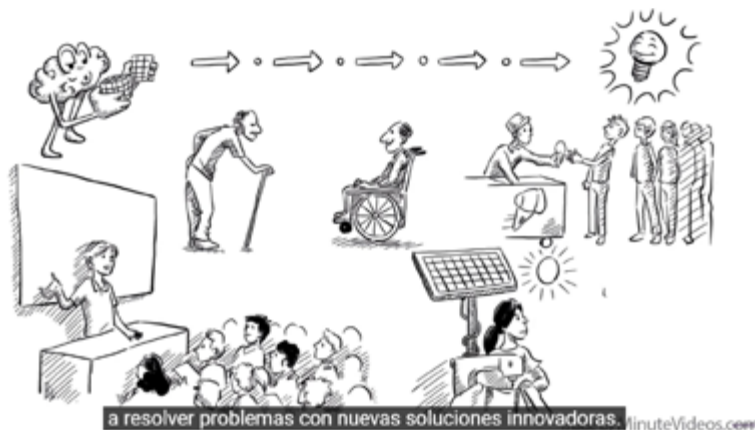
Test - Now try it out with your actual users and hear what they have to say. All feedback is helpful so encourage honest feedback even if it means they don't like your product. Listen to the feedback and then return to the prototype or ideate stages to refine your solution.



https://www.pngkey.com/png/detail/335-3350580_testing-system-testing-icon.png

Considering your case study: can you test the prototype with those who you empathised with in the beginning.

For visual and aural learners: Watch this video to learn more about Design Thinking



https://www.pngkey.com/png/detail/335-3350580_testing-system-testing-icon.png



A helpful resource to deepen into to design thinking and hone your facilitation skills:

D. School Starter Kit: <https://dschool.stanford.edu/resources/dschool-starter-kit>

2. DE BONOS HATS

Edward de Bono's Six Thinking Hats is a method for group brainstorming and decision making that employs six distinct modes of thinking represented by different coloured hats. Each hat represents a different perspective or approach to thinking about a problem or idea. The white hat represents facts and information, the red hat represents emotions and feelings, the black hat represents critical thinking and judgment, the yellow hat represents positivity and optimism, the green hat represents creativity and new ideas, and the blue hat represents organization and process. By using all six modes of thinking, groups can approach problems from multiple angles and arrive at more well-rounded and effective solutions.

THE BONO'S SIX THINKING HATS

PROCESS



BLUE HAT

Thinking about thinking
What thinking is needed?
Organizing the thinking
Planning for action

CREATIVITY



GREEN HAT

Ideas, alternatives,
possibilities
Solutions to black hat
problems

FACTS



WHITE HAT

Information and data
Neutral and objective
What do I know?
What do I need to find out?
How will I get the information
I need?

BENEFITS



YELLOW HAT

Positives, plus points
Why an idea is useful
Logical reasons are given

FEELINGS



RED HAT

Intuition, hunches, gut
instinct
My feelings right now
Feelings can change
No reasons are given

CAUTIONS



BLACK HAT

Difficulties, weaknesses,
dangers
Spotting the risks
Logical reasons are given



EXERCISE:

1. Think of your case study example
2. Look at the problem from the perspective of each of de Bono's thinking hat making notes.
3. Evaluate the pros and cons and select the idea that you think will be most effective in solving the problem.

NOTE: THIS IS A PRACTICAL MODEL FOR PROBLEM-SOLVING AND ORGANISING ACTION IN GROUP SETTINGS

QUESTIONS:

- What hats were easiest for you to generate ideas from? What were most difficult?
- What hat did you enjoy wearing most? This will shine a light on your preferred role during problem-solving processes.



4.4. ANALYZING AND DECIDING ON YOUTH PARTICIPATION

In order to carry out critical thinking we need different actions that we have already mentioned above. Sometimes we just need to leave behind certain barriers, as we have seen, and draw appropriate conclusions based on reasonable arguments but, other times, we need to use a series of techniques that allow us to identify valid arguments and use them in the right way.

Indicators and definitions are sourced from the Measuring Active Citizenship in Europe report by the European Commission and Center for Research and Lifelong Learning, CRELL (Hoskins & Jesinhaus, et al. 2006). The source of data chosen by the authors was the European Social Survey (<http://www.europeansocialsurvey.org/>)

Definition of Active Citizenship

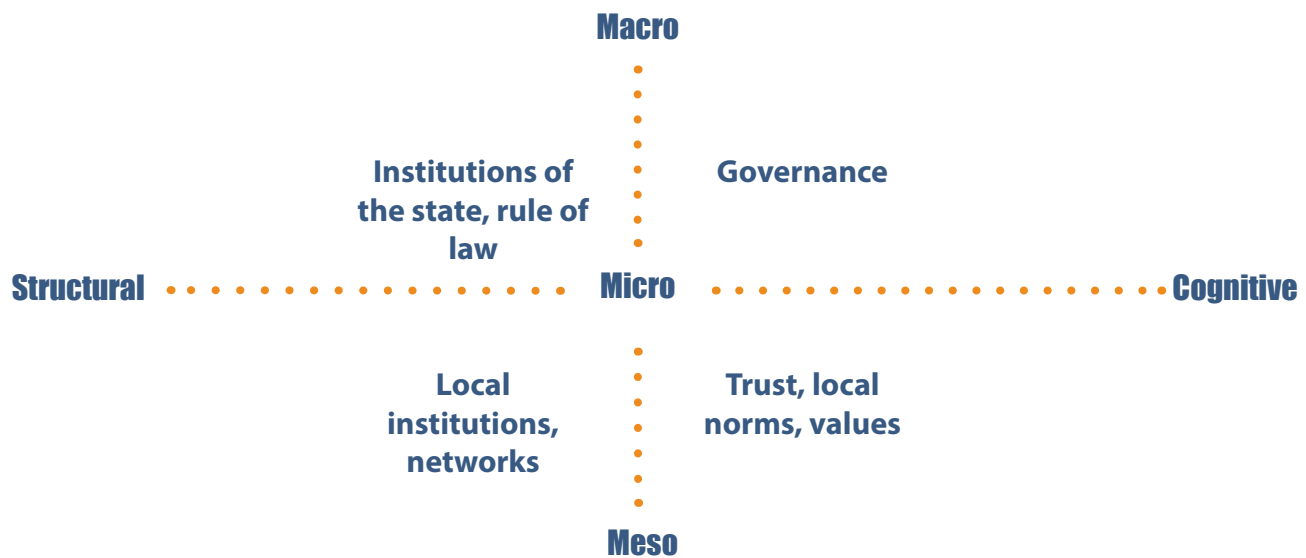
Robert Putnam states that “active citizenship” is strongly related to “civic engagement” and that it plays a crucial role in building social capital (i.e. the institutions, relationships, attitudes and values that govern interactions among people and contribute to economic and social development). He considers that the pursuit of shared objectives provides a way for people to experience “reciprocity” and thus helps to create webs of networks underpinned by shared values. The resulting high levels of social trust foster further cooperation between people and reduce the chances of anti-social conduct (Putnam 2000).

“Active Citizenship for Democracy” (Hoskins, 2006):

Participation in civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy.

INDICATORS based on this definition:

- **Participation in civil society**
- **Participation in community**
- **Participation in political life**
- **Mutual respect at micro (family/friends/community), meso (local organisations) and macro (institutional/governance) levels of society - present or absent?**
- **Levels of felt and actual trust at meso, micro and macro levels of society - present or absent?**
- **Non-violence - levels of engagement with non-violent and peacebuilding practices - awareness of and/or practise**
- **Awareness of and adherence to human rights**
- **Awareness of and engagement with principles of democracy**
- **Intercultural values**



Forms and aims of social capital (Grootaert & Van Bastelaer, 2002: 4)

Active citizenship is understood in the very broadest sense of the word “participation” and is not restricted to the political dimension. It ranges from cultural and political to environmental activities, on local, regional, national, European and international levels.

It includes new and less conventional forms of active citizenship, such as one-off issue politics and responsible consumption, as well as the more traditional forms of voting and membership in parties and NGOs. The limits of active citizenship are set by ethical boundaries. People’s activities should support the community and should not contravene principles of human rights and the rule of law. Participation in extremist groups that promote intolerance and violence should therefore not be included in this definition of active citizenship.

Intercultural understanding is one of the key competences of active citizenship. This is supported by the European Commission’s Expert Group on Active Citizenship, which placed intercultural competence as the highest priority of all competences for active citizenship.



source https://media.istockphoto.com/vectors/hand-holding-white-board-banner-with-minimal-icon-human-rights-of-vector-id931789756?k=6&m=931789756&s=170667a&w=0&h=sfTOj_dNlzXZS0UVWa5cvyPZz_vn-J6tyBuvknkz_F4=

Conflict resolution and communication skills for the active citizen

No matter what problem you are trying to solve, active participation means engaging with other people and our communities.

Human are complex and dynamic. We have many feelings, emotions, ideas and opinions. We mess up, we do things wrong, we hurt each other and make mistakes. However, we also care, love, dream of a better future and try our best to make that a reality.

To help us get there it is so essential that we have clear healthy communication skills and conflict resolution strategies.

Conflict is a healthy, natural and normal part of any system. The more we can hold and engage with conflict, in a healthy and robust way, the more resilient our communities become and the greater our capacity to be with the challenges and realities of life becomes.

These are many modalities for clearer communication and conflict resolution that you can learn much more about if you choose. For now, here is a flavour of two:

1. Non-Violent Communication

by Marshal Rosenberg

Intro Video - A language of life

https://www.youtube.com/watch?v=8sjA90hvnQ0&ab_channel=BigIdeasGrowingMinds

Learn the basics of NVC with Marshall Rosenberg <https://www.youtube.com/watch?v=8sjA90hvnQ0>

The non-violent communications practice includes three steps.

- **Identify your feeling**
- **What need is associated with that?**
- **Make a clear request, using I language**

Before trying this out for yourself take a look at this feelings inventory here:

<https://www.courts.ca.gov/partners/documents/2011SRL3gNVC.pdf>

And the needs inventory here:

http://changingminds.org/explanations/needs/cnvc_needs_inventory.htm

Exercise

- In this moment, what are you feeling?
- What do you need in relation to that feeling?
- Can you make a request or someone to help that need to be met?

2. Restorative Practise

Intro for Restorative practice - https://www.youtube.com/watch?v=_obyZY4Xzal&ab_channel=IIRP-GraduateSchool

More on RP with this Ted Talk: Restorative Practices in Schools Have Power to Transform Communities | Liz Knapp | TEDxMcMinnville <https://youtu.be/quKa7C-wxZk>

When a conflict arises it can be helpful to reflect on these 6 questions, either independently or together:

Restorative Practise Questions

- ⦿ what happened?
- ⦿ what were you thinking at the time?
- ⦿ what have you been thinking since?
- ⦿ who has been affected and in what way?
- ⦿ What could have been done differently?
- ⦿ What do you think needs to happen next?

Exercise

Use these as journaling prompts to reflect on a time you experienced a challenging group dynamic or relationship that inhibited your capacity to be an active citizen.

Imagine what conflicts could arise in your case study. With your example, apply the RP questions and see what outcome could be reached.

And finally, we would like to add a contribution from a recent study on the importance of youth activism in social networks. According to the study by Cortes et al (2021), “The importance of youth participation today has become a topic of great interest for social research since young people’s environmental and communication systems are strengthened by the interrelationship that occurs through social media and the virtual world. In this sense, the current youth generations are considerably defined by a permanent hyperconnectivity state that maximizes their socialization potential through social media and instant messaging applications. However, this hyperconnectivity tends to be negatively perceived, with criticism focusing on the time young people dedicate to non-educational or productive activities. According to the Youth in Spain Report of 2019, there are approximately seven million young people in Spain, of which 78% use social networks to participate in social movements, 9% in social-oriented associations, and 5% in political parties. This might lead us to believe that young people are not particularly interested in participating in social movements. Nevertheless, research legitimizes this low participation and apathy based on young people’s disinterest in politics or party membership. However, many social movements generate interest in youth. They participate directly through social media and virtual platforms, with a high purposeful involvement and communication rate.”

4.5. PARTICIPATION MODELS

Some useful participation models include:

Deliberative Democracy: This model emphasizes informed deliberation and public discussion, where citizens come together to discuss, debate, and make decisions on public policy issues.

Participatory Budgeting: This model involves citizens in the decision-making process of allocating public funds.

Community Organizing: This model focuses on building grassroots networks of people to identify and solve community problems.

Citizen Journalism: This model empowers citizens to report on and share news and information from their local communities.

Service Learning: This model combines community service with academic learning to encourage civic engagement and social responsibility among students.



These models can help create a more engaged and active citizenry, leading to better decision-making and stronger, more resilient communities.

Specific participation models for **young people:**



Youth Councils: These are organized groups of young people who represent their peers and work to influence local decision-making.

Youth Parliaments: These are similar to youth councils but are more structured and often involve mock parliamentary debates and decision-making processes.

Youth-led Research: This involves young people conducting research on issues that are important to them and then using their findings to advocate for change.

Youth-led Campaigns: This involves young people identifying issues that are important to them and then leading campaigns to raise awareness, advocate for change, or take direct action.

Youth-led Social Enterprises: This involves young people setting up and running their own businesses or social enterprises to address social or environmental issues in their communities.

4.6. TOOLS FOR ACTIVE PARTICIPATION

Some useful tools include:

Community Organizing: This involves bringing people together to identify and address community issues. It can involve door-to-door canvassing, community meetings, and other forms of outreach.

Petitions: Petitions are a tool for gathering signatures in support of a particular cause or issue. They can be used to demonstrate public support for a particular position or to put pressure on decision-makers.

Social Media: Social media platforms such as Twitter, Facebook, and Instagram can be used to raise awareness, build support, and mobilize people around a particular issue.

Civic Education: Civic education helps people to understand their rights and responsibilities as citizens, as well as the workings of government and other institutions.

Protests and Demonstrations: Protests and demonstrations can be used to draw attention to a particular issue, as well as to put pressure on decision-makers to take action.

PRACTICAL EXERCISES

Considering your case study:

- What tools can be applied to your problem solving process?

Having now completed this module:

- What are your key learnings?
- Have they changed how you are approaching the problem area you are passionate about?
- What is one solid action you will commit to going forward from this learning?



WEBINAR

WEBINAR

CRITICAL THINKING AND ACTIVE PARTICIPATION



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

WHAT I HAVE LEARNT...

- **The definition of critical thinking as a process that proposes to analyse, understand or evaluate the way in which knowledge that seeks to interpret and represent the world is organised.**
- **The different phases that we must contemplate in order to carry out this critical thinking:**
 1. Adopting the attitude of a critical thinker.
 2. Recognise and anticipate barriers or biases to critical thinking.
 3. Identify, recognise, construct arguments.
 4. Evaluate the sources of information.
 5. Evaluate the arguments.
- **To achieve this critical thinking, we must start from the following premises:**
 - A. To have an open mind.
 - B. To raise healthy doubts.
 - C. Intellectual humility.
 - D. Confidence in reason.
- **The techniques and strategies for critical thinking would be based on:**
 1. Identify the problem.
 2. Research.

1. Determine the relevance of the data.
2. Ask questions.
3. Find the best solution.
4. Present the solution.
5. Analyze your decision.

- **Throughout this process, we have engaged in discussions, reflection and awareness of our own biases in order to critically analyse our ideas and how to convey them with appropriate and informed arguments.**
- **What active participation means to each of us, starting from the definition that "Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy".**
- **Two forms of communication aimed at active citizen participation, namely:**
 - Non-Violent Communication.
 - Restorative Practise.
- **The following models of active participation that we have analysed and learnt about have been:**
 - Deliberative Democracy.
 - Participatory Budgeting.
 - Community Organizing.
 - Citizen Journalism.
 - Service Learning.
 - Youth Councils.
 - Youth Parliaments.
 - Youth-led Research.
 - Youth-led Campaigns.
 - Youth-led Social Enterprises.

ADDITIONAL RESOURCES

- <https://innovaciondocentetecsup.blogspot.com/2018/04/el-mundo-de-hoy-requiere-ciudadanos.html>
- <https://innovaciondocentetecsup.blogspot.com/2020/02/desarrollar-el-pensamiento-critico-10.html>
- <https://www.iberdrola.com/talento/que-es-pensamiento-critico-como-desarrollarlo#:~:text=Desde%20una%20perspectiva%20m%C3%A1s%20moderna,news%2C%20especialmente%20relevantes%20en%20la>
- https://es.wikipedia.org/wiki/Pensamiento_cr%C3%ADtico#Pasos_del_pensamiento_cr%C3%ADtico
- **8 Science-Based Strategies for Critical Thinking de Lee Carroll and Terry Heick Science-Based Strategies For Critical Thinking (teachthought.com)**
- **Centre for Non-Violent Communication** <https://www.cnvc.org/>
- **Design Thinking d.school Starter Kit** <https://dschool.stanford.edu/resources/dschool-starter-kit>

BIBLIOGRAPHY

Center for Nonviolent Communication (2005) Feelings and Needs Inventory www.cnvc.org

Colás-Bravo, P.; González-Ramírez, T.; de-Pablos-Pons, J. Young People and Social Networks: Motivations and Preferred Uses. *Comunicar* 2013, 20, 15–23.

Cortés-Ramos, A.; Torrecilla García, J.A.; Landa-Blanco, M.; Poleo Gutiérrez, F.J.; Castilla Mesa, M.T. Activism and Social Media: Youth Participation and Communication. *Sustainability* 2021, 13, 10485. <https://doi.org/10.3390/su131810485>

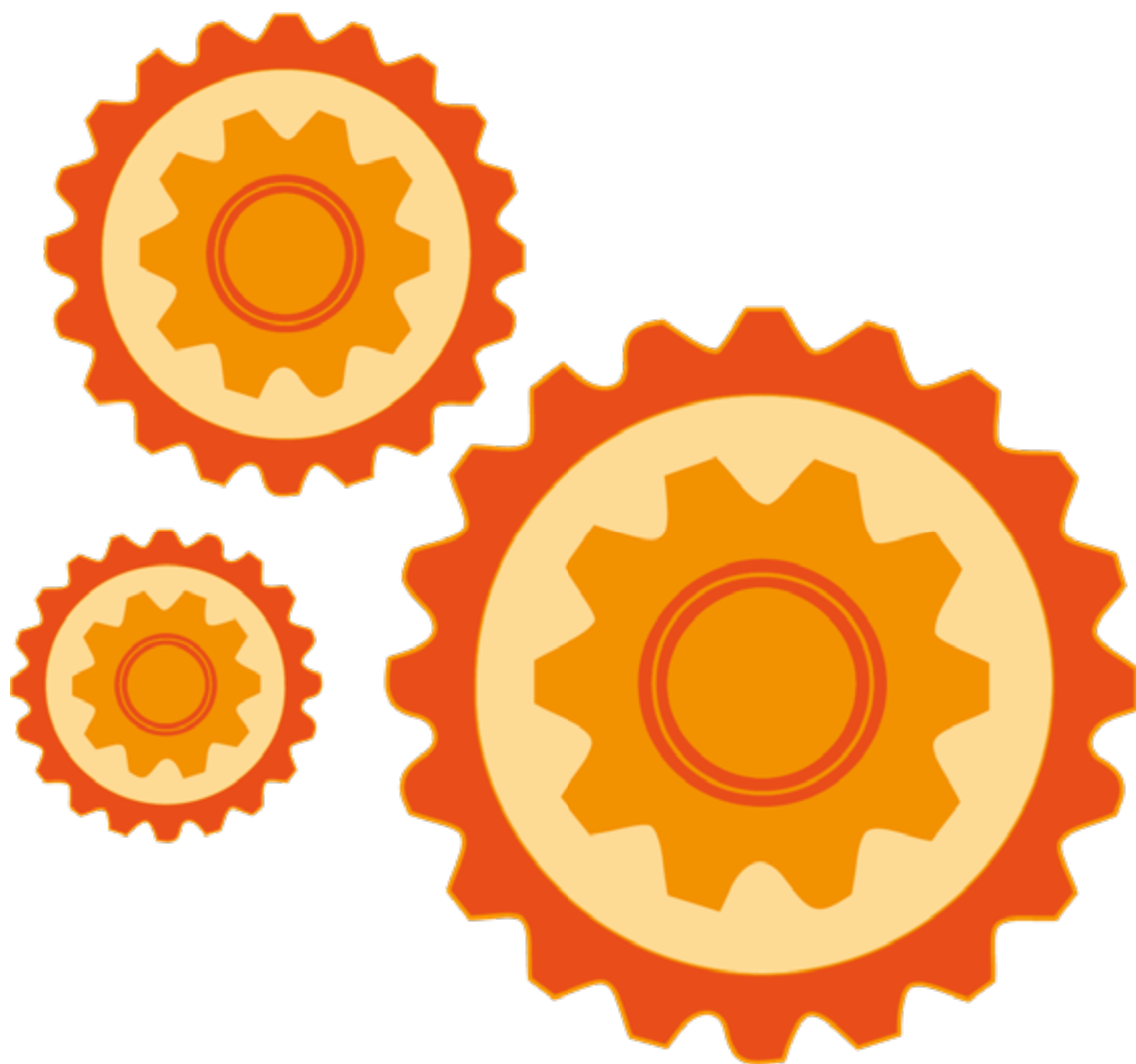
Esplai, F. Juventud y Participación Política: Compromiso de Transformación Social. Fundación Esplai: Madrid, Spain, 2019.

Grootaert Ch. and van Bastelaer Th. (2001), Social Capital: From Definition to Measurement, in Grootaert Ch. and van Bastelaer (Eds.) Understanding and Measuring Social Capital. A Multidisciplinary Tool for Practitioners, Washington D.C., The World Bank

Hoskins, B. (2006) A framework for the creation of indicators on active citizenship and education and training for active citizenship. Ispra, Joint Research Centre: https://www.researchgate.net/publication/305395703_Measuring_Active_Citizenship_in_Europe

Putnam R. D. (2000) Bowling Alone: The Collapse and Revival of American Community. New York, Simon & Schuster.

Torres-Harding, S.; Baber, A.; Hilvers, J.; Hobbs, N.; Maly, M. Children as agents of social and community change: Enhancing youth empowerment through participation in a school-based social activism project. *Educ. Citizenship. Soc. Justice* 2018, 13, p. 3–18.





FACE-TO-FACE TRAINING COURSE



After the Online Training Course came to an end, partner organisations choose three participants who successfully completed the OTC to participate in the face-to-face **Training Course** of the project. The Training Course took place in Malaga (Spain) from the 11th to the 14th of September and it was hosted and facilitated by the project coordinator, Iniciativa Internacional Joven, with the collaboration of INCIDE.

The main **objectives** of this Training Course included:

- To improve young people's key competence, in particular digital competence, in order to contribute to their active participation in society;
- To provide young participants with tools to search for information and use reliable, verified and free content on the web;
- To promote youth empowerment and participation through the creation of digital videos;
- To validate the competences acquired and/or improved by the participants during the OTC.

15 young people between 18 and 30 years old and 2 young people between 13 and 18 years participated in the Training Course, together with 3 members of Iniciativa Internacional Joven team in charge of the training.

In the field of non-formal education, the trainer has a role of facilitator, being the person in charge of creating an atmosphere of trust, where the participants are motivated, open to share their own knowledge and experiences. He/she also has a guide/leader function, where through questions and reflections he/she makes the participants become aware, empathise and reach conclusions that form the basis of the learning. The main methodological principles that inspired us in this Training Course were:



Cooperative techniques and dynamics;

Learning by doing;

Knowledge from the group creation;

Diversity as richness;

Development of key competences.

The trainers prepared a 4-day programme of activities for the participants divided into different sessions:

Presentation of team, participants, course and programme of activities;
Reflection on the Online Training Course;

- Panel of experiences;
- Conceptualization;
- Basic principles for video recording;
- Tips for recording with your mobile phone;
- Introduction to YouTube Studio;
- Tips for obtaining reliable and verified information;
- Basic principles for video editing;
- Erasmus+ and other EU Programmes;
- Recognition, Validation and Certification of Competences;
- Final Evaluation.

During the Training Course participants also had the opportunity to visit Malaga city centre, to explore Lagunillas neighbourhood and to attend a public presentation of the project on 12th September where they were able to share their ideas and experiences with members of local organisations.

PRESENTATION OF THE TEAM, PARTICIPANTS, COURSE AND PROGRAM OF ACTIVITIES

To create trust and allow participants to get to know each other better we started with some ice breaking games. Indeed, when the participants do not know each other or they have just met, it is very important to provide them a safe and fun space to know basic information about the rest of the group. After the welcoming and presentation of the team, participants had to go, one by one, in the middle of the circle and their name, where they come from and what they like to do in their free time. After this first ice-breaking game the trainer tested



ed the participant's memory and they had to try to remember all the names of the members of the group. To make it easier, she also proposed a second game where participants had to arrange themselves alphabetically in a circle without speaking. Finally, in order for participants to get to know each other better and interact directly, we gave them a piece of paper with some questions and they had to find and write down the names of other people in the group.

WRITE THE NAMES OF 2 OTHER PEOPLE WHO...

1. Have the same eye colour as you: _____
2. Have ever visited your country: _____
3. Speak the same languages as you: _____
4. Have the same colour of clothes as you: _____
5. Have the same hobby as you: _____
6. Have pets: _____
7. Have experience as influencer/YouTuber: _____

The next part of this session was the presentation of the project organisations. As we explained in the introduction, the project “United for Social Transformation” involves six different organisations and each participant of the Training Course belongs to one of them. Therefore, divided into small groups according to the organisation, participants prepared a short creative presentation of their organisation by answering the following questions:

A diagram consisting of three large circles. Two circles are at the top: a dark blue one on the left and an orange one on the right. A third, larger light orange circle is positioned below them, centered. Each circle contains a white word in a bold, sans-serif font.

WHY

WHAT

HOW

Afterwards, in order to balance the participants' knowledge on the project and the previous phases already developed, Iniciativa Internacional Joven team briefly presented the most important features of “United for Social Transformation” and the schedule of the Training Course, which consists of a mix of activities and techniques.

Finally, to end this session, participants had to reflect on their expectations and contributions, writing each of them on a different post-it note that had been analysed by the trainer to give the group a general feedback on what they expect from this Training Course and what they can contribute to it.

REFLECTION ON THE ONLINE TRAINING COURSE

In order to enable participants to reflect on the content of the modules of the Online Training Course (OTC), an activity was carried out in four small groups. Each group had to reflect on one module of the OTC and reflect on the following questions:

What did you find most interesting in this Module?

What have you learned?

Do you consider this knowledge useful to be able to contribute to social transformation?

What did you find most interesting in this Module?



What have you learned?



Do you consider this knowledge useful to be able to contribute to social transformation?



After the discussion in small groups, participants shared the main important points and conclusions in the big group, such as the need to engage in intimate and personal self-discovery to better understand ourselves and our emotions. We also discussed the importance of addressing environmental issues, adopting a more sustainable perspective and the consequences of not changing certain habits. Furthermore, we explored how to put dreams and ideas into practice to embark on entrepreneurial initiatives. Finally, we delved into the impact and importance of developing a critical and active mind-set to face and understand various social changes and issues that affect us all as a community.

PANEL OF EXPERIENCES

During this session a Spanish YouTuber from Malaga, FJ, shared his experience with the participants. He was a rapper that was uploading his videos to his YouTube channel and he became known for participating in rap battles. After appearing in a video of another youtuber, specialised in video games, commenting on a rap event, he decided to focus his channel on reacting to and studying the mental process of freestylers and their behaviour when approaching a battle, in particular the details and gestures that can be decisive in a result or can generate different types of feelings.

Thanks to YouTube and the videos he uploaded, he started to be hired as an MC (host - presenter) at rap events, thus strengthening his role in the field of communication, and he has also been invited on radio shows. Although he is currently not so active on his own YouTube channel, he makes many videos for other brands and companies in which he comments and discusses different rap battles and contests and he is also the host of many of them. He is considered to be a voice of authority in commenting on rap battles.



For FJ, YouTube is a free and unlimited platform where he could create the content he wanted, with the tone he wanted and with the times he wanted. Creating videos in Spanish has opened many doors for him because the content can be seen by many people not only in Spain but also in Central and Latin America, which is where a youtuber can really succeed or not.

He also gave the participants very interesting suggestions and advices:

- **You need to be consistent and persistent;**
- **It is important to create a loyal community of followers who watch the videos, comment on them and ask questions.**
- **Do not compare success with the number of views. In some cases, videos or playlists with a lower number of views have been more relevant in terms of building a loyal community;**
- **Focus on only one type of content, do not cover or talk about everything;**
- **Be natural, close to the audience and fresh;**
- **The specific programme you use to edit your videos is not so important, it is more important to feel comfortable and know how to get the most out of it.**

CONCEPTUALIZATION

INFLUENCE: the ability of a person or thing to shape or change the way someone thinks or acts.

INFLUENCER: someone who is actively present on social media and has the ability to exert direct influence over a specific group of followers due to their lifestyle, values or beliefs.

Influencers are individuals who have created profiles on one or more social networks for the purpose of sharing interesting and engaging content to a specific audience. They can become well-known and highly creative figures who establish emotional connections with their followers. This is because they not only create content, but also understand their audience, know how to communicate with them and know their interests. They can collaborate with organisations to provide product reviews or other marketing strategies in exchange for compensation, thus participating in advertising campaigns.

There are different **types of influencers** that are defined by both the number of followers and the level of credibility and interaction they have achieved with their followers.



- **NANO INFLUENCERS:** profiles with between 1,000 and 10,000 followers. They are people who have just started their activity, but who already have a solid community with whom they interact. In general, they are not media figures with a track record in communication and therefore, it is more difficult for them to increase their number of followers.



- **MICRO INFLUENCERS:** profiles with between 10,000 and 100,000 followers. Their level of influence and reach is greater and they are people to whom brands pay more attention and consideration. They tend to develop a specific topic and the size of their audience allows them to be closer to their followers.



- **MACRO INFLUENCERS:** profiles from 100,000 to 1,000,000. They are people who coexist in the online and offline world because they are visible on television, events, films and series.



- **MEGA INFLUENCERS:** people with 1,000,000 followers or more. Their level of influence is high (which is not easily reached) and brands tend to look for them constantly to collaborate.



- **CELEBRITIES:** they are part of the category of mega influencers. Their work generates the recognition of millions and they transfer that popularity to their own networks. They have the widest reach of all influencers and often validate and strengthen brands. However, they generate less interaction (and of poorer quality) and their cost is extremely high. These can be footballers, models, actors, singers, etc.



- **NICHE INFLUENCERS:** although they do not have a large number of followers, they have a community that they can influence because of their specific niche. For example, a builder or a chef.



- **PROFESSIONAL INFLUENCERS:** they are specialists in an area of expertise, which has captivated their follower base. They have a high engagement, as the people who follow them trust their word and recommendation.



- **BRAND ADVOCATE:** users who do not have a large number of followers, but they are very loyal to a particular brand. This makes them good ambassadors to attract new customers or people interested in specific products or services. Their content is very organic.



- **EVERYDAY INFLUENCERS:** their audience is very close, for example their friends, colleagues, family or neighbours. This type of influencer can be anyone who has between 1,000 and 5,000 followers, but has a high level of influence and credibility. They are usually people who recommend products and services that they consume themselves, so their followers trust their posts.

FOUR MAIN SOCIAL NETWORKS:



INSTAGRAM: Instagram is a popular social media platform that primarily revolves around sharing photos and videos. 'Instagrammers', also known as influencers, focus their activities on the platform, often emphasizing the publication of stories, although there is an increasing trend towards live videos and reels. Nowadays, most digital marketing campaigns are placing their bets on Instagram due to its predominantly young user base, with more than half of its users being under 35 years old. Among them, 13.9% are women aged between 18 and 24 years old.



TWITTER/X: Twitter is an online social networking platform used for sharing and discovering information, news, opinions, and content through short messages known as 'tweets.' Tweeters, also known as Twitter influencers, are users who have built dedicated and engaged audiences on the platform by focusing on specific topics and delivering high-quality content. Their level of influence varies depending on their reach and authority within their chosen field. Twitter's user base is particularly

strong among individuals aged 25 to 49. Of its over 330 million worldwide users, 70% are men, and 30% are women.



YOUTUBE: YouTube is an online video platform that enables users to upload, view, share, and comment on videos. Youtubers are content creators who produce video content and publish it on the YouTube social network. They typically handle all aspects of video creation, from scripting to recording, editing, and publishing. They often cultivate highly dedicated communities of followers, making them a valuable type of influencer due to the effort they put into their work. YouTube boasts the largest audience among social media platforms, spanning an age range from 16 to 45 years old. Of this demographic, more than half are women.



TIK TOK: TikTok is a social networking platform and mobile application dedicated to the creation and sharing of short, creative videos. TikTokers, often referred to as influencers, typically fall within the age range of 12 to 22 years old. They are the latest entrants in the influencer marketing landscape. With over 800 million users worldwide, TikTok stands out as the social network with the youngest audience, primarily comprising individuals aged 10 to 29, representing Generation Z. Notably, approximately two-thirds of users under 18 are female.

When is the best time to post on social media?

	IN THE MORNING	AT NOON	IN THE AFTERNOON	IN THE EVENING	POSTING FREQUENCY
 FACEBOOK	-	1 pm - 2 pm	2 pm - 4 pm	6 pm - 10 pm	2X DAILY
 TWITTER	7 am - 10 am	11 am - 1 pm	4 pm - 7 pm	-	3X DAILY
 INSTAGRAM	-	11 am - 1 pm	-	7 pm - 9 pm	1X DAILY
 PINTEREST	-	12 pm - 2 pm	-	7 pm - 10 pm	5X DAILY

source: <https://business.trustedshops.es/blog/perfiles-de-usuarios-en-redes-sociales/>

There are statistics, such as the one in the previous picture which is provided by Adenion GmbH, which can give us suggestions on when it is better to publish in specific social networks and how often, however it is true that there is not a single best time to post for everyone. You can find your own best time to post on social media by posting often and measuring performance. Here you have five useful tips:

1. Look at when your audience is most active online;
2. Look at your top-performing posts from the past;
3. Post in your audience's time zone, not yours;
4. Check out the competition;
5. Test, optimise, and change your post times.

BASIC PRINCIPLES FOR VIDEO RECORDING

Before starting to record a video, there are important aspects to take into consideration in order to ensure the success of your video production:



1. Clothing: depending on the type of video you are recording and the audience it is aimed at, you have to choose the appropriate clothing. Use neutral colours and try to avoid patterns. Pay also attention to the colour of your background as you must avoid using the same shade or colours: look for contrast.



2. Background: To prevent viewer distraction, especially if you will be recording yourself speaking, try to have a smooth (single-tone) background or choose a location with minimal visual clutter.



3. Lighting: Ensure there is good, well-distributed lighting so that everything is clearly visible. Avoid shadows.



4. Acoustics: Steer clear of noisy environments, external sounds, and potential disruptions from other people.



5. Language and posture: Strive for simple, clear, and concise language. Maintain a natural posture and don't be too stiff or overly gestural.



6. Script: Prepare a script outlining what you want to talk about or record. You don't need to memorise it word for word; it's simply to follow a structure. It is essential to know what you want to convey, the impact you want to have on your audience. In script preparation, it is also important to determine which resources you need and gather them, as well as organise your content materials.

With these considerations in mind, there are also other technical aspects that must be taken into account to ensure organisation and the achievement of the objectives we want to achieve with our video:

SCRIPT:

A script is a written document that serves as the basis for the creation of a video or audio-visual project;

It outlines the sequence of events, dialogue, actions, and other essential elements necessary to convey the intended message or story;

A script can be used for various purposes, such as films, television shows, commercials, corporate videos, and documentaries;

It typically includes scene descriptions, character dialogue, and any special instructions for the production team.

TYPES OF CAMERA ANGLES:

Wide Shot (WS): a shot that captures a broad view of the scene, often used to establish a location or show the relationship between characters and their environment;



Medium Shot (MS): a shot that frames the subject from the waist up, providing more focus on the characters and their actions;



Close-Up (CU): a shot that zooms in on a specific detail, such as a character's face or an object, to convey emotions or highlight important elements;



Extreme Close-Up (ECU): a shot that gets extremely close to a subject, often capturing only a portion of the face or an object, emphasising fine details;



Over-the-Shoulder (OTS): a shot from behind one character, showing their perspective while also revealing the character they are looking at over their shoulder;



Bird's Eye View: a shot taken from a high angle, looking down on the scene, which can provide a unique perspective and emphasise the spatial relationships between elements;



Low Angle: a shot taken from a low perspective, looking up at the subject, often used to make characters or objects appear more powerful or imposing;



Dutch Angle (Oblique Angle): A shot where the camera is intentionally tilted to create a disorienting or dramatic effect commonly used in thriller or suspense genres.



USING ZOOM IN VIDEO SHOTS:

- **Zoom In (Telephoto):** zooming in involves changing the focal length of the camera lens to make the subject appear larger and closer in the frame. This can emphasize details or expressions;
- **Zoom Out (Wide Angle):** zooming out decreases the focal length, making the subject appear smaller and showing more of the surrounding area. It can be used for context or to create a sense of space;
- **Zoom Effect (Zooming In and Out):** this involves smoothly zooming in or out during a shot to create a dynamic and engaging visual effect. It can convey a sense of urgency, surprise, or change in perspective;
- **Zoom Speed:** the speed at which you zoom in or out can influence the mood of the shot. Slow zooms are often used for contemplative or dramatic moments, while quick zooms can add energy or tension.

Remember that the choice of camera angle and zoom should align with the storytelling goals and the emotional impact you want to achieve in your video project.

TIPS FOR RECORDING WITH YOUR MOBILE PHONE

It is no longer necessary to use large equipment. Learning to utilize the tools we have at hand can help create engaging, clear, and high-quality videos. Therefore, by exploring the 'Settings' option on mobile phones, we can adjust camera resolution, audio recording options, lighting and other settings that help make shots look much more professional.

To achieve better resolution when recording a video with our phones, we should follow some very simple steps using the phone's built-in tools.

The first step is to go to 'Settings', select 'Camera' and change the **video** recording mode to 1080p at 60 FPS, which will ensure higher resolution and a cleaner image. If the 60 FPS option is not available, you can use 30 FPS. Also activate the camera's grid lines (GRID) to check if the image is centred when capturing. Don't forget to record with the rear camera, which has much better resolution.



The most important aspect is the **audio**; it is recommended to use an external microphone that can be connected to the phone for better sound quality.

When recording a video, be aware of the **lighting**. Make sure that the recording location is well-lit and visible. If you are recording outdoors, it is advisable to shoot early in the morning, when you can achieve good lighting without intense brightness and harsh glare.

If you need to shoot a long video, consider splitting it into different parts. This will make it easier to edit and assemble the video later.



INTRODUCTION TO YOUTUBE STUDIO



YouTube Studio is the platform, provided by the video-sharing platform YouTube, which allows creators to upload new videos, to control their presence on YouTube, to personalise their channel and to quantify their engagement.

When we publish a video on our YouTube channel we must take into account some tips and steps to follow to be able to share our videos more effectively

- **Video Title:** it should be creative, engaging and contain relevant keywords related to the topic being discussed;
- **Tags: this point is crucial,** as you can add all the relevant and necessary keywords related to the video's content. These tags will help make the video discoverable and focused;
- **Target Audience:** YouTube requires clear identification of the intended audience for the video, as well as whether the video is suitable for viewers under 18 years old;
- **Description:** it should be clear, concise and directly related to the video's content. The description helps viewers understand what the video is about and piques their interest;
- **Category:** YouTube offers various categories, so you should choose the one that best fits the content of your video;
- **Thumbnail:** this is a key point because it serves as a visual hook for the audience. An attractive thumbnail can attract more viewers;
- **Audio:** while it is important to pay close attention to the video's audio quality, it is also crucial to clarify that if you use external audio or music in your content, it must be free of copyright to avoid legal issues;
- **Explore the tools:** In general, YouTube provides a range of tools and settings that can enhance the experience of sharing a video on the internet.

TIPS FOR OBTAINING RELIABLE AND VERIFIED INFORMATION

In this session, participants could go deeper into an aspect that was also mentioned in the part of the Module 4 of the OTC related to the "Stages of Critical Thinking".

Fake news or disinformation is not a recent phenomenon and it has been part of media history long before social networks. However, fake news in its modern form is different because of the speed at which it is spread and the magnitude of its influence.

Let's clarify some concepts:

- **FAKE NEWS:** News content published on the internet that aesthetically resembles actual legitimate mainstream news content, but that is fabricated or extremely inaccurate;
- **DISINFORMATION:** Information that is false or inaccurate, and that was created with a deliberate intention to mislead people;
- **MISINFORMATION:** Information that is false, inaccurate, or misleading. Unlike disinformation, misinformation does not necessarily need to be created deliberately to mislead. Misinformation is sometimes used to refer exclusively to inaccuracies that are accidental;
- **HYPERPARTISAN NEWS:** News content that is not entirely fabricated, but which covers events that actually occurred with a strong partisan bias.

**VERIFICATION IS ALMOST
NEVER FOOLPROOF**

**IT IS MORE TO LOOK FOR CLUES AND
GATHER CORROBORATING EVIDENCE**

According to Shaydanay Urbani from Brown University, whether you are looking at an eye-witness video, a manipulated photo, a sock puppet account or a meme, the basic checks you have to run on them are the same:

FIVE PILLARS OF VERIFICATION

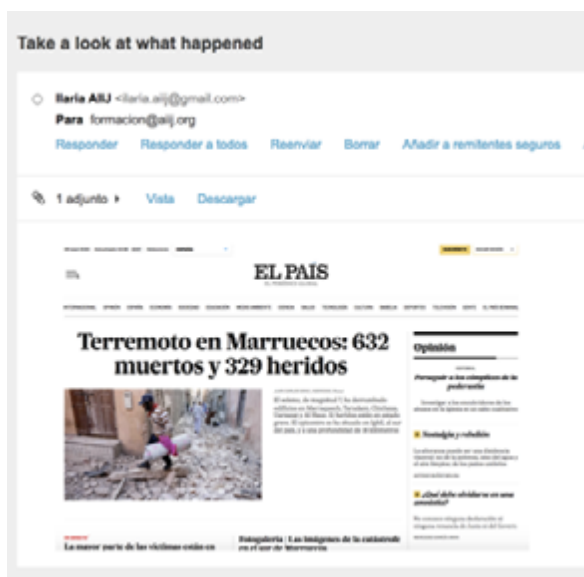
1. ORIGIN:

Are you looking at the original account, article or piece of content?

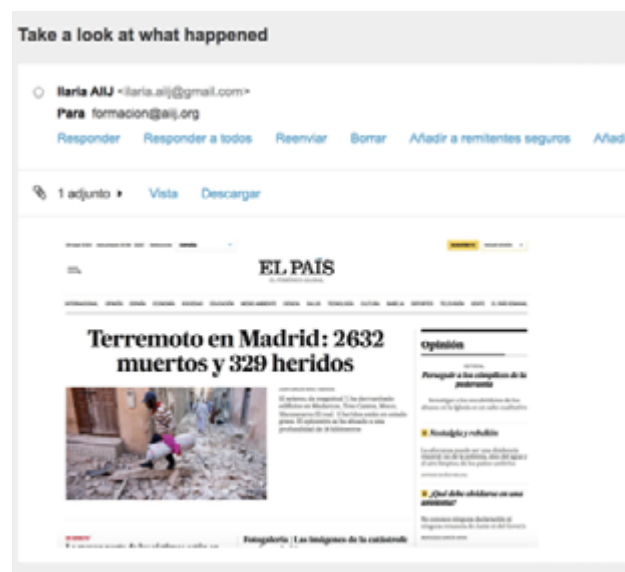
This is a first check to determine whether you are looking at the original piece of content, rather than a reproduction

The original image or video contains important information that copies or screenshots will not have

Let's imagine that I have received an email with a screenshot of a Spanish newspaper's website about an earthquake in Morocco. Although the screenshot has not been manipulated, this is NOT the original content, it is a reproduction. As it is a screenshot I should check directly on the newspaper's website if it is true or not and not take it for granted because it could have been easily manipulated.



Not manipulated screenshot



Not manipulated screenshot

2. SOURCE:

Who created the account, uploaded the article, or captured the original piece of content?

It is important to determine who wrote or created the original content

USE CERTAIN SOURCES ONLY TO JUMP-START ADDITIONAL RESEARCH

Wikipedia

Online forums
Individual blogs

For example, Wikipedia offers a large volume of information, but because its entries are created in a collaborative effort involving many different users, their reliability can vary widely. In some cases, users deliberately place incorrect information on the site; in others, well-intentioned users inadvertently introduce inaccuracies. For these reasons, you can use Wikipedia as a starting point for further research, but not as a source on its own. Like Wikipedia, sources such as individual blogs, online forums, and chat rooms can be used to prompt additional research, but should not be considered reliable sources of information.

3. DATE:

When was it created?

Finding the correct date for when the content was written or created can help in identifying the reliability, truthfulness and correctness of the content

For example, if someone sends me a link to a news story saying that some existing public transportation lines in my city will be closed next Saturday and Sunday, I should read the article carefully. In doing so, I can notice that the days mentioned are not weekend days and that the article was published and updated in a previous year so it is out-dated.

Reposting old news stories doesn't mean they are relevant to current events

4. LOCATION:

Where was the account established, website created or piece of content captured?

Some basic questions that you should ask yourself and reflect on are:

Does it make sense that the account holder was in the identified location?

Did the account holder mention the location in other posts or stories?

Are there any events and circumstances in the content that might show up in news articles?

Do the clothing, foliage and/or weather make sense with the location and news?

Social media platforms allow users to tag a particular location, but it can be easily manipulated. The best way to verify the location of a post is to independently search for it on a map or satellite image. Google Image or other applications can help us perform a reverse image search to discover if the image or photograph has been used or uploaded to other websites, to locate the source of an image, to find the creator of the content or to obtain more information about it.

5.MOTIVATION:

Why was the account established, website created or the piece of content captured?

Motivations behind certain kinds of content can be many and varied (money, power, etc.) and they can affect how we view the larger news story

Some basic questions that you should ask yourself and reflect on are:

- **Is the source of the image or video an accidental eyewitness?**
- **What is the profession of the person who is filming or posting it?**
- **Does the person/organisation behind the article have any leverage/advantage?**

THE MORE YOU KNOW ABOUT EACH PILLAR, THE STRONGER YOUR VERIFICATION WILL BE.



Some tips and actions to take:

- **Check the domain;**
- **Check Quotes;**
- **Look for biases: Does the article seem to lean towards a particular point of view? Does it link to sites, files or images that seem to lean to the left or right? The articles may not tell you the whole story;**
- **Check for more evidence: Look to see if the story is on other news sites that you know and trust;**
- **Distinguish opinions from facts: editorials, letters to the Editor, Opinion, Comments, etc. are opinions not facts;**
- **Think what might be missing;**
- **Look for fake images;**
- **Think before you share;**
- **Develop a critical mind-set.**

By following these guidelines and fostering a culture of critical thinking and media literacy, individuals can become better equipped to navigate the information landscape on the internet and mitigate the spread of misinformation.

BASIC PRINCIPLES FOR VIDEO EDITING

Basic **tips** for video editing:

1

1. Storyboarding: Plan the sequence and structure of your video before starting the editing process. A clear plan can save time and make editing more efficient;

2

2. Organise your files: Keep your video clips and resources organised in folders to easily locate and access them during editing;

3

3. Trimming and Cutting: Remove unnecessary or irrelevant parts of the footage to maintain viewer engagement. Use precise cuts to keep the video concise;

4

4. Transitions: Add smooth transitions between clips to create flow and continuity in your video;

5

5. Audio Enhancement: Pay attention to audio quality. Adjust volume levels, add music, or use audio effects to enhance the viewer's experience;



6

6. Text and Titles: Use text and titles to provide context, information, or emphasise key points. Ensure text is legible and complements the video;

7

7. Effects and Filters: Use effects and filters to add style and visual interest to your video, but use them sparingly to avoid overdoing it;

8

8. Export Settings: Understand the best export settings for your platform and audience. Different platforms may have specific requirements;

9

9. Save Versions: Save multiple versions or drafts of your project as you edit, allowing you to experiment with different approaches and easily revert if needed;

10

10. Feedback: Seek feedback from others to get different perspectives on your video's quality and message.

From his experience and continuous use of various editing software's and apps, FJ shared several tips and highlighted three important points:

1. Cuts: cuts can work effectively when used during moments of silence or when you want to create intrigue around something that has been said;

2. Transitions: Transitions help create effects for changing topics or emphasising points. Video editing software provides various types and options to choose from. It is a good idea to complement transitions with sound effects.

3. Image Resizing: Essentially, constantly adjusting the zoom according to what is being discussed can add dynamic visual elements to your video.

Other useful tips and recommendations:

Using yellow subtitles with black borders: yellow subtitles with black borders can enhance readability and accessibility for viewers;

Adding images in .png format: using .png format images with transparent backgrounds can make your visuals appear seamless and professional;

Ensuring sound quality: Pay special attention to sound quality, as many people consume video content on their mobile devices using headphones;

Relevance of added content: anything you add to the video, as long as it is related to the content of the video, can help to make the video more dynamic and attention-grabbing;

Platform-specific considerations: Keep in mind that videos are consumed on various platforms and social networks, each with different size requirements. It is recommended to create templates for each platform to streamline the editing process;

Exporting the video: it is ideal to export videos in mp4 format to ensure good quality. Videos should be 1920x1080 in size to view in HD and should be saved at 29.97 frames per second, which refers to the video's quality and speed.

“The more you practise, the better you will become at editing. Don't be afraid to experiment and learn from your mistakes” [FJ]

ERASMUS+ AND OTHER EU PROGRAMMES

Before starting, it is important to reflect on the following question:

WHY DO EUROPEAN PROGRAMMES EXIST?

Have you ever thought about this question?

Do you recognize when these photos were taken?

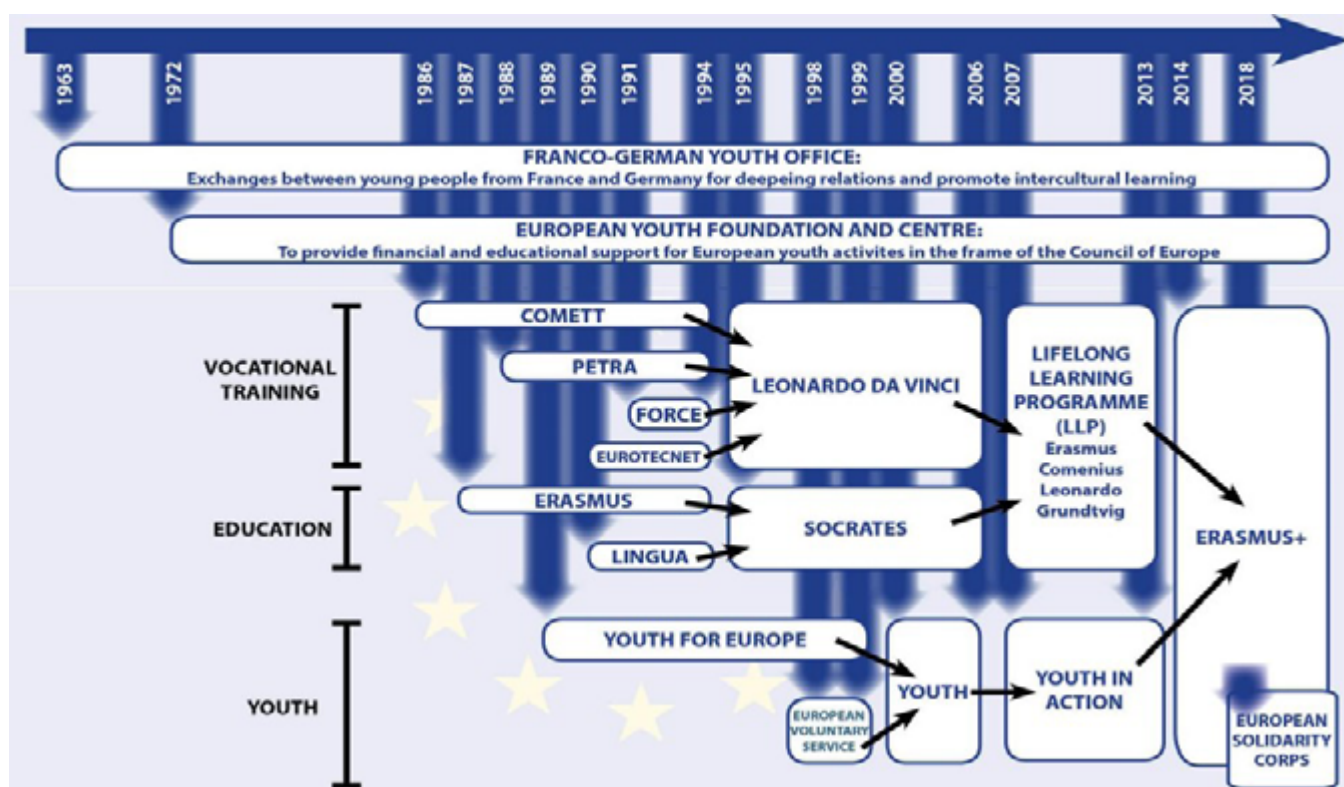


They are more recent than you imagine. They were taken during the Second World War. Indeed, only 80 years ago Europe was at war.

A new Europe was born through the process of European integration.

Increasing mutual knowledge between young people from different countries contributes to the maintenance of **PEACE**.

HISTORY OF EUROPEAN PROGRAMMES



In 1963 France and Germany, two of the protagonists of the Second World War, signed the “Elysée Treaty”, a Franco-German friendship agreement that established the Franco-German Youth Office (FGYO) to strengthen ties between German and French youth and to deepen their understanding about one another through cultural exchange. The main idea beyond these exchanges is that a better understanding and knowledge of people from the other country will make a new war more difficult.

Afterwards, the Council of Europe established in 1972 the European Youth Foundation (EYF) to provide financial and educational support for European youth activities. In 1972 the council also founded the first European Youth Centre in Strasbourg, a training, education and meeting centre to implement the Council of Europe’s youth policy.

The Eighties is an important decade because several European level schemes were established to encourage mobility in the field of vocational training, education and youth. From the mid-1990s onwards, a process of reunification of the different existing programmes began, culminating in the creation of the Erasmus+ Programme in 2014.

When we speak about EU Programme for young people we also have to take into consideration the bigger political framework behind of all of this:

EU YOUTH STRATEGY

The EU Youth Strategy is the framework of the European Union youth policy cooperation for 2019-2027. It is based on the Council Resolution of 26 November 2018.

Its primary goals are to tackle existing and upcoming challenges young people are facing all over

Europe, providing a framework of objectives, principles, priorities, core areas and measures for youth policy cooperation for all relevant stakeholders.

Core areas of the youth sector:



EU YOUTH GOALS

It is a vision for a Europe that enables young people to reach their full potential, identifying cross-sectorial areas that affect their lives and pointing out which challenges need to be tackled.



1. **CONNECTING EU WITH YOUTH:** Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.



2. **EQUALITY OF ALL GENDERS:** Ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person.



3. **INCLUSIVE SOCIETIES:** Enable and ensure the inclusion of all young people in society.



4. **INFORMATION AND CONSTRUCTIVE DIALOGUE:** Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.



5. MENTAL HEALTH AND WELL-BEING: Achieve better mental well-being and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.



6. MOVING RURAL YOUTH FORWARD: Create conditions which enable young people to fulfil their potential in rural areas.



7. QUALITY EMPLOYMENT FOR ALL: Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.



8. QUALITY LEARNING: Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.



9. SPACE AND PARTICIPATION FOR ALL: Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.



10. SUSTAINABLE GREEN EUROPE: Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.



11. YOUTH ORGANISATIONS AND EUROPEAN PROGRAMMES: Ensure equal access for all young people to youth organisations and European youth programmes, building a society based on European values and identity.

ERASMUS+

It is the EU Programme in the fields of education, training, youth and sport.



To support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship.

2021

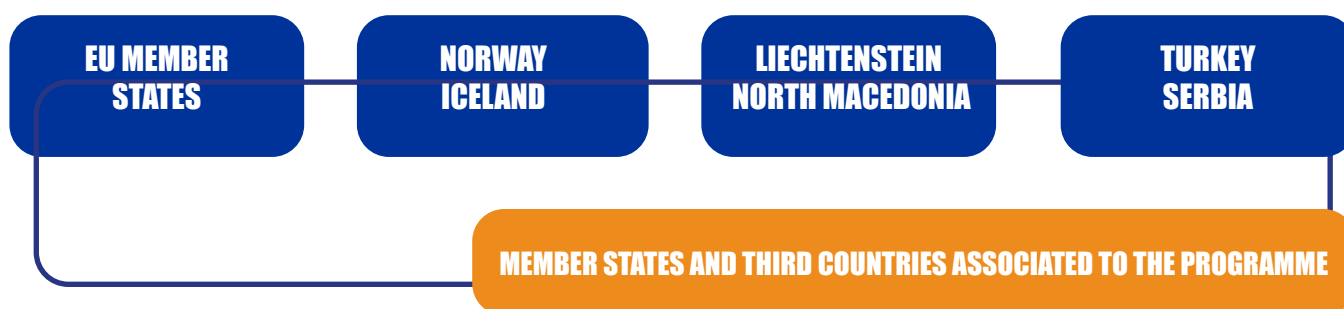


7 YEARS

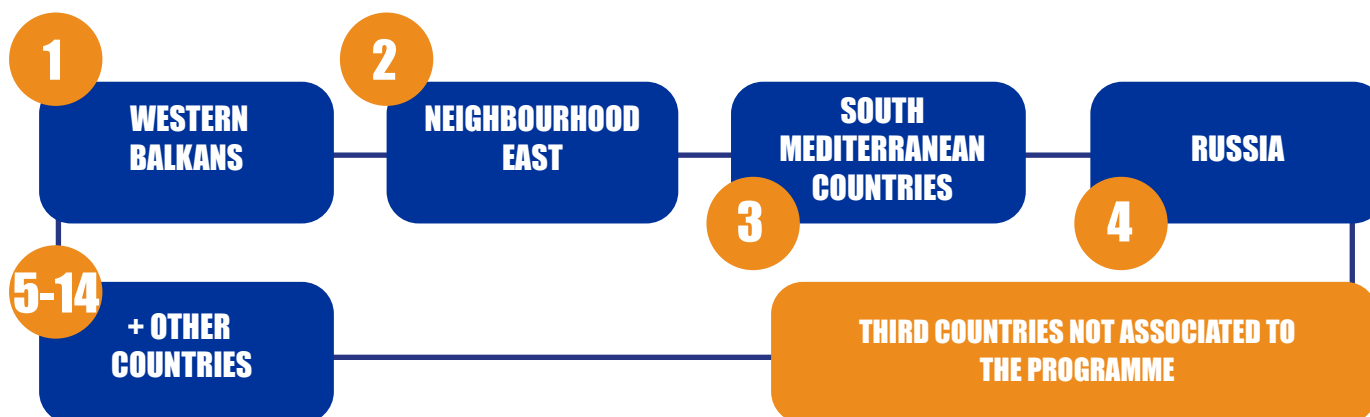


2027

ELIGIBLE COUNTRIES



They fully take part in all the Actions of the Erasmus+ Programme



They take part in certain Actions of the Erasmus+ Programme.

The third countries not associated with the Programme are regrouped according to the EU's external action instruments. The regions from 1 to 4 take part in certain Actions of the Erasmus+ Programme, whilst the other regions, from 5 to 14, can take part in very limited actions of the Programme.

STRUCTURE:

KEY ACTION 1: Learning mobility of individuals

The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

KEY ACTION 2: Cooperation among organisations and institutions

The Actions supported under this Key Action are expected to contribute significantly to the priorities of the programme, to bring positive and long-lasting effects on the participating organisations, on the policy systems in which such Actions are framed as well as on the organisations and persons directly or indirectly involved in the organised activities.

KEY ACTION 3: Support to policy development and cooperation

Key Action 3 provides support to policy cooperation at European Union level, thereby contributing to the development of new policies, which can trigger modernisation and reforms, at European Union, and systems' level, in the fields of education, training youth and sport.

JEAN MONNET ACTIONS

The Jean Monnet actions contribute to spreading knowledge about the European Union integration matters and they offer opportunities in the field of higher education and in other fields of education and training.

PRIORITIES:

INCLUSION AND DIVERSITY

Promotion of equal opportunities and access, inclusion, diversity and fairness. Participation of people with fewer opportunities. Accessible and inclusive activities.

ENVIRONMENT AND THE FIGHT AGAINST CLIMATE CHANGE

Environmental-friendly approach, incorporation of green practices, discussion and learning about environmental issues, greener ways of implementing project activities.

PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT

Support for active citizenship and ethics, development of social and intercultural competences, critical thinking and media literacy. Raising awareness on and understanding the EU context in the world.

DIGITAL TRANSFORMATION

Virtual cooperation and experimentation with virtual and blended learning opportunities. Use of online official platforms to work in a collaborative way. Support to digital transformation



OTHER EU PROGRAMMES

The European Union (EU) provides financial support and funding for a range of projects that cover areas such as social inclusion, employment, development, education, sport, etc. Non-governmental and civil society organisations may be eligible for funding, provided that they are active in EU policy areas and their projects have a clear European added value, whilst young people have to possibility to learn in an international environment in the framework of formal educational system and non-formal education, improving their competences and encouraging their active participation and citizenship.

Besides Erasmus+ Programme, in the framework of this Training Course, we selected other two that we consider can be interesting.

EUROPEAN SOLIDARITY CORPS

It is the EU initiative which creates opportunities for young people to volunteer in projects in their own country or abroad that benefit communities and people around Europe.



To enhance the engagement of young people and organisations in accessible and high-quality solidarity activities as a means to strengthen cohesion, solidarity, democracy, European identity and active citizenship in the Union and beyond, addressing societal and humanitarian challenges.

Built on the achievements of European Voluntary Service and EU Aid Volunteers initiative

Launched in December 2016

2018: Approval of the Legal framework

The European Solidarity Corps implements four actions structured into two strands:

1. Participation of young people in solidarity activities;

2. Participation of young people in humanitarian aid related solidarity activities.

In the framework of this Training Course we are going to focus on one of the actions of the first strand: **VOLUNTEERING PROJECTS**.

Young people

can collaborate with an organisation, supporting its activities between 2 and 12 months (in some cases: 2 weeks and up). It is free of charge for volunteers and they can volunteer abroad or in their country, individually or in groups.

Individuals between 18 and 30 years old (not older than 30 at the starting date of the activity). Young people express their willingness to participate by registering on the European Solidarity Corps Portal and they are involved in the Programme through certified organisations.

Young people must be legally resident in one of the following countries:

EU MEMBER STATES + Iceland, North Macedonia, Liechtenstein, Turkey, Norway, Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia, Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine, Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia and Russia.

HOW TO JOIN IT?

WATCH THE VIDEO:



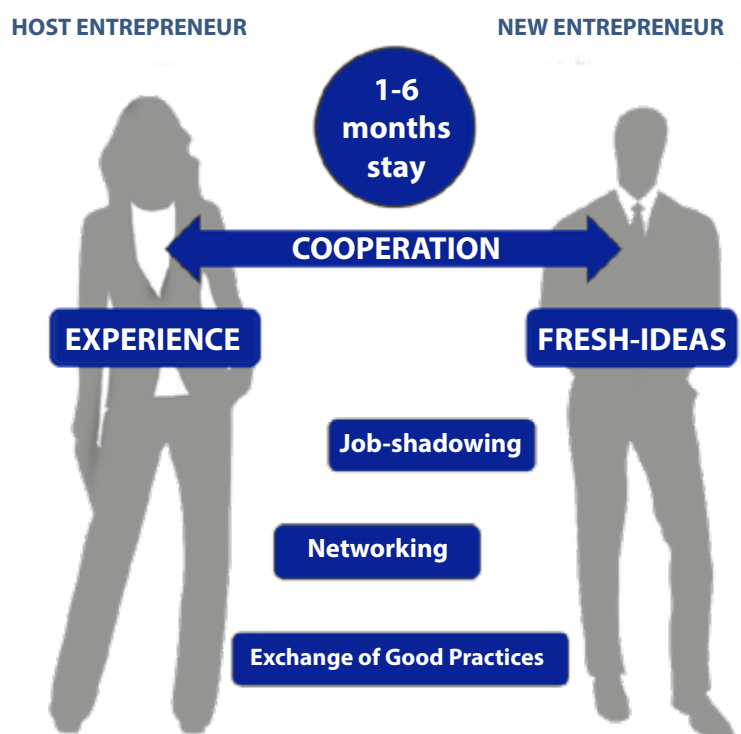
ERASMUS FOR YOUNG ENTREPRENEURS

It is an initiative of the European Union, financed by the European Commission, to support new entrepreneurs to acquire relevant skills.



To facilitate exchanges of experience, learning and networking for new entrepreneurs by working alongside an experienced entrepreneur in another country.

**Launched
in 2009**



The programme encourages the participation of aspiring or new entrepreneurs and experienced entrepreneurs that must have residence in one of the following countries: EU Member States, Albania, Armenia, Bosnia-Herzegovina, Iceland, Kosovo, Lichtenstein, Moldova, Montenegro, North Macedonia, Norway, Serbia, Turkey, United Kingdom and Ukraine.

Erasmus for Young Entrepreneurs is run locally by support organisations (e.g. Chambers of Commerce and Industry, start-up centres, incubators etc.). These local contact points are selected by the European Commission and guide entrepreneurs throughout the exchange. You can find local contact points here: <https://www.erasmus-entrepreneurs.eu/page.php?cid=5>

Based on the success of Erasmus for Youth Entrepreneurs, we can also find Erasmus for Young Entrepreneurs Global, which is financed by the European Union as well, in order to facilitate business exchanges between European new entrepreneurs and experienced host entrepreneurs in Canada (Ontario, Quebec, British Columbia), Israel, Singapore, South Korea, Taiwan and the USA (NY State, California). In the frame of this programme, the exchange can last between 1-3 months but it is also a win-win collaboration whereby both entrepreneurs can discover new markets or business partners, as well as different ways of doing business.

RECOGNITION, VALIDATION AND CERTIFICATION OF COMPETENCES

In December 2006, the European Framework for Lifelong Learning was established. It structures learning from European programmes into key competences.

A key competence is developed, when you acquire through a learning process the knowledge to do something, the ability to perform it and the attitude to carry it out.



In non-formal education it is very important to recognize and validate the competences that have been acquired in the learning process in which you have participated. The certification of these key competences has been very important to give recognition to non-formal education, both in the academic and in the working world.

In the framework of the European Educational Mobility Programmes we find several tools for the

RVCC. The main ones are:

- **Youthpass:** this tool is used in the framework of European projects in the field of youth;
- **Europass:** this tool is used in the framework of European projects in the field of education.

In 2018 the Council of the European Union adopted a Recommendation on Key Competences for Lifelong Learning, which identifies eight key competences:

1) LITERACY COMPETENCE: the ability to use reading, writing, and other forms of communication for various purposes.

2) MULTILINGUAL COMPETENCE: proficiency in multiple languages, enabling effective communication and understanding in diverse linguistic contexts.

3) MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY, AND ENGINEERING: the capability to apply mathematical concepts and scientific knowledge, including technological and engineering principles, in problem-solving and decision-making.

4) DIGITAL COMPETENCE: proficiency in using digital tools and technologies to access, manage, evaluate, and create digital content.

5) PERSONAL, SOCIAL, and AND LEARNING TO LEARN COMPETENCE: skills related to self-awareness, self-regulation, interpersonal relationships, teamwork, and the ability to learn independently and adapt to new situations.

6) CIVIC COMPETENCE: understanding of and active engagement in democratic processes, as well as an awareness of societal and political issues.

7) ENTREPRENEURSHIP COMPETENCE: the ability to identify opportunities, take initiative, and create value, including a sense of risk management and creativity.

8) CULTURAL AWARENESS AND EXPRESSION COMPETENCE: the capacity to appreciate and respect cultural diversity, express oneself creatively, and engage in intercultural dialogue.

These competences are designed to foster well-rounded and adaptable individuals equipped with the skills and knowledge needed for personal development, active citizenship, and successful participation in society and the workforce.

FINAL EVALUATION

Although we can find many definitions for evaluation, in our experience as trainers in the framework of non-formal education, we understand that evaluating is not putting a grade or commentary as a conclusion or final qualification of an educational activity.

To evaluate is to make a judgement of the value of the learning process and all the factors that have influenced us to achieve the learning objectives proposed for a specific educational activity.

To maintain the principles of dynamism, active participation and group creation we have carried out two games that allowed us to make a collective and individual evaluation of the group learning:

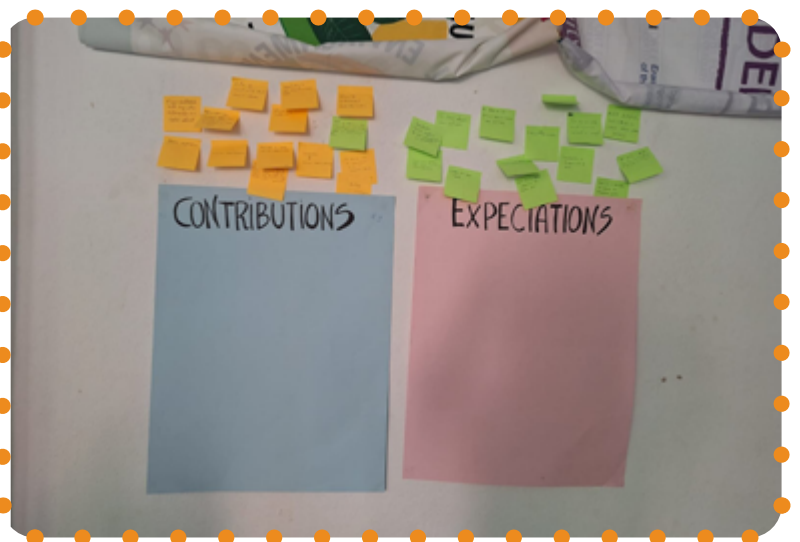
1.Participants had to go in the middle of the circle and one by one they had to answer two questions:

What did you like the most about the Training Course?

What would you propose to improve the Training Course?

After giving their answer, the other participants had to move closer if they agreed with the answer or move away if they did not.

2.Participants had to take the post-it notes that they wrote on the first day of the Training Course with their expectations and contributions and stick them on the top of the cardboard if they felt they had met their expectations or contributed to the Training Course as expected, while they had to put them on the bottom of the cardboard otherwise.



After these games, the participants were called up one by one to receive their diploma as a symbol of successful completion of their Training Course and ended the session by filling in a Google Form questionnaire.

BIBLIOGRAPHY

Carbellido, C. (2022, September 29). Conoce Los Distintos tipos de influencers: Instagramers, TikTokers... [Get to know the different types of influencers: Instagramers, TikTokers...] The Troop | Agencia de Marketing de Influencers. <https://thetroop.es/blog/tipos-influencers/>

Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.). (2018). Official Journal, C 189, 1-13. CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0604(01))

Coussée, F., Williamson, H., & Verschelden, G. (2012). The history of youth work in Europe. relevance for today's youth work policy. Council of Europe Publishing.

Erasmus for Young Entrepreneurs. (n.d.). Erasmus for Young Entrepreneurs. European business exchange programme - Erasmus for Young Entrepreneurs. <https://www.erasmus-entrepreneurs.eu/>

Erasmus for Young Entrepreneurs Global. (n.d.). Erasmus for Young Entrepreneurs Global. <https://eyeglobal.eu/>

European Union. (n.d.-a). European Solidarity Corps. European Youth Portal. https://europa.eu/youth/solidarity_en

European Union. (n.d.-b). What is Erasmus+?. Erasmus+. <https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>

Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.). (2018). Official Journal, C 189, 1-13. CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0604(01))

GCFLearnFree. (2021a, October 27). Shot types part 1. YouTube. <https://www.youtube.com/watch?v=pJGBTJT5wpM>

GCFLearnFree. (2021b, October 27). Shot types part 2. YouTube. <https://www.youtube.com/watch?v=GR6EG1qDDbI>

Koorevaar, D. B. (n.d.). Perfiles de usuarios en las redes sociales [User profiles in social networks]. Soluciones de Trusted Shops para tiendas online. <https://business.trusted-shops.es/blog/perfiles-de-usuarios-en-redes-sociales/>

Molano, J. (2023, August 15). Qué es un influencer, qué tipos existen y ejemplos [What an

influencer is, what types exist and examples]. HubSpot. <https://blog.hubspot.es/marketing/marketing-influencers#que-es>

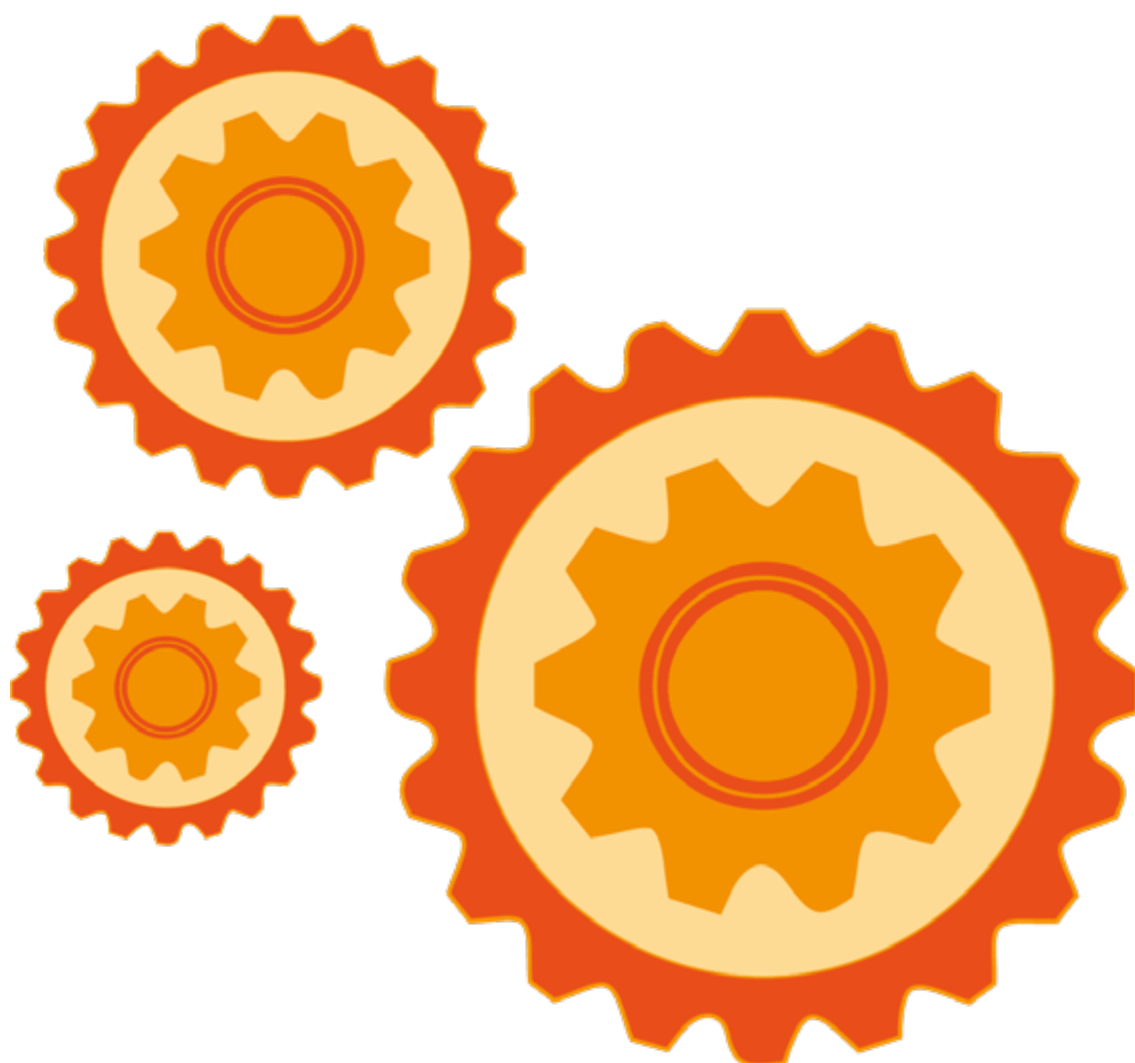
Oxford University Press. (n.d.-a). Influence. Oxford Advanced Learner's Dictionary. Retrieved from https://www.oxfordlearnersdictionaries.com/definition/english/influence_2

Oxford University Press. (n.d.-b). Influencer. Oxford Advanced Learner's Dictionary. Retrieved from <https://www.oxfordlearnersdictionaries.com/definition/english/influencer?q=influencer>

Pennycook, G., & Rand, D. G. (2021). The psychology of fake news. Trends in Cognitive Sciences, 25(5), 388–402. <https://doi.org/10.1016/j.tics.2021.02.007>

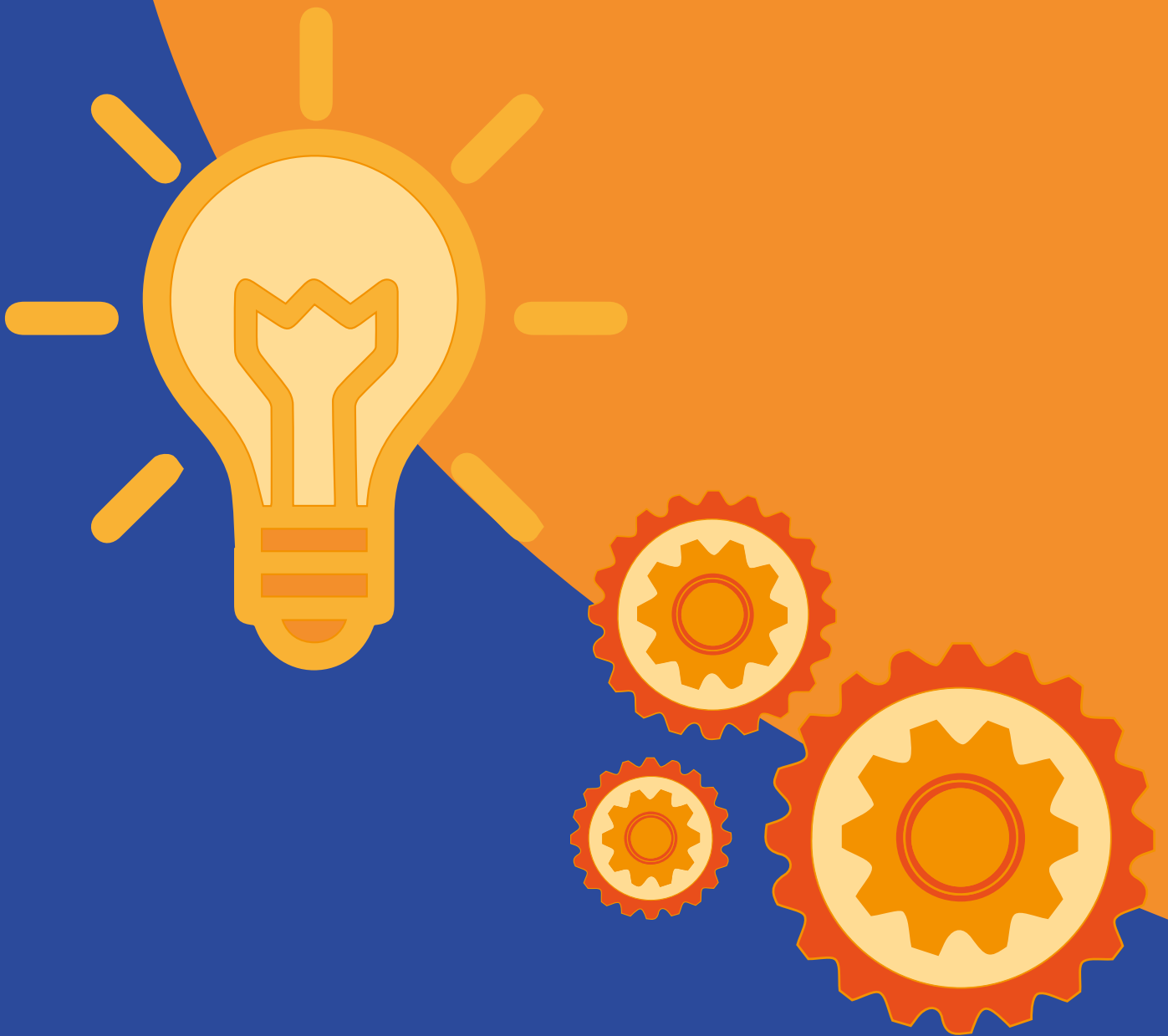
Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027 (2018). Official Journal C 456, 1-22. CELEX: Union <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A42018Y1218%2801%29>

Urbani, S. (2019). Verifying Online Information. First Draft. https://firstdraftnews.org/wp-content/uploads/2019/10/Verifying_Online_Information_Digital_AW.pdf?x21167





CONCLUSIONS



It is always a challenge to create educational materials that can be used to train people from different countries, ages, languages and backgrounds, but we consider that we have achieved our objective.

During the learning process carried out in the framework of this project, participants could improve and acquire new knowledge, skills and attitudes for their comprehensive development, at personal but also professional level.

“The most important and exciting thing for me in this project was to have the opportunity to learn new competences” (Leyla from Italy)

“Thanks to this course I gained new skills, experiences and more knowledge about video editing” (Adão from Portugal)

“I really liked to meet people from other parts of the world, because I learned about other cultures and languages” (Iris from Spain)

“It has helped us to be more aware of ourselves, of our self-esteem, our emotional intelligence and overall self-knowledge” (Domas from Lithuania)

“I’m really grateful to be part of this project because I believe it has help me to be more active and capable of socially transforming my community after this, because it has provided me with in-depth perspectives and discussions” (Le Thao from Ireland)

We could verify and validate it during the Face-to-Face Training Course where participants could put into practice their competences and create their own videos with contents and messages related to the topics of the Online Training Course and of the project following the tips and suggestions provided by experts and trainers.

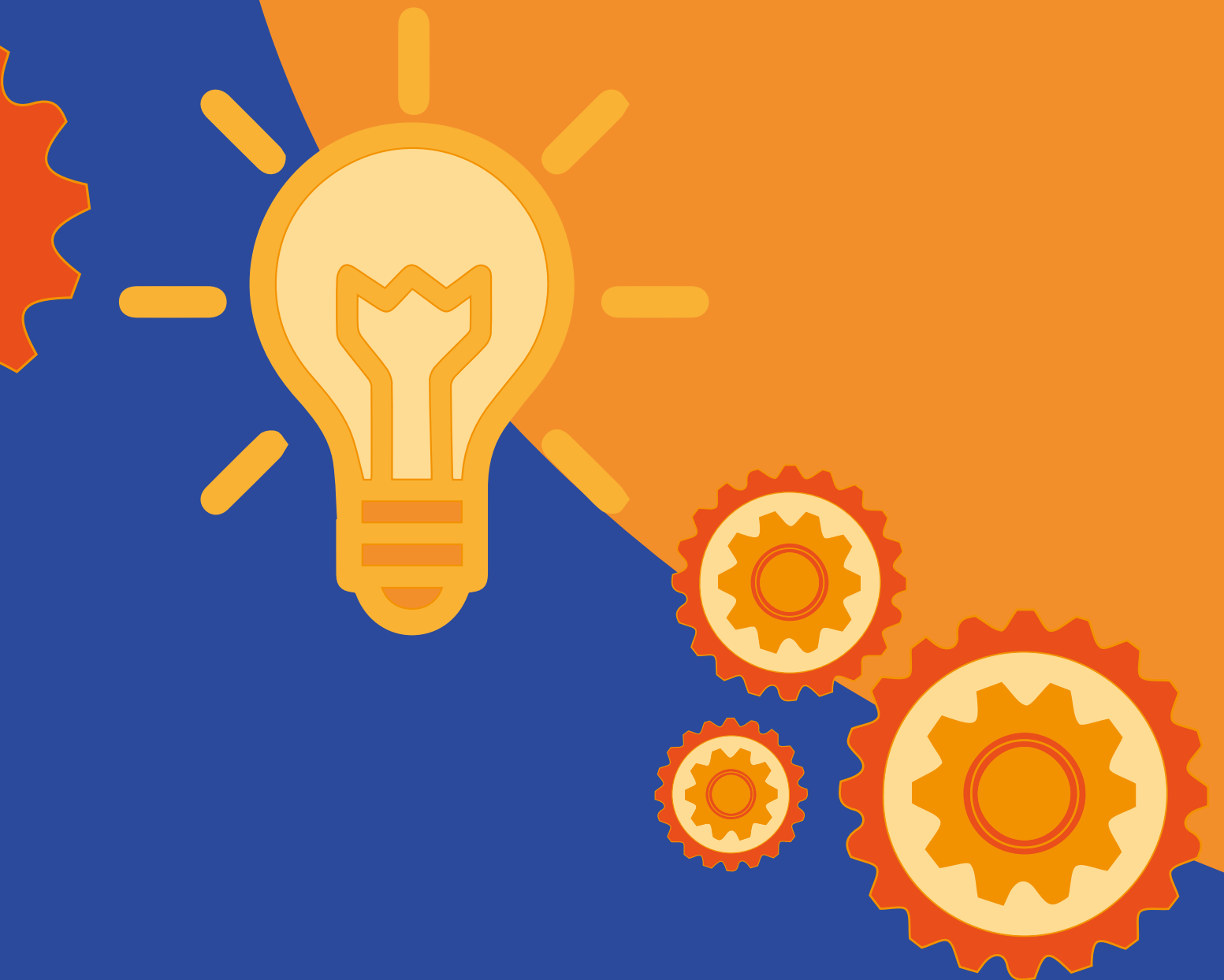
Indeed, participants, divided into small groups, created three videos, one explaining the consequences of Covid-19 and how people can look for help and support, another focused on happiness and the last one about environment and sustainability. These videos have been uploaded to the YouTube Channel of the project (www.youtube.com/@unitedforsocialtransformation) where young people, with the support of professionals in the field of youth, will create more resources and videos. Participants and other young people will also have the opportunity to present, in small groups, their participatory proposals for a more active, inclusive and sustainable Europe in national Contests. The group leader of the most voted proposal from each country will travel to Brussels and present it to political representatives at local and European level.





Thank
you!

ACKNOWLEDGEMENTS



THANKS

To begin, we would like to thank the European Union for co-funding this project through the Erasmus+ Programme.

We would also like to give a special thanks to all project organisations for their work, dedication, contributions and commitment to this project, to the participants of the Online Training Course and of the Face-to-Face Training Course for their interest, motivation and active participation.



**Co-funded by
the European Union**

PROJECT ORGANISATIONS:



COLLABORATORS:

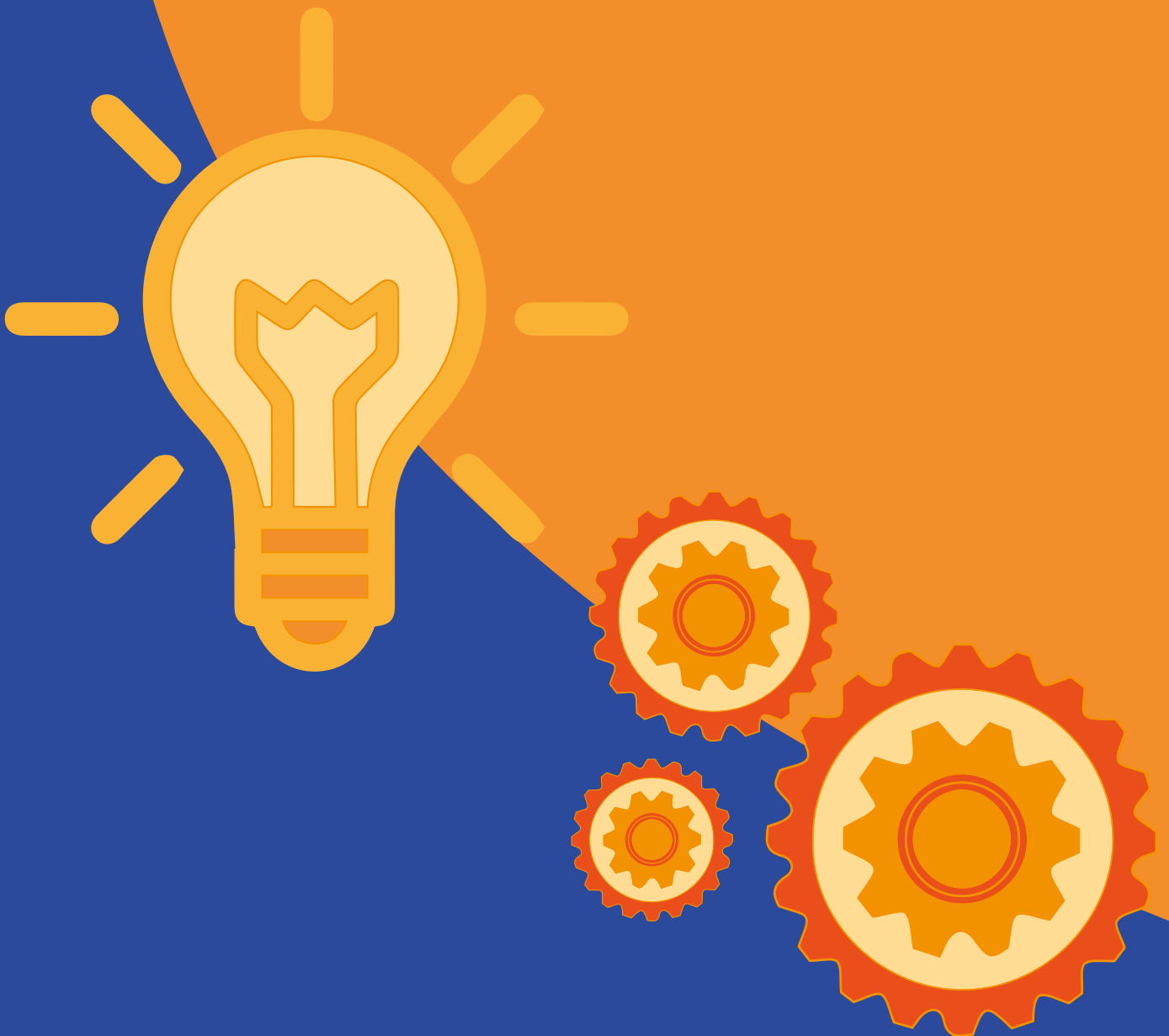
We would like to thank all collaborators for their support in this phase of the project.



<https://www.youtube.com/@eFeJota93/featured>



CONTACTS





<https://uxst.aiij.org/>



Iniciativa
Internacional
Joven



**C/Aristófanés 4, 1º1 (Barriada El Cónsul)
C.P. 29010 - Málaga, Spain**



(+34) 952391926



www.aiij.org



info@aiij.org



aiij.espana



iniciativainternacionaljoven



aiij_espana



comaiij



**Calle Carrión 8
C.P. 29013 - Málaga, Spain**



(+34) 952657146



www.incide.org



incide@incide.org



www.facebook.com/incideong



www.instagram.com/incideong



twitter.com/INCIDEong



www.youtube.com/user/IncideONG



**Baltijos Gatve 51–26
LT-48299 Kaunas, Lithuania**



(+370) 678 13788



stirbys@gmail.com



www.facebook.com/AKTYVISTAI



www.instagram.com/aktyvistai



**[www.youtube.com/channel/UC_YhZ2_
dQhSpQB4pKPvR9rw](http://www.youtube.com/channel/UC_YhZ2_dQhSpQB4pKPvR9rw)**



Piazza Roma 22
05010 San Venanzo, Italy



(+39) 075 875123



www.comune.sanvenanzo.tr.it



info@comune.sanvenanzo.tr.it



**10 North Quay
A92 TXW7 Drogheda Louth, Ireland**



(+353) 419801005



www.developmentperspectives.ie



info@developmentperspectives.ie



DevelopmentPerspectives



www.instagram.com/devperspectives/



twitter.com/devperspectives



**[www.youtube.com/user/
DPTVdocumentaries](http://www.youtube.com/user/DPTVdocumentaries)**



**Rua Almeida E Sousa nº 33, CV Dto.
1350-008 Lisboa, Portugal**



(+351) 967432397



www.aauts.pt



aauts.dir@gmail.com



www.facebook.com/aauts.pt



www.instagram.com/aauts.pt

