



Funded by the  
Erasmus+ Programme  
of the European Union



Start-up  
Lighthouse



# START-UP LIGHTHOUSE: POCKET CARDS





Funded by the  
Erasmus+ Programme  
of the European Union

# AHOY, CURIOUS LEARNER!

## Here is our call for adventure:

*Embark with us in an intensive learning journey in the Cultural Start-ups Archipelago.*

*Fear not for the stormy waters and learning challenges because the Start-up Lighthouse is here to guide you! This pocket guide will be your trustful friend, your compass to lead you and your colleagues towards a collection of non-formal activities that are fun, experiential, easy to follow and rich in practical tips & tricks. This will equip you with the essential knowledge, key-competencies, and the optimum mindset to nourish entrepreneurial initiatives to preserve, protect, and promote your own cultural heritage.*

*We will explore together 5 islands:*

**Island 1: Start-up Lighthouse**

**Island 2: The Explorer**

**Island 3: The Incubator**

**Island 4: The Accelerator**

**Island 5: Erasmus+ Programme**

*On the second, third and fourth islands you will find a collection of self-directed missions. **Are you ready?***

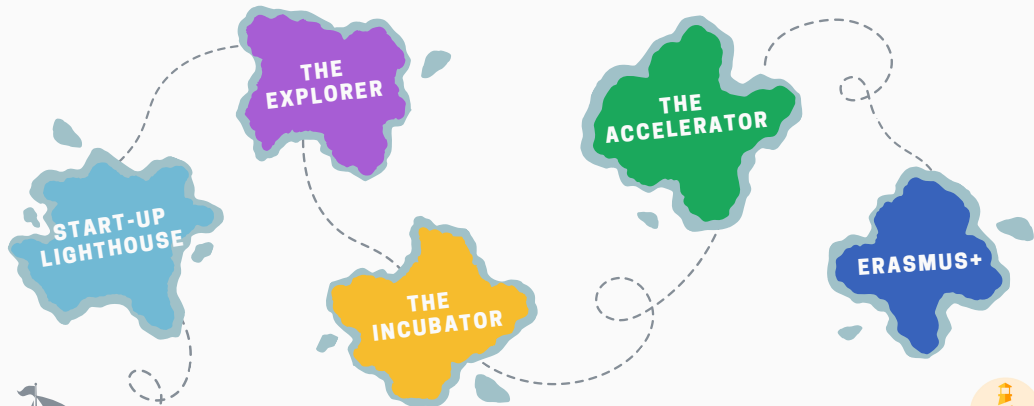


**Start-up  
Lighthouse**



Funded by the  
Erasmus+ Programme  
of the European Union

# THE LEARNING ARCHIPELAGO



Start-up  
Lighthouse



Funded by the  
Erasmus+ Programme  
of the European Union



Start-up  
Lighthouse

# START-UP LIGHTHOUSE









Start-up  
Lighthouse

# STARTUP LIGHTHOUSE

## Missions:

-  The project in a nutshell
-  The objectives
-  The consortium
-  Mobilities for youth workers



## THE INITIATIVE IN A NUTSHELL

Whilst cultural heritage has been defined as something inherited from the past, it is in many ways a contemporary and “living” cultural resource all over the world. Both the preservation and valorisation of cultural heritage open up considerable opportunities for local and regional development.

Simultaneously, social entrepreneurship can also play a strategic role in helping small cities/villages and regions improve their attractiveness, and it contributes to strengthen a common European identity while promoting cultural diversity and sense of belonging.

Youth entrepreneurship is regarded as an important factor for employment creation, increasing innovation and for addressing social inequalities but due to their lack of experience or financial resources, young people may not seem suited to become entrepreneurs.

Beyond fiscal considerations and the availability of financial resources, one of the highest obstacles to entrepreneurial activities is the lack of entrepreneurial education. In line with 2020 Education and Training strategy, the project will come to fill this gap in the educational system and to supplement it, while identifying strategies to preserve their communities and their cultural heritage.



Start-up  
Lighthouse



# START-UP LIGHTHOUSE

The main aim of the project “Start-up lighthouse” was to create 1 active network of 28 youth workers, educators and change-makers from European and African youth NGOs, interested in cultural heritage and rural development, NFE, social innovation and entrepreneurship. The certified youth workers will guide local youngsters with concrete tools to turn abstract ideas into social start-up, while understanding why cultural change precedes social change and how cultural entrepreneurship model can positively transform their local communities.

## THE OBJECTIVES

**S01:** Increase the organisational capacity of 28 youth workers from 7 NGOs to offer customized

learning experiences to youth people who intend to launch a cultural start-up, develop their entrepreneurial mindset and connected skills through: 3 courses for youth workers and 3 sets of playing card activities about cultural entrepreneurship.

**S02:** Map and share info about the hotspots of 7 countries: cultural start-ups, entrepreneurship educational centres, funding opportunities for cultural start-ups, mentorship opportunities through 7 digital/printed maps (7 languages).

**S03:** 1 awareness campaign “Discover your roots” around cultural entrepreneurship as a solution to grow communities and connect youth with cultural heritage



**Start-up  
Lighthouse**



## THE CONSORTIUM

### **Au Carrefour de L'Europe - France**

Youth NGO focused on developing and promoting intercultural exchanges among youngsters to build their self-confidence and entrepreneurship, promote cultural heritage and cultural diversity. Active in the overseas territories of France.

**<https://acdle.eu>**

### **Monomyths Association - Romania**

A learning NGO based in Bucharest that designs international learning experiences focused on personal growth, self-awareness and skills development and facilitates creative processes where young people and youth workers all over the world can organically grow.

**[www.monomyths.ro](http://www.monomyths.ro)**

### **Sdruzhenie S Nestopanska Tsel S Obshtestveno Polezna Deynost P - Bulgaria**

The organization embraces professionals, supporters and volunteers, working for community development in the fields of respect for human rights and gender equality, European integration and international cooperation, sustainable development and education.

### **Mine Vaganti NGO - Italy**

The organization delivers services such as Education and Training, Project Design and Development, Thematic Research, International Mobility, and Consultancy - in Youth, Adults, Education and Sport sectors.



**Start-up  
Lighthouse**



## THE CONSORTIUM

### **Men and Boys for Gender Equality - Botswana**

The organization focuses on gender transformative interventions with both men and boys to take action to end violence against women and children; prevent HIV and reduce alcohol consumption through interactive participation in Sexual and Reproductive health issues

### **Society for the Improvement of Rural People - Nigeria**

SIRP works in the area of Gender Equality and Women Empowerment, HIV and AIDS, reproductive health, environmental conservation,

drug demand reduction through prevention education and awareness, HIV counseling and testing (HCT), treatment and referrals etc.

### **Ong Crafters for Corporates - Toera - Madagascar**

CforC is a local NGO based in Madagascar, working in capacity building for micro scale entrepreneur especially vulnerable communities such as, women, young women, and disabled people. More than 1000 handcrafters were trained and coached for a better designed-based product making and selling strategies, more than 400 women were trained and coached for a micro scale activity creation.



**Start-up  
Lighthouse**



## MOBILITIES FOR YOUTH WORKERS

### **The Explorer, La Reunion**

The trainees became familiar with EE, cultural entrepreneurship and its relationship with youth and test a selection of activities from the first pocket activities cards set that follows EntreComp framework.

### **The incubator, La Reunion**

The participants have explore the process of a creating a cultural start-up from idea to implementation starting from identified community needs. Before they can provide mentorship and guidance to the young people they are working with, first they have to understand the journey of creating a start-up.

### **The accelerator, Madagascar**

The youth workers expanded their horizons about entrepreneurial ecosystems and what are the available resources to accelerate the growth of a startup. The following topics were covered: financial literacy, funding opportunities, brand identity & marketing & tools for young entrepreneurs.



**Start-up  
Lighthouse**





Funded by the  
Erasmus+ Programme  
of the European Union



Start-up  
Lighthouse

# THE EXPLORER





**Start-up  
Lighthouse**

# THE EXPLORER ISLAND

## Missions:

- ⚓ European Cultural Heritage & Youth
- ⚓ Black out poetry
- ⚓ Making stories together
- ⚓ Cultural table game
- ⚓ Museum hunting
- ⚓ My ideal Monument
- ⚓ Backpack of stories
- ⚓ It happened here
- ⚓ Virtual Heritage Museum
- ⚓ The explorer path
- ⚓ The ABCs of Backpack journalism
- ⚓ Dancing for Cultural Heritage
- ⚓ Someone else's shoes
- ⚓ United in Diversity
- ⚓ Let's Write
- ⚓ Hands On with locals



## EUROPEAN CULTURAL HERITAGE & YOUTH

### What is cultural heritage?

Is it about buildings, about traditions, about food and carpets on the walls? We've all heard something or come up with an idea of what it means, but the message needs to make its way through the constant flow of content from social media feeds.

This is despite the fact that cultural heritage is ubiquitous in everyday life. It surrounds us on the way to school, office or park and is part of what we are today.

The heritage can be touched, tasted and photographed:

- Ancestor objects
- Clothing products
- Historic buildings

Heritage can be a delight to hear or see:

- Traditional practices
- Oral traditions
- Expressions

The heritage has thousands of colors and sounds:

- Landscapes
- Flora
- Fauna



Start-up  
Lighthouse



## But how does cultural heritage help us?

Even at the time of the posts that disappear after a few seconds, the cultural heritage remains the foundation on which any society is built. It reminds us of times that are essential to know. We must understand that it is the present.

Cultural heritage has a universal value for us as individuals, communities and societies. It is important to preserve and pass on to future generations. You may think of heritage as being 'from the past' or static, but it actually evolves through our engagement with it.

Our heritage has a big role to play in building the future of Europe. Our cultural heritage is vital for our economy, our society, our culture, our environment, our well-being and for the future of Europe.

Cultural heritage is defined as "our legacy from the past, what we live with today, and what we pass on to future generations [...] irreplaceable sources of life and inspiration" (UNESCO, 2018)

Nowadays, the approach to cultural heritage shifted from attention to conservation and links with the creation of common cultural identity to an interpretation of cultural heritage as leverage for socio-economic development, also addressing integrated approaches and the importance of enhancing cultural heritage as a strategic asset of the European Union.

In 2018, it has been officially celebrated for the first time the European Year of Cultural Heritage, whose aim was to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of belonging to a common European space.



**Start-up  
Lighthouse**



## **Young people - connected to what is new, disconnected from the past**

In an era in which selfies, trolls or mainstream break down language barriers, the digital generation is slowly losing touch with national identity and making efforts to discover its place in today's society. For the sake of preservation of heritage under threat, engaging young people is key to sustainability, but we need to think creatively how to bring them on board.

Young people can become the best ambassadors of European values, tangible, intangible, and natural cultural heritage since they travel, work, study, and train in countries across the European Union. Moreover, mobility allows them to discover and enjoy Europe's cultural heritage.

Through this project, cultural entities and youth not-for-profits have set out to bridge the communication

gap between generations by retelling the cultural message in a language friendly to the digital age.

The main questions that first pop-up when tackling the relationship between young people and cultural heritage are:

1. In what ways do young people engage with urban and rural heritage?
2. How can this engagement be used to develop a better understanding of the relationship between young people and European heritage using backpack journalism and digital tools?
3. How is cultural heritage seen in the digital age by the youth?



**Start-up  
Lighthouse**



## Youth and the European cultural heritage - pillars and initiatives

- ★ **Engagement**  
Shared heritage: cultural heritage belongs to us all
- ★ **Sustainability**  
Heritage in transition: re-imagining industrial, religious, military sites and landscapes
- ★ **Protection**  
Cherishing heritage: developing quality standards for interventions on cultural heritage
- ★ **Innovation**  
Heritage-related skills: better education and training for traditional and new professions

## Essential elements for engaging youth as active agents of heritage gathering and preservation:

- ★ Raise awareness among youth of their heritage without preaching.
- ★ Young people will interpret heritage through their own eyes
- ★ Engage with youth of all backgrounds.
- ★ Find innovative ways of linking heritage gathering and preservation with sustainable livelihoods.
- ★ Capitalise on young people's digital savviness for heritage preservation.



**Start-up  
Lighthouse**



## Explore new shores and concepts

### ★ BACKPACK JOURNALISM

Not too long ago, there was a clear distinction between journalists and audiences, between publishers and readers/viewers/listeners.

Journalism was a profession, media were large organizations characterized by complex processes and expensive equipment. Information was about objectivity and Truth. The world wide web and social networks have radically reshaped the flow of information. Information is no longer a one-way flow; rather, it flows back and forth and in all directions.

In this world, everyone is both sender and receiver.

The aim of Backpack Journalism method is to raise media literacy of young people through their active participation as non-professional journalists.

The idea of the Backpack journalism method is to motivate teams of young people to use technology, explore a distant place and produce materials about it.

We focus to improve young peoples' social inclusion (young people's interest 'public issues'), their social participation (expressing opinions, facing new environments) the employability (especially in terms of very important soft skills such as digital, creativity, teamwork, public presentation and self confidence) and intercultural dialogue among young people.



**Start-up  
Lighthouse**



## The skills needed by backpack journalists:

- ★ Writing with clarity, relevance, brevity, readability, consistency, accuracy
- ★ Editing and revising for clarity, relevance, brevity, readability, consistency, accuracy
- ★ An eye and ear for still and motion images, natural sounds, layout, design
- ★ Competency with digital media tools and software
- ★ Fluency with social media and participation
- ★ Visual storytelling
- ★ Visualization of data
- ★ Visual design and presentation

## The tools that can help citizen journalists do better work, be more efficient:

- ★ The backpack journalist uses lightweight, portable, digital equipment for writing, shooting, editing and production.
- ★ Tablet or laptop computer
- ★ Digital camera that shoots stills and video
- ★ Digital audio recorder
- ★ Software apps for editing text, audio, photos, video and infographics
- ★ Blog, wiki, website or other content management system for texts, audio, photos and video
- ★ Social networks for staying connected



**Start-up  
Lighthouse**



## ★ DIGITAL STORYTELLING

In a world inundated by information, it is the compelling stories, not the issues, that will stand out and be remembered. Stories are the way we've communicated throughout human history. There's a reason for that: Stories are powerful. They grab and hold our attention. They put a face on an issue and make it personal.

Digital storytelling is all around us; videos, podcasts, and commercials use words paired with images to share meaningful stories with a wide range of people. Digital storytelling helps us connect to people no matter where they are located. We can learn a great deal about each other from our smartphones, tablets, and computers.

**The steps for creating a digital story are the following:**

Step 1: Develop the idea

Step 2: Plan

Step 3: Outline/Script

Step 4: Storyboard

Step 5: Film and Record / Take a photo and edit it

Step 6: Finish

Step 7: Publish it

Step 8: Review



**Start-up  
Lighthouse**



## ★ INSTAMEETS

Inspired by the InstaMeet feature of the Instagram social media network, we propose Heritage InstaMeets as a tool to be used by young people and experts in Cultural heritage to complete the images with unheard-of stories and information not well known to the general public.

This is one opportunity to describe the local communities from European countries and its cultural heritage in words, images or videos and to pass on the story of a millennial culture.

Heritage InstaMeets are a way through which:

- We update the tradition;
- We refresh our identity;
- We move history lessons online;
- We bring the portion of culture to the phone screen.

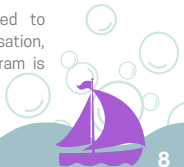
During the Heritage InstaMeets, the young people can engage in a few hours or day trips where they visit monasteries, mansions, castles, communist prisons, old water mills, coal mines, archeological sites. This is an opportunity for them to witness the weaving of barks, old customs and traditions, purely European, discover people who are engaged in the conservation of the heritage, taste dishes, and meet with craftsmen.

From a technical perspective, as mentioned earlier, InstaMeet is a feature of Instagram. InstaMeet is a gathering of people who meet at a designated time and place to connect and explore through photos and videos.

Each day, millions of photos are uploaded to Instagram. They generate inspiration, conversation, and millions of “likes.” But to users, Instagram is more than an app; it’s a community.






**Start-up  
Lighthouse**



# BLACK OUT POETRY



## Learning objectives

-  Introduce storytelling to participants
-  Teaches participants to look closely at words and play with language
-  Create a simple but creative story



## Materials:

- Pages of magazines/newspapers/old books
- Colorful markers
- Few examples of Black out poetry
- Printed instructions on the workshop

Blackout poetry is like a treasure hunt for words and meaning, but with the treasure hidden in plain sight. The purpose of blackout poetry is to encourage you to dig deeper into already written pieces of text and help you uncover new unspoken stories.

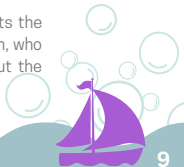
Any text can be turned into a blackout poem. Black out poetry is finding a piece of paper whether it is a page from a newspaper, old book, schoolbook, journal etc. and blacking out some words from it, coloring it, drawing on it and highlighting only some words (one word) found interesting in order to create a new poem.

## Instructions:

The facilitator should explain the workshop “Black Out Poetry” in a very clear way. At first, the facilitator introduces to participants the history of black out poetry, where it comes from, who started writing first the poems, and little about the history.



Start-up  
Lighthouse



Then, before explaining the rules and flow of the activity, the facilitator can show few different examples of black out poetry to participants, so they have a visual presentation and give them some ideas of how they should do it.

The facilitator distributes to each participant a newspaper, or page of a magazine, printed story or what they will use as a material, and a black/dark marker. The goal of this workshop is for the participants to create their own stories or poems by using the words that they have on the given paper. Each participant has to read the paper first then to select the specific words that they will use in their story/poem and then color in it.

The 5 main steps of this workshop are:

- Identify the text you want to blackout.
- Draw boxes over meaningful words, images, phrases that you want to keep in your poem
- Draw an image outline or arrows for reading the text, if necessary.

- Once you've chosen the words you need and you are happy with how your story turned out, cross out the rest and color it in!
- Share the poem with the group and than analyze the process and the poem.

### Tips for the workshop:

Participants can decide if the poems will be short or long. The story can be in a way of poem, story, or not even structured form. Black out poems don't have to follow the grammatical rules of prose.

### DEBRIEFING

- ★ How easy was it for you as an individual to choose words and to decide on which words to use for your poem?
- ★ Did you find it challenging doing this for the first time?
- ★ After reflecting now, what would you change in the story?
- ★ Do you think its a useful method to practice how to be creative and tell stories?






**Start-up  
Lighthouse**



# MAKING STORIES TOGETHER



## Learning objectives

-  To discover the cultural hotspots in a certain area
-  Teaches participants to look closely at words and play with language
-  Create a simple but creative story



## Materials:

- One or two smartphones per group
- Printed paper with tasks and instructions
- Creative materials: color markers, paper colors, scissors, glue etc.
- Projector/speakers

This is a group challenge to discover the cultural hotspots in a certain area, city, or place but also a team building game and at the same time, the activity will serve to practice collective storytelling.

Participants are divided into X groups depending on the number of the group. Each group will have to stick together and will get a paper with tasks that they need to fill.

In order to prepare this paper, facilitators should be aware first of what cultural heritage hotspots can be found around the area they are staying or moving, and involve those hotspots into different tasks, like: "Find where the statue of X is, and ask locals around to tell you the story of the statue".

The goal is for the participants to complete all the tasks and at the same time to record all that in a video using their cellphones.



**Start-up  
Lighthouse**



**Step 1:** each group is chosen randomly, and should think of a group name, slogan and create their own logo using creative materials or on any digital platform.

**Step 2:** each group goes outside in the next few hours, and has to complete the tasks, and find the different objects, statues and architecture asked in the paper, and in all this time, record a video (horizontal video) with the phones.

**Step 3:** All participants from all groups gather in the end, and they will combine all the videos into one which will make "Story of the city of X". The video can be presented and used as promotional material for the purpose of the topic.

### Tips for the workshop:

All participants should take equally part in creation of the story. Participants can use a narrator for their videos. They can use different elements in their videos (subtitles, pictures).

### DEBRIEFING

- ★ How did you work in your subgroups?
- ★ How easy was it to collect the items?
- ★ How was it to create a collective story? How did you choose the story to tell?
- ★ What was your role in the group?
- ★ Was this a successful method to discover and talk about cultural heritage?
- ★ Did you manage to include cultural elements in your videos?





**Start-up  
Lighthouse**



# CULTURAL TABLE GAME



## Learning objectives

-  Exploring different cultures
-  Learning about tangible and intangible elements of a culture



## Materials:

- Prepared cards and printed in color
- Prepared description of the cards \*explanation



Start-up  
Lighthouse



# THE EXPLORER

Each country chose 4 pictures that represent different elements from their culture:

- 1) picture of food
- 2) picture of dance
- 3) picture of a cultural heritage hotspot and
- 4) picture of an important historic person.

At the same time, all the pictures come with a detailed description of all the cultural points. (see example below)

The facilitator can divide the group if its big to smaller groups, or if the group is small it can be an individual challenge.

Its in a way of competition. Later all the pictures are mixed, and then each team/individual pulls a card and has to explain the card: guess what is it and which county.

The team with most votes win.

This game can be edited depending on the countries and the aim of the project.



**Start-up  
Lighthouse**



# MUSEUM HUNTING



## Learning objectives



To get familiar with foreign culture and history



To interview visitors different questions on the topic of heritage or look for answers in order to solve the code



To record answers and pictures and later present



## Materials:

Stickers, pens

Museum hunting is a method which explains the cultural heritage through a game, to find clues to a certain topic and to become more interested to discover the local heritage through solving a puzzle or being a journalist.

A museum hunt is an activity in which items are hidden in a museum, and small group of participants re going to search out and find.

Usually, they're given a set of clues to help them do this, which are previously prepared by the facilitator who is fully aware of te museum and the objects and heritage in it.



Start-up  
Lighthouse



# THE EXPLORER

The participants will be divided in small groups of 3 people. Then, they will be brought to a local museum. A previously prepared list with clues and hints will be given to each group.

As a facilitator, you can decide if you will give one or more different lists to the group.

List with clues will be given to the participants The first clue will be easily pointed out and after that all other clues will lead them in order to find the final treasure

The importance of the first game is that the participants will learn something for the local cultural heritage through very enjoyable and interesting game.



**Start-up  
Lighthouse**



# MY IDEAL MONUMENT



## Learning objectives



Exploring your own perspective on the past



## Materials:

Flipcharts; colorful paper and pencils; modeling clay;

Through individual and group work activities, the participants will be involved in critical analysis of monuments and reflect on personal interpretation of memorials.

1. Individual work (30 min) Give each participant a big sheet of paper and ask them to draw mind-map or write down (or alternatively, use modeling clay) what their ideal monument would look like (if they had all the money in the world). It can be an improvement of an existing monument or an entirely new one - it is up to them what historical event or person they want to commemorate.



Start-up  
Lighthouse



2. Poster Gallery and Presentation (30 min) Put all posters on the wall (or present the clay-made monuments on tables) and form a gallery of posters/monuments. Encourage participants to present their work to the rest of the group.

Ask the person who presents the monument to answer the following questions:

- Why did you choose this particular historical event or person?
- What message do you want to convey with this monument?

Through exploration and creative expression, participants will present their own ideal monument and relate it to their own role and responsibility vis-a-vis making history

## DEBRIEFING

- ★ How did it feel to conduct this activity?
- ★ What selections did you make and why?
- ★ What are the differences and similarities (in terms of form, message, location, design) when looking at the different monuments?
- ★ Do you think that you, as a young person, should have an influence on which monuments are built? Why/why not?



**Start-up  
Lighthouse**



# BACKPACK OF STORIES



## Learning objectives

-  To motivate and train young people to become citizen journalists
-  To raise media literacy of young people through their active participation as non-professional journalists.
-  To learn how news develops from people's natural curiosity about the people, places, events and situations of daily life.



## Materials:

Laptops, tablets or smartphones, or papers, pens

In a world inundated by information, it is the compelling stories, not the issues, that will stand out and be remembered.

Stories are the way we've communicated throughout human history. There's a reason for that: Stories are powerful. They grab and hold our attention. They put a face on an issue and make it personal. They make people care and move them to action!

## Step 1 - Ahead of workshop

The facilitator can select a location for this activity. It should have clearly defined parameters. It can be somewhere that's nearby and safe to activities room, however that allows the participants to connect with elements of cultural heritage.

## Step 2:

Explain the challenge: the participants will be going somewhere in groups of 3-4 people to observe and collect different types of information.



Start-up  
Lighthouse



When they return in maximum 1 hour at the meeting point and after in the activity room, they will share what they have brought in their backpack (information, emotions, photos, short videos), and develop three to five ideas for a story.

### Step 3:

Tell participants that they will have one hour to gather information about what they see in the given location. Each team member can choose to collect information through one of the following ways: by taking notes, drawing a map, recording audio, taking photos, or recording video. Ideally, each team member will collect information via a different format.

### Step 4:

Travel to the location established and invite the participants to do an informal walk around of the location. Give them no more than one hour and have everyone return to the starting point to share some initial impressions.

After returning, allow them additional 30 minutes to collect the information in the group. Participants, even from the same group will likely have seen vastly different things, even when looking at the same place.

### Step 5:

They will have additional 30 minutes to create their final stories with all the elements collected in the backpack and pitch it to the rest of the group of participants for feedback.

## DEBRIEFING

- ★ How did different forms of information collection result in different ideas?
- ★ What are the pros and cons of the different formats?
  - Where did participants see change? Tension?
- ★ Something unusual? What piqued their curiosity?
  - What questions did they have as they observed?



**Start-up  
Lighthouse**



## IT HAPPENED HERE



### Learning objectives



To discover the stories of the local communities and discover the local cultural heritage.



To understand how they can use the power of storytelling to connect young people with their local heritage



### Materials:

Flipchart papers, markers, photo camera, phone

The participants will receive an introductory training on how to create their own epic itineraries using Google Maps. Google Maps allows the participants to add their own notes, impressions, and stories for each location marker to help them remember important details and to share them with others.

**Step 1.** To create a new Google Map, visit this link where you'll be brought to a general map page. If you're not already signed into a Google account, make sure to do this. You'll then want to click the hamburger menu in the top left-hand corner and select "Your Places" from the dropdown.

Next, click on the "Maps" tab on the right-hand side of the menu. If you've already created custom maps like I have, then you'll see a list of your maps here. If not, this area should be empty. Click the "Create Map" button.

At this point, you'll be brought to an Untitled Map with a blank menu. To give your map a name, click on "Untitled Map" and a text box will show up that allows



Start-up  
Lighthouse



you to assign a name and description to your map.

## **Step 2. Breaking your map down into categories**

This might seem out of order, but it's important to do this step before you start gathering all the inspiration for your cultural heritage maps, because it's easier and more efficient to input categories and color coding for each item as you input rather than organizing later. After that, you need to create a layer for each. You can do this easily by clicking on "Add Layer" in the gray bar on your map and then naming that new "Untitled Layer" with your category of choice.

## **Step 3. Collect the stories**

Invite the participants to form topic related teams around the main categories and to emerge in their local communities to discover and write the stories of the traditions, places, people. Each story should be catchy, answer the 5 Ws (who, why, what, where, when, and how), up to maximum 2 paragraphs and a selection of photos.

## **Step 4. Input your inspiration and stories onto your map**

To input your first item, click on the layer (ie. category) in which you want to add that location marker. For example, if I want to add a place where local embroidery is made or musical instruments, you choose the category, and then click on it so that the left side panel is highlighted in blue. This ensures that your marker will be added to the correct category. Next, type or paste your item in the search box and then select the matching listing when it populates in the dropdown. Finally, in the box that pops up for your listing, click the "Add to Map" button at the bottom. You'll see that a marker appears on your map. The participants will create their own maps

## **DEBRIEFING**

- ★ How did you find the activity? What challenges you have encountered?
- ★ What stories caught your attention? What were the criteria used to select the hotspots and the stories?






**Start-up  
Lighthouse**



# VIRTUAL HERITAGE MUSEUM



## Learning objectives

-  To learn how to design and plan the launch of cultural "hotspots" in public spaces based on journalism materials, using Lotus Blossom brainstorming technique.
-  To become familiar with a collection of tools to promote cultural heritage
-  To discover tools that can help the youth plan and organize events and awareness campaigns



## Materials:

Flipchart papers, markers, photo camera, phone

In the first day, under the guidance of one facilitator, the participants will be divided in six different teams, based on preferences, know-how and skills they have, or they would like to develop during the activity. We recommend that each one of the teams has a captain, a mentor with experience in the field:

**Team 1:** storytellers and journalists who will discover the stories of the people and the natural, tangible, and intangible cultural heritage from their local community or the one they explore during an Erasmus+ mobility for young people. Based on the size of the team they can create in the following days up to 1-3 reportages, news, or interviews per member.

**Team 2:** Visual storytellers will have the responsibility to capture through their camera lens visual representation of the stories of cultural hotspots: natural, tangible, or intangible heritage, and to write short descriptions of the items selected.

**Team 3:** Heritage filmmakers  
This team can pair with the visual storytellers to create short or animated videos about cultural



Start-up  
Lighthouse



heritage hotspots or topic-related concepts that will bring young people closer to their heritage and encourage them to act and preserve it. They can create videos up to 30 seconds length that will be projected further in the museum.

**Team 4: Digital Herbalist** – since local flora plays an important role in the natural heritage, a small team will explore for two days the endemic specimens available in the communities and create a collection of digital images of local plants or plant parts. To each specimen they will add additional information such as the location, the botanical name and the story of the plant if is specific to the island.

**Team 5: Games explorers.** Games are frequently rooted in a long cultural tradition and bear the distinctive characteristics of local culture, however, in many cases these are not surviving or aren't passed from generation to generation. This team will have to role to explore local, traditional games for children, adults, or seniors. They will write the rules and create additional materials that can help the European citizens and educators to become familiar with games

from other countries and to integrate them in their educational environments. The participants can focus mainly on local games, or they can even make a step further and discover games from their countries of origin.

**Team 6: Heritage communicators.** The last team will be responsible to create the strategy to integrate all these components created by the other 5 teams in only one virtual museum. They can use Google Sites to design the infrastructure and develop a communication campaign with the following elements: a logo of the museum, a slogan, a clear palette of colors, visual elements for social media (cover photos, visual posts), a press release to announce the launch of the museum among locals and authorities, an editorial plan with posts for social media channels.

## DEBRIEFING

- ★ What have you discovered about cultural heritage during the process?
- ★ How can we reconnect the young people and engage them in becoming more active in the preservation of cultural heritage?





**Start-up  
Lighthouse**



## THE EXPLORER PATH



### Learning objectives

-  To initiate a discussion about the power of media, backpack journalism and how stories on cultural heritage can encourage communities to act.
-  To develop a set of principles for how youth can use media as a tool to promote cultural heritage education and initiative positive changes.



### Materials:

Flipchart papers, printer, markers, laptops, tablets

Heritage is often defined as our legacy from the past, what we live with in the present, and what we pass on to future generations to learn from, to marvel at and to enjoy. You may prefer to think of heritage as those places and objects we wish to keep.

These are cultural and natural places and objects that we value because they come from our ancestors, are beautiful, scientifically important, and irreplaceable examples and sources of life and inspiration. They are our touchstones, our points of reference, our identity.

This heritage often reflects the lives of our ancestors and often survives today only because of specific efforts to preserve it.



Start-up  
Lighthouse



The facilitator will address the following questions to the participants: Can you imagine your local area without heritage? What should be preserved? What is irreplaceable?

The participants will form national groups and they will have to discuss and research for 60 minutes what cultural heritage elements from their communities or countries are in danger. Each team will print the ones chosen and we will form on a wall a gallery of endangered cultural heritage items.

Using backpack journalism technique, they will commit to discover as explorers why these elements are in danger and write their story through photojournalism, videos or written reportages or interviews with experts.

The facilitator will inform the participants that the most important phase for a journalist is the research, during which they can collect data and understand different points of views, which stakeholders are involved in the issue, and only then to go with their backpack in the community to understand better the situation, to take interviews, and to write the story in an accurate and objective way.

Each participant will have to write his/her own story and to gather all the stories on a digital newspaper using Canva or Flipsnack.

## DEBRIEFING

- ★ What were your thoughts and feelings while writing the story?
- ★ How and why should young people use backpack journalism to protect the cultural heritage sites?



**Start-up  
Lighthouse**



# THE ABCS OF BACKPACK JOURNALISM



## Learning objectives



To become familiar with the concept of backpack journalism and its complex dimensions via creative "open stations".



## Materials:

Markers, crayons, 1 sheet with digital story board for each participant, flipchart papers

The Backpack Journalism method sees young people not only as media consumers, but as individuals who have a right and a responsibility to express their views on the society through various media. The method is closely related to the concept of citizen journalism, in which citizens, understood in a traditional sense merely as an audience, take the media into their own hands and begin to inform each other.

This way, young people can contribute their unique views to create a better-informed society, a more balanced and verified media structure as well as improved media pluralism.

Backpack Journalism, based on the concept of Citizen Journalism, also helps society because it:

- contributes to media pluralism
- increases the share of (amateur) investigative journalism
- introduces topics that interest you people to the media sphere
- contributes to the credibility of information in that it checks and calls them into question



Start-up  
Lighthouse



The participants will have the mission to go in the field individually or in small groups of 2-3 people and collect local stories, legends about their current environment from older people, historians, cultural heritage preservers. Prior their departure the facilitator should offer up to 30 minutes for individual research that might help them find their sources and to plan an itinerary how to reach them.

For 60 minutes they will have to interview and discuss with the character selected to collect information related to their stories.

Afterwards, individually or in the small groups will have to use the storyboard frames to create a digital story or a reportage to describe the town from the point of view of a citizen who might have lived in the town long ago. They should include local issues of the time in the story.

Based on their individual experience, the facilitator will arrange up to 6-8 open stations with flipchart papers and markers. The participants will be divided in groups (the same number as the stations), and they will have to create the ABCs of the backpack journalism: some principles of newswriting the backpack journalists must apply every time they intend to create real stories with accuracy, brevity, clarity, coherence, emphasis, objectivity, and unity. At the end, the main principles will be presented in the groups.

## DEBRIEFING

- ★ What have you discovered about your current community?
- ★ How did you choose your character?
- ★ What are the personal and professional characteristics of a good backpack journalist?
- ★ Why is it important for journalists to have clear principles and ethics guidance?





**Start-up  
Lighthouse**



# DANCING FOR CULTURAL HERITAGE



## Learning objectives

-  Increase the knowledge of youth related with intangible cultural heritage
-  Raise awareness for traditional dances as a facilitator of soft skills development



## Materials:

Flipchart papers; markers; internet; computer; video projector; speakers

The facilitator should start by asking the participants what they think cultural heritage comprises. After listening to some answers the facilitator will divide the participants into 2 teams and will ask one team to provide examples of tangible cultural heritage examples and the other team intangible cultural heritage examples. The participants will have 5 minutes for these tasks. Then, the facilitator will present them the interactive map of cultural heritage.

After each team presents, the facilitator will focus on the intangible cultural heritage, providing some characteristics.

Next, the participants will be divided in small groups (4/5 pax) and each group will receive a note with a specific region from the country where the activity is developed.



**Start-up  
Lighthouse**



Then each group will have 45 minutes to find a traditional dance from that country, to research its history and to try to learn a few steps. After 45 min, each group will present a short video of the dance, the information researched and also will perform the steps, trying also to teach the rest of the participants.

**Variations:** the dances can be from different European countries or from different continents (depending on what level we want to focus on)

## DEBRIEFING

- ★ Do you think that traditional dances are a useful manner of getting more familiar with a certain (regional/country/continent) culture? Why? Why not?
- ★ Do you think dances reflect more than a form of entertainment of a certain culture? Why? Why not?

- ★ Do you feel like you have more knowledge regarding the cultural heritage of the presented countries, after getting some information about their traditional dances? Why? Why not?
- ★ Do you think dancing is a way of developing soft skills? If yes, which ones and why?
- ★ Do you think traditional dances will still exist generation after generation? Why? Why not?
- ★ Will youth “take care” of maintaining these customs and traditions? Are the traditional dances in danger of disappearing, due to the lack of interest of young people? If yes, what do you think needs to be done, in order to avoid it?





**Start-up  
Lighthouse**



# SOMEONE ELSE'S SHOES



## Learning objectives

-  Develop knowledge related to the ancient people that lived in the region
-  Develop knowledge of the habits and customs that these people had



## Materials:

Board/Flipchart paper; Markers; Internet; Computer;

The facilitator will start by showing a current map of the region/country/Europe (according to the focus of the activity), followed by an interactive map of Europe which shows it changes through the centuries.

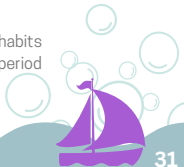
Then, the facilitator will ask the participants which were the most important periods in the history of their region/country or Europe and those periods will be written down on a board/flipchart paper. If the participants do not provide all the important periods, the facilitator should add them (previously research is needed).

Then, according to the number of periods determined, the facilitator will divide them in the same number of groups (ex.: 5 periods, 5 groups).

Each group will have 20 minutes to research the habits and customs of the people living in that certain period of time.



Start-up  
Lighthouse



! Each group has to know only the period they represent, NOT the others!

After having the needed information, each group will have another 20 min to prepare a short role play (2-3 min) in which to expose the encountered habits and customs.

When a group is performing the role play, the other groups should guess what period they present and what are the customs and habits shown. After each performance, the other groups will tell their guess and the group that was performing will provide the right answer and additional information regarding the period presented and their customs and habits.

**Variation:** The activity can be preceded by a visit at the History Museum (if possible) or a virtual tour (if the museum has it)

## DEBRIEFING

- ★ Do you think it is important to know our roots? Why? Why not?
- ★ Were you aware of the customs and habits that your team had to research and present? What about the ones presented by the other teams?
- ★ Do you think these customs and habits are somehow still visible in nowadays' customs and habits?
- ★ Why do you think some habits have transformed or disappeared throughout the years?
- ★ Do you think nowadays habits and customs will last longer in history than other presented habits? Why? Why not?






**Start-up  
Lighthouse**



## UNITED IN DIVERSITY



### Learning objectives

-  Foster the notion of the multiculturalism from Europe
-  Raise the awareness that different cultures have a lot of things in common
-  Give a space for the participants to discuss their culture and its relation to different ones



### Materials:

Internet; Computer; Flipchart paper, Coloured markers

The facilitator will start by asking the participants what Europe means for them and some additional questions, to foster open dialogue. (Is it just a continent? Is it a structure - European Union? Do you feel European? Etc.).

The facilitator introduces the interactive map of tangible cultural heritage and asks the participants how European countries can be categorized in their opinion (ex.: according to the geographical location: Northern Europe, Southern Europe, Eastern Europe, Western Europe; according to some key regions: Baltic countries; Balkan countries; Mediterranean countries etc., or according to the language provenience: Latin language countries; Slavic language countries etc.).

After deciding on a way to categorize the countries, the facilitator will divide the participant into groups, each group representing one category of countries



Start-up  
Lighthouse



(ex.: Group 1 - Northern Europe countries - if the geographical location was decided).

Then, each group will need to research on the cultural heritage of the countries of that region and to think how to show these through drawings. The facilitator can show the [europeana website](#)<sup>2</sup>, for the participants to have a starting point of researching about european cultural heritage. Afterwards, each group will create the cultural heritage (tangible and intangible) map of the region they represent and will present it in front of the other groups.

When all the groups have finished the presentations, the maps will be placed together, to create the entire map of Europe and the facilitators will ask the participants the similarities encountered among the regions presented.

Moreover, if the activity is done with participants from different countries, they can add some other customs or habits that have not been mentioned in the presentation of their region.

Then, the facilitator introduces the concepts of Multiculturalism, Pluriculturalism, Interculturalism and will divided the the participants into 3 groups, each groups will receive one concept and they will have to match the concept with the proposed definitions.

Variation: the activity can be done for a national level, presenting different regions from the same countries, their specific customs and habits.

## DEBRIEFING

- ★ How do you think Europe can be described now, as multicultural, pluricultural or intercultural?
- ★ After doing this task, do you think the way we have decided to categorize the countries of Europe, was the best one? Or is there a better way of categorizing them?






**Start-up  
Lighthouse**



## LET'S WRITE



### Learning objectives

-  Foster capacity building related with article writing
-  Collaborate with real journalists
-  Promote cultural expressions



### Materials:

Internet; Computers; Papers; Pens;  
Videoprojector; Board/Flipchart paper

The facilitator should start by asking the participants why it is important for youth to research, write and publish topics related to cultural expression and also cultural diversity. After an open dialogue on this topic, the facilitator can conclude with the following paragraph:

“Culture has the power to transform entire societies, strengthen local communities and forge a sense of identity and belonging for people of all ages. As a vector for youth development and civic engagement, culture plays an essential role in promoting sustainable social and economic development for future generations. Youth can act as a bridge between cultures and serve as key agents in promoting peace and intercultural understanding.”

Then, the facilitator will provide some tips on how to write about different forms of arts and cultural acts 2 and will continue by providing some tips on how to write about other cultures.



**Start-up  
Lighthouse**



The facilitator will introduce them the technical steps of writing an article:

**Step 1:** Select the main topic and define your objectives.

**Step 2:** Target the audience.

**Step 3:** Gather the information and resources.

**Step 4:** Create the topic outline and rough draft.

**Step 5:** Edit the draft.

**Step 6:** Proofread the content.

Then, the facilitator divides the participants into 2 groups. One group will be the journalists and the other group will be the storytellers. Each storyteller will be matched with a journalist and will have to tell a true story, related to their culture (it can be related to a moment they felt discriminated against, or a moment when they felt really proud of their culture; or simply describing something from their culture they appreciate or they consider interesting).

After the articles will be ready, the “journalists” will read them in front of the rest of the participants and will provide feedback.

The facilitator will encourage them to post it on their blogs or social media, in order to encourage them to start and/or continue writing, especially about topics related with culture.

Variations: if a real journalist can attend the activity, on site or even online, he/she can be the one providing the feedback; if an agreement is managed, the articles can be sent to a magazine/newspaper.

## DEBRIEFING

- ★ How did you feel as journalists/storytellers?
- ★ Did you like writing/sharing a story? Why? Why not?
- ★ Do you think it is important to share these kinds of stories? Why? Why not?



**Start-up  
Lighthouse**



# HANDS ON WITH LOCALS



## Learning objectives



To explore the local community



Get in direct contact with local artisans through a peddy paper



## Materials:

Papers,Pens, Smartphones/Cameras; Computer; Videoprojector; Maps of arts & crafts places

The facilitator should start by asking the participants if they know any local artisan and/or arts & crafts places in their village/town/city.

Then, he will ask whether they consider these people and places important for the identity of the specific town and if they consider these practices as cultural heritage.

The facilitator should prepare in advance a map of some arts&crafts places from the village/town/city where the activity is developed.

The number of places should be according to the size of the town and the distance among those places should be taken into consideration, for the participants to be able to find them in the given period of time (1h proposed).



**Start-up  
Lighthouse**



The participants will be divided into couples and be given a map. Their task will be to find those places, take a picture and take an interview of one of the artisans. The interview can be either recorded (if the interviewee agrees) either written. Before going to find those places, each group should create a set of 5-10 questions.

**The participants should not use google maps, they should ask for directions to the locals!**

After 1h, the participants will come back and present the photos and the interviews they have taken to the artisans.

## DEBRIEFING

- ★ Was it difficult to find the places?
- ★ Did the locals know those places?
- ★ Were the artisans open to talk to you?
- ★ Did you like the experience of interviewing? Why? Why not?
- ★ Were the interviews useful to find out more about those specific crafts?
- ★ Do you think the young generations will "keep alive" these traditional crafts? Or are they subject to disappearing through the years? If yes, what do you think it should be done to be kept alive?



**Start-up  
Lighthouse**





Funded by the  
Erasmus+ Programme  
of the European Union



Start-up  
Lighthouse

# THE INCUBATOR





Start-up  
Lighthouse

# THE INCUBATOR ISLAND

## Missions:

- ⚓ Sail away
- ⚓ Explore your habitat
- ⚓ Say yes to the challenge
- ⚓ Gather your tribe
- ⚓ Navigate through creative ideas
- ⚓ Make decisions
- ⚓ Create your Sustainable Business Model Canvas
- ⚓ Design value
- ⚓ Plan your start-up
- ⚓ Present your start-up



## SAIL AWAY

Are you ready for the next challenge? Have I heard a Yes from you? Ok. It's time to travel to the Incubator island and let our creativity work for the benefit of our community and to preserve our European Cultural Heritage.

On this island you will face several missions that guide the young people to become aware of their current skills, develop their ideas and prototype them. These will push them towards starting their entrepreneurial journey by expanding their mindset, testing business ideas, generating value and impact for their local community, and finally creating real-life projects.

We're not going to ride horses, fight dragons or wear magic rings. We'll simply focus on turning great ideas into great projects.

What does each mission from this pocket card activities consist of? A short presentation of each challenge, our advice, concrete tools, clearly defined tasks to complete, either alone or in teams.

We'll guide you through them and help you acquire the tools that will give you most of the skills you need for your entrepreneurial journey. These are based on the experiences of successful entrepreneurs. The more you experience these, the more you prepare yourself for the journey.



**Start-up  
Lighthouse**



# THE INCUBATOR



**Start-up  
Lighthouse**



## EXPLORE YOUR HABITAT



### STEP 1

Your goal is getting to analyze the local context and understand people around you. Think about your city/town. Use your "habitat" and explore a wide range of aspects.

Here are some guiding questions:

How do people get around?

How are elderly people's lives improved by technology?

How are kids spending their time?

Then gather insights as follows:

1. Discover - As you try to remember, make a list of things that people are satisfied and dissatisfied with.

2. Unpack data - After gathering the information, it's time to collate it. In 30 minutes transform your notes into headline quotes.

3. Extract insights - Find deeper connections that lead to insights. Go from things like "education" to conclusions such as "Young people are unhappy because of the lack of opportunities to practice what they learn."

### Step 2

Visualise the current state of the community and shape your desired reality. In this phase you will create a virtual tree, where the branches represent major challenges faced by local people. The inner branches represent the current state of the challenges - both positive and negative, and the external ones their future state, where you define your desired reality.

Write down all your aspirations and dreams about what a better future for your local community should look like.



Start-up  
Lighthouse



At the end, reflect on the following questions:

1. What new features appeared?
2. Does one branch – perhaps a core feature of the future state of the world– get the bulk of the growth?
3. Did an underused aspect (the inner or outer branches) become stronger?

### Step 3

Define the roots by analyzing and mapping the personal strengths that can help you create your own future.

Complete the following fields:

1. Your abilities and skills (Abilities are talents that emerge effortlessly, such as spatial orientation, group facilitation, empathy, and communication.)
2. Your interests (Interests are the things that excite you. They're your most precious resource because they give you personal and professional satisfaction.)
3. Personality (Your personality completes who you're. List descriptors, such as emotional, intelligent, calm, thoughtful, energetic, detail-oriented.)

### Step 4

Define the trunk by crafting your purpose statement. Many of us have goals in life: short, medium or long term. But how many of us have a real purpose? Keep in mind the elements that define your tree's roots and define the trunk.

To design your purpose statement, do five simple things:

1. Write down three to four activities you very much enjoy.
2. Briefly describe the people or groups you like spending time with.
3. On another piece of paper, write down how you intend to help others, using three to four verbs.
4. Use the following sentence as the foundation for your purpose statement: "I would like to help THESE PEOPLE using THESE ACTIVITIES."
5. And now the acid test: can you confidently and proactively share your statement with others? If you lack confidence or feel embarrassed, you've got more work to do.



**Start-up  
Lighthouse**



## SAY YES TO THE CHALLENGE



Time to decide on the problem in your local community you can best contribute to solving. In order to choose it, you have to discover which leaves from the branches of your tree are best nurtured by the roots – which challenges in your community you can best build solutions for, to make your desired reality come true.

Your personal statement may lead you to solve challenges, but how do you know which ones? Map possible paths according to two factors: their potential, the impact and effort required to implement them.

Draw on a piece of paper a 2x2 matrix with the impact level increasing from bottom to top and the effort level increasing from left to right.

This creates a different impact-effort combination in each quadrant.

- High Impact, Low Effort: The best ideas go here!
- High Impact, High Effort: Further study is required.
- Low Impact, High Effort: Better avoid these.
- Low Impact, Low Effort: Further study is required.

Write down on sticky notes the challenges that keep you on the track defined by your Purpose Statement. Then place ideas on the matrix.

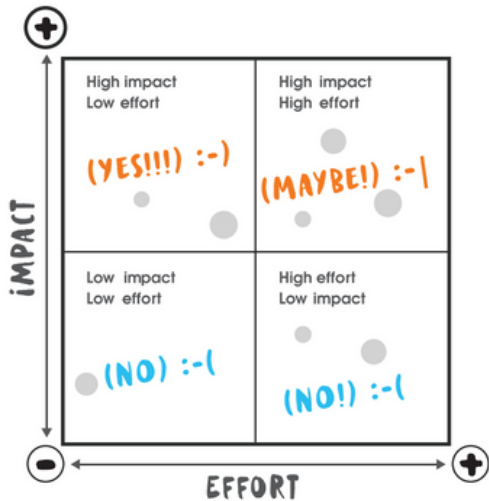
Now it's time take a commitment and to answer one more question: Which local challenge do you commit to solving, given your purpose statement and personal strengths? Write it down.



Start-up  
Lighthouse



# THE INCUBATOR



Start-up  
Lighthouse



## GATHER YOUR TRIBE



To launch your start-up is necessary to gather the most suitable people for your team.

During the previous ones you mapped out who you know, right? Now is the time to actually reach your network and activate it.

From the people you listed, who do you think would like to join you on this journey? Invite between three and eight. Any fewer would be less enriching, and any more might complicate teamwork. Maybe their reason for joining you is different to what you thought, but at this point, anyone that's interested is welcome! Getting people together can be hard, but I highly recommend that you do that now.

It's important and helpful to connect a group around an idea from the start. By doing this, you'll make the challenges and your entrepreneurial journey more fun, valuable and enriching. Go for it! After you gather your team, your next step is to get to know your teammates better. You're probably now working with people you're already familiar with, but don't underestimate this part of the challenge. There's always more to learn about one another! The following 3 cards contain "getting to know you" activities. Pick one, and do them with your team.

### LIFE STORY IN A MINUTE

With paper and drawing materials, everyone in the team draws and tells their entire life story. You have fifteen minutes to draw and only one minute to present it. At the end, share what caught your attention about others' stories.



Start-up  
Lighthouse



## THE SURPRISE QUESTION

Everyone writes on paper at least three questions they want to know about everyone on the team. Collect the papers in the middle of your group. Sit in a circle, and take turns to pick up questions. If you pick a question, you have to answer it.

## STUCK ON A DESERT ISLAND

The scenario: everyone is stranded on a desert island and can choose one item to bring with them. They should choose something that represents them and can help everyone else understand them better. After everyone shares what they brought and why, it's time to work together. The next step is using the items together to survive. Even if the items weren't essential for survival, join forces and make a plan to survive as a group. You can't change the chosen items.

After you've discovered more things about your team members, it's time to define a common goal with the team.

**1. Get to the WHYS** - Ask every member why they're joining this team and the challenge. We recommend you that each person writes down all their reasons, one on each sticky note, without influencing others' responses. Keep these simple – they might include things like making money, having fun, or learning about business.

**2. Affinity Mapping** - Everyone places their notes on the table. Next, arrange them into clusters of similar reasons. What motivations fit together? Can you create a main theme for this group?

**3. Group Purpose Statement** - Write a clear, inspiring and memorable purpose statement, one that connects the group members and makes sure everyone is working in the same direction.

A simple way to do this is to fill in the following model: We would like to help THESE PEOPLE by carrying out THESE ACTIVITIES. You can always come back and adapt this, to keep it up to date with your development as a team.



Start-up  
Lighthouse



# NAVIGATE THROUGH CREATIVE IDEAS



## WARM-UP

Your goal is to warm up for a brainstorming session. In order to generate valuable solutions, begin with one of the creativity-boosting activities:

**1. Three things** - Divide the team into pairs, each person facing the other. In each pair, one person asks the other: "Name three things that..." followed by the first thing that comes into their mind. The other comes up with three answers as quickly as possible.

Switch roles and repeat at least ten times during a five-minute period.

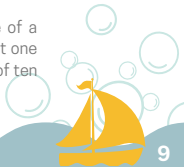
For example, if I say: "Name three things that are yellow," you have to tell me the first yellow things that come to mind, without overthinking and worrying about right or wrong answers. Just respond as fast as you can!

**2. Object jam** - Bring a random object into the brainstorm and give the team five minutes to come up with alternative uses for it, perhaps if it were bigger or smaller.

**3. Round table story** - Say the first sentence of a story, then ask each team member to continue it one sentence at a time. This should last a maximum of ten minutes.



Start-up  
Lighthouse



Now your team is ready to generate as many solutions as possible for the problem you want to solve. In order to start brainstorming, you need a guiding question. A good example would be: "How is the team going to realize this specific objective?" Focus on practical ideas at this stage.

Spend 30 minutes coming up with ideas that answer this question, and make sure someone writes them down. Avoid discussing them, and aim to have around a hundred ideas by the end of the session.

Your brainstorming session should be guided by the following principles.

Write these down, and put them up somewhere visible.

**1. Quality through quantity** - The quality and effectiveness of the ideas partly depends on their quantity. The more you generate, the greater the chance of coming up with good ones.

**2. Refrain from judging ideas** - Criticism should not hinder the creative process and the generation of bold ideas. Focus on producing and developing them, and leave the evaluation until later.

**3. Be bold** - New ideas and perspectives lead to innovative solutions, so embrace them without letting criticism break the flow.

**4. Combining and develop ideas** - Brainstorming should be a 100 percent collaborative process. Any member of the team can combine, adapt and transform ideas, and split them into many others. It's time to conclude. Cross out the ideas you don't like: those that you all find unfeasible or require too many resources to do.

Choose a maximum of ten that seem to have real potential.



**Start-up  
Lighthouse**



## MAKE DECISIONS



During the last challenge you listed a maximum of ten interesting and potentially successful ideas.

Now it's time to rank them and take a decision. The How-Now-Wow matrix is a selection tool in which a group weighs up each idea based on two parameters.

Draw a 2-by-2 matrix - the horizontal axis represents the originality of the idea; the vertical one how easy it is to implement. Label the quadrants as follows: NOW - Blue ideas: easy-to-implement ideas that solve problems and result in incremental benefits. HOW - Yellow ideas: those that are a breakthrough in terms of impact, but impossible to implement right now given your current resources.

WOW - Green ideas: those that have the potential for orbit-shifting change and that you can implement given your resources.

Within your team choose what business idea you'll build, using the Dot Voting method. Here's what you have to do:

1. List the ideas you shortlisted during the previous phase on large pieces of paper stuck around the room.
2. Give each player three blue, three yellow and three green sticky notes, or three marker pens, one of each colour.
3. Ask each player to stand up and vote for the three best ideas in each category, by placing a sticky note under each idea they choose, or by making a mark with the coloured pens. Remember, blue means Now, yellow is How, and green is Wow.
4. Finally count the number of notes under each idea to categorize it. The highest number of notes of a certain colour categorises the idea under that colour.



Start-up  
Lighthouse



5. In case of a tie: If the number of blue notes is the same as the number of green ones, the idea is blue and if the yellow and green notes are equal, the idea is green

6. Place your ideas in the matrix according to their colour.

7. You now have a bucket of Wow, green ideas to work on further. If you don't have any ideas in this quadrant, focus on the blue Now ones. If you only have one idea in this quadrant, your choice is already made.

Otherwise, let's move on to decision-making techniques:

**1. Dot voting** - The same technique explained in Step 2. Give each team member a number of sticky notes or dot votes, and ask them to distribute these between the potential choices. The highest number of votes wins, as simple as that!

**2. 100\$ test** - Put all of your ideas in a matrix with a space for a potential investment in each one. Give each team member a hypothetical \$100 to invest as they prefer – either everything into one idea or divided

between more than one.

Get them to write down why they made this decision, since it can be great input for decision making. After doing this individually, share your investments with the group, see which idea has the most money and go for it!

**3. Impact & Effort Matrix** - Create a matrix with two axes: Impact (the potential payoff of the action) and Effort (the cost of taking it). Place your idea in the matrix according to the impact and effort involved. This is a good way to see if your effort is worth it, and make a decision accordingly.

**4. Build your own criteria!** - This is difficult, but it can be the most effective decision making technique. Pick a set of criteria that your team would take into account when making this decision. Is money an issue? Is time? Are you more focused on learning, maybe? What about fun? All you need to do is agree on a set of criteria and start your own matrix to achieve clarity and make your decision.



**Start-up  
Lighthouse**



## CREATE YOUR SUSTAINABLE BUSINESS MODEL CANVAS



**Your objective is to create a business model.**

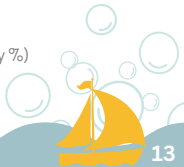
You're going to use Alex Osterwalder's Business Model Canvas,\* a chart with nine blocks representing the fundamental aspects of a business.

**Complete each of the blocks in this order:**

1. Segments: Beneficiary / Segments (What are the people or organisations who will pay to address this issue?)
2. Value Proposition: Social Value Proposition / Impact Measures (How will you show that you are creating social impact?) / Customer Value Proposition (What do your customers want to get out of this initiative?)
3. Channels (How are you reaching your beneficiaries and customers? How an enterprise communicates with and reaches its customer segments to deliver a value proposition?)
4. Revenue (Break down your revenue sources by %)



**Start-up  
Lighthouse**



5. Key Resources (What resources will you need to run your activities? People, finance, access?)

6. Key Activities (What programme and non-programme activities will your organisation be carrying out?)

7. Partners + Key Stakeholders (Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?)

8. Cost Structure (What are your biggest expenditure areas? How do they change as you scale up?)

9. Type of intervention (What is the format of your intervention? Is it a workshop? A service? A product?)

10. Surplus (Where do you plan to invest your profits?)

This will be your first business model canvas. I recommend that you create more than one because, as I said, most initial business models are not very accurate. You won't know how people react to your product or service until you've launched it.



**Start-up  
Lighthouse**



## DESIGN VALUE



### STEP 1

The next mission you have received is to draw your first customer profile and to get acquainted with the Value Proposition Canvas. Starting from Value Proposition Canvas, fill in the Customer Profile, the right-hand part of the canvas, based on assumptions. Dig deeper into what you drafted in the Customer Segment section of your Business Model Canvas. To complete this section, you should exercise empathy and put yourself in your customer's shoes.

Here are two exercises you can do to complete the profile. The main difference between observing and interviewing is that observation shows you objective reality and not the customers' perception.

1. Interview your customers - Look at your assumptions and write down aspects of your customer profile you need to validate. List any doubts you have about the profile. Include everything you want to learn about the customer and create an interview format with specific questions. Interview five to ten people in your customer segment.

2. Observe your customer's world - Shadow your customers from your local community for a day when you return home, and note down in detail everything that is relevant to your profile. Write down times, activities, pains and gains you observe and insights that come up. Put all this information in your profile. Use affinity mapping to find connections and patterns in what you've observed, and use sticky notes to represent your customers.



Start-up  
Lighthouse



## STEP 2

**Value Map** - define your idea in the Value Map on the left-hand side of the canvas and ensure it fits with customers' needs.

1. Design your value map **Products and Services** should be a list of what your value proposition is built around. **Pain Relievers** describe how your products and services help with customer pains. **Gain Creators** details how they create customer gains.

2. Look for fit - Fit happens when your value proposition addresses your customers' real pains and gains. As a result, they will be motivated and excited by your product or service and hopefully persuaded to buy it. There are three levels of fit to take into account: Problem-solution fit: when you gather evidences of your customer segment's jobs, pains and gains and design products or services to address them. Product-market fit: when your customer segment gets excited about your value proposition and buys your product or service, bringing traction to your business.

## STEP 3

For this exercise, you will focus on Problem-solution fit. Compare your value map with the integrated customer profile you've built, and look for connections. Ideally, the map will have sticky notes that address important and specific customer pains and gains, helping them to get jobs done.

Congratulations, you're almost done! Now it's time to write down your value proposition in a clear way. This exercise will help you explain what you're building and make sure you're aligned with the team. Fill in the following model and adapt it to your needs. This will be your start-up explanation!

Our \_\_\_\_\_ (products and services)  
help(s) \_\_\_\_\_ (customer segment)  
who want to \_\_\_\_\_ (jobs to be done)  
by \_\_\_\_\_ (addressing pains)  
and \_\_\_\_\_ (enabling gains)



**Start-up  
Lighthouse**



## PLAN YOUR START-UP



**Your goal is to complete a plan for your project.**

1. Organise a meeting with all your team members.
2. Beforehand, ask each member to think of all the actions that will be required to create the value you have defined for your customers, in your value proposition.
3. Draw a picture similar to the following on a wide sheet of paper. Display it on a wall and tell team members that the goal of the meeting is to reach agreement concerning specific tasks, required to create value for your customers.

4. Write the tasks to be discussed in the first column.
5. Go through every project and agree on the action required to accomplish it, recording this on sticky notes.
6. Based on the projects and action you have listed, agree a timeline and write the milestones in days, weeks, or months along the top row.
7. Assign responsibility for projects and actions to individual team members.
8. As you post the sticky notes, ask yourselves challenging questions about your plan: Does this have to happen first? Can we combine these two actions? Do actions in one project affect the progress or outcome of another?



**Start-up  
Lighthouse**



# THE INCUBATOR



**Start-up  
Lighthouse**



# PRESENT YOUR START-UP



## STEP 1

Complete a simple fact sheet for your business idea, with the essential information that should be showcased in your pitch.

Use the content you have developed with the Business Model Canvas and Value Proposition Canvas, together with the conclusions from prototyping and testing.

Enter the information in the following format:

**1. Introduction:** who you are and what is the goal of this pitch

- 2. Team:** who the team members are and their roles
- 3. Problem:** what problem or business opportunity you are addressing
- 4. Solution:** your solution to the problem or business opportunity
- 5. Product:** how your product or service works
- 6. Market:** the size of your target market, and any research results
- 7. Competition:** alternatives to your solution that are already on the market
- 8. Your business model:** how you plan to make money on the long term
- 9. Resources needed:** the money and other resources you need in order to grow
- 10. Contact:** how people can contact you.



Start-up  
Lighthouse



## STEP 2

### Craft and pitch

Your goal is to create a presentation including all the points outlined in your business idea factsheet, and deliver it to potential investors, mentors or partners.

**1. Build your presentation** - Your presentation should include all the points outlined in your factsheet, in a simple, direct and visual format. Ideally you should use presentation software and have each point on a single slide. Don't include too much text, make it visual and engaging, and give your speech structure and flavour.

**2. Write your speech** - Based on the factsheet, write and rehearse a speech and ask teammates for feedback. Your speech should feel natural and engaging to the audience. Practice different ways of delivering it to find what suits you best.

**3. Pitch!** - Find opportunities to pitch - either call people within your network or take advantage of pitching events. Make sure that your visual presentation and speech are adapted to your audience. They should always fit the context and the goal of the pitch: finding partners, investment or other resources.



Start-up  
Lighthouse





Funded by the  
Erasmus+ Programme  
of the European Union



Start-up  
Lighthouse

# THE ACCELERATOR





Start-up  
Lighthouse

# THE ACCELERATOR ISLAND

## Missions:

- ⚓ New Horizons
- ⚓ Impossible Hybrid
- ⚓ What would happen if?
- ⚓ Upcycled stories
- ⚓ Negotiation Workshop
- ⚓ Lifelong learning and success
- ⚓ Turned Inside Out
- ⚓ Persuasion
- ⚓ Pre-mortem
- ⚓ The worst case scenario
- ⚓ 86.400
- ⚓ Blind polygon
- ⚓ What i did yesterday
- ⚓ The tower of hanoi
- ⚓ Marker madness
- ⚓ Moscow
- ⚓ Comfort zone
- ⚓ You know the rules
- ⚓ Spotlight



## NEW HORIZONS

Launching a startup is one thing; accelerating growth and expanding is an entirely different challenge. While patience is certainly a virtue, it's not necessarily the best skill for entrepreneurs to adopt. Instead, the focus should be on rapid growth and long-term success. By learning from those who've done it before and heeding tips and advice from leading experts, you can increase your chances of successfully giving your business a much-needed jolt.

Every start-up can access different accelerated growth opportunities and tools: from calling on resource people with expertise, to learning about the business or to dedicated programs. We share in this quest how you choose them and how you get more clarity in your own strategy.

If you want to grow, it's good to know what acceleration options are available to you: from strategic learning, to participating in programs and accessing the right funding at the right time.

### TIPS FOR ACCELERATED GROWTH

**Increase capacity.** The problem for most startups is that they quickly reach capacity and can't perform at a higher level.

Now, it's important to note that increasing capacity usually comes with the need for additional capital, so it's easier said than done. To increase capacity, you may need to identify and eliminate unproductive components of your business, reallocate funds, or pivot - which can all be good things when you're looking to accelerate growth.



**Start-up  
Lighthouse**



Now, it's important to note that increasing capacity usually comes with the need for additional capital, so it's easier said than done. However, the important thing is to start thinking this way. In order to increase capacity, you may need to identify and eliminate unproductive components of your business, reallocate funds, or pivot – which can all be good things when you're looking to accelerate growth.

**Align your products with existing technology** to gain traction. While this isn't a long-term strategy – and you certainly don't want to depend on a third-party source – it's helped a lot of startups grow in the beginning stages.

**Upsell and cross-sell.** For companies with a solid existing customer base, upselling and cross-selling are good strategies to pursue in order to

maximize the value of each customer. The biggest benefit here is that there's no additional investment in advertising, marketing, or lead generation. You've already acquired the customer – you're just getting them to increase their average purchase size. Honestly, the best way to upsell and cross-sell is to clearly explain the added benefits of doing so and utilize the trust you've already built to instill confidence.

**Add new streams of revenue.** After you've been in the industry long enough, you'll likely begin to understand your customers more and be able to hone in on what they really want. This gives you the unique opportunity to add additional streams of revenue (either through new products and services or an entirely new business) and jumpstart your growth to new levels.



**Start-up  
Lighthouse**



creativity

problem solving

sense of initiative

## IMPOSSIBLE HYBRIDS



### Learning objectives



To discover how to create new tools/products from distinctly different concepts, by combining ideas.



### Materials:

Flipchart papers, sticky notes, markers.

### Description

Impossible Hybrids is an energetic and useful activity to guide Youth Organizations in the process of reinventing their products/services or coming up with innovative ideas.

The team will be divided into groups (from 2 to 6 people) and each one of them will receive a challenge on a note + 1 common one (the last one) so they can see how they think alike or different.

Afterwards, they are invited to imagine each object, describe it within the team and try to prototype the new combination by drawing a picture of it on a flipchart paper.



Start-up  
Lighthouse



*creativity*

*problem solving*

*sense of initiative*

However, drawing is not the only method they can choose to create the prototype, each team should have the freedom to express themselves in their most comfortable and efficient manner.

To come up with the combinations of objects, each participant is invited to write down on different sticky notes 2 completely different items and, in the end, the trainer will collect and combine the proposed ideas.

As an example, here is a list of combinations of objects that could be used:

- a tent that is a hammock
- a lampshade that is a book
- a bicycle that is an oven
- a backpack that is a hammock

At the end, they are challenged to analyze the most important features of the newly created hybrid and to create a sales story, pitch their product and convince the audience to buy it.

## DEBRIEFING

- ★ How was the process of creating something new from 2 different elements?
- ★ Would the process have been different if the objects were more similar?
- ★ How were the roles distributed in the teams?



**Start-up  
Lighthouse**



creativity

problem solving

critical thinking

storytelling



Start-up  
Lighthouse

## WHAT WOULD HAPPEN IF?



### Learning objectives



To prepare for uncertain futures.



To increase storytelling and pitching skills.



To enhance creativity and collaboration inside the organisation.



To critically assess a situation and find solutions and opportunities.



**Materials:** Envelopes with scenarios, markers, flipchart papers



## Description

### **Preparation phase:**

The facilitator prints the questions in advance and adds each one to an individual “What Would happen if?” envelope. The facilitator also prepares a copy of the questions on a board to show them after the pitch for the voting system.

---

### **Implementation phase, warm-up:**

For the warm-up, the participants are split into small groups of 2 or 3 people and each team selects an envelope. They are informed by the facilitator that the most convincing pitch will get the opportunity to select the desired scenario for the second phase of the activity.

They read the scenario associated with their “What would happen if” and they have a maximum of 15 minutes to discuss and agree on a storyline and solution for the scenario and pitch it in front of the group for a maximum of 2 minutes, trying to be as convincing as they can.

As the team with the most convincing pitch gets the opportunity to choose the next scenario, the voting system is the following. Each participant receives a dot sticker. After the pitching session is over, each participant places on the pre prepared board their sticker on the question answered by their favorite pitch of this warm-up round.



**Start-up  
Lighthouse**



## UPCYCLED STORIES



### Learning objectives



To create stories based on improvisation and spontaneity.



### Materials:

Flipchart papers, A4 papers, pens, pencils

### Description

#### PHASE 1: WARM-UP

As the facilitator, share with the participants the following quote: “*Stories help us make sense of organizations*” by Steve Denning from the book “The Leader’s Guide to Storytelling”.

The advantage of having a good story? It makes one care. The advantage of having a very good story? It makes one care the most about the storyteller and the subject.

Divide the team into smaller groups of 3-4 people each. Tell participants that they have 20-30 minutes to construct a story. It must have a beginning, middle, end, as well as a main character.



Start-up  
Lighthouse

# THE ACCELERATOR

creativity

problem solving

critical thinking

learning to learn

Throughout the exercise, as a facilitator, you will announce things that need to be changed or added to their story.

Here are some suggestions:

- Your story must include a beach;
- Add in an evil character;
- Change the name of your main character from this point forward;
- Add a talking animal;
- Everyone is on a pirate ship/in a jungle/in outer space;
- Include a true story from one of your group members;
- Add a catastrophe.

When the time is up, have groups share their fun stories out loud.

## PHASE 2

Divide the participants into teams and give them the following briefs:

**Brief 1:** Please share the reason and the moment you decided to join/create the organization you are working in.

**Brief 2:** Tell us a story that would make us want to work for you.

**Brief 3:** Tell us a story that would make us use your organization's services.

**Brief 4:** Tell us a story to illustrate one of your organization's values.

In the same teams, they will have to create their own organisation or fundraising campaign storyline following the structure:

- Somebody
- Wants something very much



Start-up  
Lighthouse





## NEGOTIATION WORKSHOP



### Learning objectives



To learn how to negotiate an agreement in order to reach the best-case scenario through simulations and role play.



**Materials:** Negotiation Workshop Handout  
Pen and paper for notes, a large room with chairs (can also be done outdoors)  
The facilitator guide :



## Description

The facilitator will introduce to the participants basic elements of negotiation (e.g. cooperative vs competitive negotiation styles, distributive vs integrative negotiation, concepts and techniques). They will explore together the prisoner's dilemma, expressing their perspective and decision for the situation. Afterwards, the facilitator will reveal the matrix behind the dilemma and how it works.

In the second phase, the group is divided in two groups of 8 people. Each group will work on an exercise. The group are then sub-divided in groups of 4 people. Of these 4 people, 2 will play as part A and 2 will play as part B.

In this way, you will have 8 couples; 4 couples will work on an exercise, and the other 4 on the other exercise from the handout.

In the last part of the activity, the couples that worked on the same exercises will compare the results they obtained and the process to achieve it. In this way, it will be possible to compare the results of groups that separately worked on the same exercise.

## DEBRIEFING

- ★ Can you recognize some of the techniques and methods that were illustrated in the first part of the workshop?
- ★ Could you explain the results obtained and provide arguments for these decisions?



Start-up  
Lighthouse



learning to learn

adapting to change

strategic vision

analytical thinking

## LIFELONG LEARNING AND SUCCESS



Start-up  
Lighthouse

### Learning objectives



To reflect on the importance of lifelong learning and its impact on our personal and professional growth.



To reflect on how we learn and how this affects our personal success.



To reflect on how a learning organization can achieve better results.



**Materials:** TV or projector, computer

### Description

Select with your team one of the videos below:

1. *Why do you need to be a Lifelong Learner?*



2. *What is lifelong learning? Why does it matter?*



3. *The basic systems that need to be in place to support lifelong learning.*



*learning to learn*

*adapting to change*

*strategic vision*

*analytical thinking*

1. Start watching one of the videos above;
2. Then reflect on the benefits of long-life learning;
3. Finally the facilitator can ask for some examples of the importance of being updated about different subjects in our daily lives;
4. When it comes to fundraising, having a broad knowledge of different areas contributes to improving the effectiveness of the work;
5. It is also important to have the ability to recognize our weaknesses and potentialities;
6. To have the humility to realize that sometimes we don't know something about a certain subject but we can learn;
7. Reflecting on this, individually or in groups, promotes awareness of what we can improve.

## DEBRIEFING

- ★ When it comes to fundraising, having a broad knowledge of different areas contributes to improving the effectiveness of the work;
- ★ It is also important to have the ability to recognize our weaknesses and potentialities;
- ★ To have the humility to realize that sometimes we don't know something about a certain subject but we can learn;
- ★ Reflecting on this, individually or in groups, promotes awareness of what we can improve.



**Start-up  
Lighthouse**





## TURNED INSIDE OUT



### Learning objectives



To challenge the young people to expand their horizons and come out of their comfort zone.



To understand that sometimes, throughout life, change is not always negative.



To encourage the participants to embrace change and to acknowledge that this is an individual process.

---



**Materials:** Scarf, scissors, magazines, white A4 sheets, pens





## Description

The Facilitator starts by saying that suddenly our life can turn upside down. Then he puts the young people in teams of two and puts them in situations that make them leave their comfort zone.

## Instructions for the participants

1. Cover their faces with a scarf (as if they are blind) and have them do a certain task, such as asking them to fetch an object from across the room, verbally guided by another colleague;
2. Write a text with the opposite hand to the one they usually write with;
3. Write a text in a language they don't know, having another colleague read it;
4. Taking off their clothes or buttoning up a shirt with one hand only;

5. Cut out images from a magazine with the opposite hand to the one they usually use;
6. Set a route to the other side of the room, and with their back to the other side of the room, (and vision therefore impaired), following their colleague's instructions and head towards it;

The groups can switch to experience all the tasks.

## DEBRIEFING

- ★ Can you estimate the degree of difficulty of the tasks?
- ★ What strategies were used to overcome the difficulties? Was peer support helpful?





## PERSUASION



### Learning objectives



To support inter-cultural awareness and empathetic understanding through an action learning activity.



To gain an improved understanding of the lived experience of young people with fewer opportunities and how this affects their participation.



To apply critical thinking and creativity to develop a plan to involve young people with fewer opportunities in the co-design, implementation and evaluation of youth programmes and projects.



**Materials:** Persuasion Handout  
Case study, post-it notes, flip charts, social media



## Description

For young people with fewer opportunities in 'left behind communities' daily life is a challenge, with serious crime, gang related issues and everyday safety concerns a routine experience. Against this background, programmes aimed at supporting young people with fewer opportunities, though well-meaning, are often delivered 'top down', with little or no contribution from the young people concerned. Young people don't trust 'the System', and the programmes that are implemented are often seen as not credible and irrelevant.

The organisations delivering these programmes and their staff experience their own challenges around responding to the 'chaotic lifestyles' of their target group, and the disruptions to

activity coordination and time management associated with these lifestyles. They're not used to working with 'the counter-culture that young people have'.

'Persuasion' is a collaborative learning activity that explores these issues and how they affect project design and evaluation. It uses role play to get participants to empathise with someone else's perspective and lived experience, through an 'action learning set' methodology (Pedler, 1997). Action Learning is an approach to collaborative learning that takes the task as the vehicle for learning.

It is based on the premise that there is no learning without action and no action without learning.



Start-up  
Lighthouse



In the Action Learning Set, participants reflect on assumptions and beliefs that shape their understandings and actions. Critical thinking brings real issues to the fore and subjects them to scrutiny – allowing participants to call into question the rationale underlying their actions and to examine problems from multiple perspectives.

Re-formulation of the presenting problem will occur when people uncover misperceptions, norms and expectations that are often hidden.

---

### **Step 1: Task setting 30'**

Construct the parameters of the activity and working processes. The facilitator explains the Group Task – to develop a plan to engage 'hard

to reach' young people in the implementation and evaluation of a youth project - using the accompanying Handout. A case study of a collaborative co-designed youth programme – KEYSTONE – is presented as a scene-setter. The Task time parameters are explained (as set out in the Handout).

---

### **Step 2: Exploring the boundaries: small group work 45'**

Divide into two roughly equal groups.

- Group 1: takes on the role of young people with fewer opportunities.
- Group 2: takes on the role of youth workers and volunteers.



**Start-up  
Lighthouse**



Groups 1 and 2 each elect a representative. The role and task of the representatives is to act as a mediator in a dialogue with each group. The representatives can visit the other groups and ask questions. The other groups can ask the other representatives to visit their group.

The task of each group is:

- Think about what creates tensions in the community – particularly for young people – and what are the factors that prevent young people getting involved in youth programmes
- Highlight some key things about the other group your group doesn't understand
- Highlight some key things about the other groups that create negative feelings in your group, for example things that create anxiety, or mistrust, or anger.

Each group will then deliver a message to the other group via their representative on what they don't understand about that group, and what are the negative feelings that need to be explored.

### Step 3: Persuasion Plan 45'

Working with the insights gained from Steps 1 and 2, each group is presented with their task:

To develop a plan to get 'hard to reach' young people involved in the project that was designed in Activity 2 as 'co-implementers' and 'co-evaluators'.

This involves creative and critical thinking to come up with the best solutions in terms of implementation methodology and data collection tools for evaluation.



**Start-up  
Lighthouse**



team dynamics

communication

decision making

empathy

Participants are given 'carte blanche' to come up with whatever solutions they think will work. They should be encouraged to think about innovative ways of involving young people – for example through using social media. Doing this through a practical demonstration – e.g. using a social media channel – is also to be encouraged. Participants should also be guided into thinking about strategies like incentives and gamification to achieve their objectives.

After they have developed their plan, each group will give a 5 minute presentation on what they have come up with. This presentation could be delivered through: flip chart; post-it notes; any other medium the group would like to use – e.g. powerpoint.

#### **Step 4: Review and reflection 30'**

Following completion of their tasks, the group comes together to review their work and reflect on what they have learned .

---

#### **DEBRIEFING**

- ★ Did the activity change your understanding about the 'lived experience' of 'hard to reach' young people? In what ways?
- ★ Are you likely to use any of the insights and learning gained from the activity in your life?
- ★ What did you find challenging about the activity?



**Start-up  
Lighthouse**



# THE ACCELERATOR



Start-up  
Lighthouse





## PRE-MORTEM



### Learning objectives



To gain an improved understanding of the future challenges and risks projects are likely to face.



To assess the severity and impact of those risks and challenges.



To design risk reduction and mitigation strategies.



To apply critical thinking and problem-solving to develop tools and indicators to monitor success and failure of a project.



**Materials:** Video Pre-mortem:



Pre-mortem Handout  
Post-it notes, flip charts

Video risk analysis:



*analytical thinking*

*creativity*

*critical thinking*

*evaluation*

## Description

Pre-Mortem' is a collaborative learning activity that uses 'out of the box' thinking to explore the risks and challenges that are likely to lead to the success or failure of a project.

It provides an opportunity for participants to apply analytical skills to calculate the severity, likelihood and potential impact of these risks and how they could affect project design and evaluation.

Participants will then apply critical thinking and problem-solving skills to identify strategies to eliminate or reduce risk, and then develop tools and indicators to monitor the success or failure of their project going forward.

The activity inverts the conventional practice of carrying out a 'post-mortem' on a failed project

when it is already too late to do anything to prevent failure.

Instead, the participants use their imagination to describe a scenario in which all of their hopes and plans for success end up interred in the project's grave.

They then work backwards to come up with inventive strategies to avert the catastrophe, whilst putting into place evaluation measures to find out if their strategies are on track.

---

### Step 1: Task setting 15'

Construct the parameters of the activity and working processes. The facilitator explains the Group Task – to identify and mitigate key risks



**Start-up  
Lighthouse**



*analytical thinking*

*creativity*

*critical thinking*

*evaluation*

affecting the implementation and evaluation of a youth project - using the accompanying Handout.

The Task time parameters are explained (as set out in the Handout). Participants are asked to think of a youth project they would like to assess in terms of challenges and risks. This can be a project that already exists or they can sketch a project they'd like to do in the future.

---

### **Step 2: Success and failure: small group work 30'**

Divide into two roughly equal groups.

- Group 1: takes on the role of the 'failure' team.
- Group 2: takes on the role of the 'success' team.

Groups 1 and 2 each elect a representative. The role and task of the representatives is to act as a facilitator of their group's work and to present its results.

The task of each group is:

**Failure group:** brainstorm all the reasons the project failed. These could include negative turns of events, warning signs you ignored, protracted decisions, assumptions that proved false. How did it happen? Write the ideas on sticky notes and group ideas into themes.

**Success group:** brainstorm all the ways the project succeeded. These could include significantly exceeding goals; producing new outputs. How did it happen? Write the ideas on sticky notes and group ideas into themes.



**Start-up  
Lighthouse**



*analytical thinking*

*creativity*

*critical thinking*

*evaluation*

### **Step 3: Results presentation 20'**

After they have developed their success and failure factors, each group will give a 10 minute presentation on what they have come up with. This presentation could be delivered through: flip chart; post-it notes; any other medium the group would like to use – e.g. powerpoint.

---

### **Step 4: Reflection and Action 30'**

Following their sub-group presentations, the group comes together to review their work; reflect on what they have learned and use this reflection to think of actions to eliminate or reduce risks.

This process covers the following:

- Develop and review possible solutions to the risks identified.

- Score each risk on likelihood and impact on the project. Likelihood is scored: 0 – no likelihood 1 – low likelihood 2 moderate likelihood 3 high likelihood. Impact is scored 0 – no impact 1 – minimal impact 2 moderate impact 3 high impact;
- Discuss what actions might need to be taken to reduce the risks of catastrophe going forward;
- Decide on methods and indicators to use to monitor success or failure. The methods and indicators need to be linked to the nature and severity of the risks identified and their solutions. For example if 'running out of funding' is identified as a severe risk, and the mitigation strategy is 'put a plan into place to



**Start-up  
Lighthouse**



regularly secure funding opportunities' then a good risk monitoring method would be using a spreadsheet to record funding activities and outcomes, and a good monitoring indicator would be '% increase in funding secured from baseline'.

---

## DEBRIEFING

- ★ What new things did you learn about how projects can go off the rails and end up in failure?
- ★ Are you likely to use the learning from the activity in your work?
- ★ What did you find challenging about the activity?



**Start-up  
Lighthouse**



# THE ACCELERATOR



Start-up  
Lighthouse





Start-up  
Lighthouse

## THE WORST CASE SCENARIO



### Learning objectives



The participants need to work together and solve problems to succeed, develop their critical thinking and team management.



**Materials:** Papers and pens

### Description

Divide students into groups. Explain to them they are involved in “A Worst Case Scenario.” Give each group a situation: locked in a burning building. Trapped on a sinking ship. In a lifeboat after the ship has gone down. Stuck on a mountain with a looming avalanche. Crash landed on a desert island. In a jungle with predators behind and a river filled with piranha ahead.



The group has to decide on 5 must have items that will help them get to safety. The 5 items must come from a unanimous decision by the group. Everyone has to agree on the items. How do the groups negotiate the list? Students may try to negotiate to get additional list items but be clear. It's 5 and only 5. Give groups a time limit to come up with the list. Start announcing that the surrounding danger (be it fire, lions, or an avalanche) is getting closer. And closer. Time is running out. Will the groups beat the clock?

Do this exercise with a realistic scenario. Then repeat with a fantasy driven scenario. They are on Mars and there's a leak in their domicile. The castle is being attacked by witches. They are underground in a fight to the death with the mole people. It's the future and everyone is a robot. The robots are dealing with an acid raid storm.

## **AHA moments**

- ★ At the end of the time limit, have groups present their lists. Discuss with the class. Are the list items useful? Surprising?
- ★ Was the group able to agree on five items? Why or why not?
- ★ What items do they come up with under imaginary circumstances?



**Start-up  
Lighthouse**





## Start-up Lighthouse

# TALK IT OUT



### Learning objectives



The participants will learn the importance of being able to take a stance on an issue and defending that stance with logic, reasoning, knowledge, and common sense.



**Materials:** List with scenarios

### Description

Below is a list of scenarios to present for participants to discuss and debate. They are based primarily on ethics and morality. They will encourage participants to take a stand and defend their viewpoint.

**Scenario 1:** Richard finds an expensive looking ring in the school hallway one day. It has no name on it, and it's not near anyone's locker.

Should he:

- A) Give it to lost and found
- B) Ask if it belongs to anyone there
- C) Keep it and not say anything .



## Scenario 2

Judy's friend is stressed about an upcoming test. Judy already took the test and got 100%, so she knows all the answers already.

Should she:

- A) Just give the answers to her friend
- B) Use her knowledge to coach her friend
- C) Not get involved at all

## Scenario 3

Coach Nelson has caught two of his star basketball players vandalizing school property. The rule is that they must be suspended. If that happens their team loses the upcoming semi-finals. If the coach keeps quiet they'll surely win, but he could lose his job.

Should the coach:

- A) Suspend the two players and obey the rules
- B) Pretend he never saw them.

## DEBRIEFING

- ★ What have you discovered about yourself and the group during the process?
- ★ What lesson can you learn?



**Start-up  
Lighthouse**





## EMPATHY MAP



### Learning objectives



Empathy maps can be a powerful tool to build deeper understanding of how our words and actions connect to our thoughts and feelings



**Materials:** A4 papers  
Flipchart paper  
Pencils  
Markers

### Description

Empathy maps are divided into four sections: Think, Feel, Say, Do. Lead participant through an example, using yourself as a model. (Ex: When I feel nervous, I might think I'm making mistakes. When I feel this way, I apologize a lot (say) and often take a deep breath (do).)

On a whiteboard or bulletin, draw a circle at the center and label it "our group". Then divide the board into four quadrants, labeled: Think, Feel, Say, Do.



*empathy*

*leadership*

*team dynamics*

Each student receives four post-it notes. Ask participants to write down one emotion they sometimes feel, a thought they connect to that emotion, an action they take when they have that feeling, and something they might say. Each one takes turns posting on the board.

Set the tone at the start of the activity to ensure active, compassionate listening. After the map is fully populated, the group should then read all of the points out loud and look for similar themes or patterns.

These patterns and themes should be written down. This allows the team to humanize the feelings and traits of a person or user group they may not be familiar with, therefore gaining empathy.

## DEBRIEFING



What was your AHA moment during the activity?



**Start-up  
Lighthouse**



86.400



### Learning objectives



To understand the value of the time and why is important to become efficient.



**Materials:** A4 papers  
Flipchart paper  
Pencils  
Markers

### Description

Tell participants they have \$86,400.00 to spend anyway they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money they lose it. We then discuss why and how they spent the money the way they did. Share with them that 86400 are the number of seconds we have each day and that as often as possible they should consider spending their time on things that are important to them as they did with their money.

### DEBRIEFING



What tricks and tips do you use to make the most of your time?



Start-up  
Lighthouse



# THE ACCELERATOR

time  
management



**Start-up  
Lighthouse**





## BLIND POLYGON



### Learning objectives



To understand group processes and the most efficient way to accomplish a task.



**Materials:** Rope  
Blindfolds

### Description

Depending on your group size you may have to divide your group into teams of 9 -15 players. Blindfold each person.

(NOTE: If you have more people than blindfolds then require them to close their eyes. Let them know that trust and integrity are key to a successful outcome). Place a length of rope in the center of the circle.

Explain that their task is to form the rope into a shape of your choosing—a square, a “Z,” or a pentagon. Everyone must be in contact with the rope at all times and they must use the entire rope. No tangles or knots are allowed.



*empathy*

*leadership*

*team dynamics*

When the group feels they have made whatever shape you specified they can set it on the ground and take their blindfolds off.

## DEBRIEFING



During the event you will see all sorts of personality styles, leadership styles, communication styles and a definite pecking order. Regarding Time Management, the group's process is often very hectic. You can discuss team time management or use the experience as a metaphor for personal time management, asking "what is the most efficient way to accomplish a task?" The group will find that when they are deprived of sight, their normal their normal ways of accomplishing a task are thrown into confusion.

As part of your debrief talk about what process they would use if they were to do the exercise again. This is also a great processing tool for management training because I can assure what happens when they are blindfolded will not be what happens at the office.



**Start-up  
Lighthouse**





## WHAT I DID YESTERDAY



### Learning objectives



Learning how to prioritize their energy and efforts according to the tasks



**Materials:** Papers  
Markers  
Pens

### Description

Ask the delegates to jot down 10 things they did at work yesterday ( no order, no prompts, no comments).Next, on a separate sheet of paper, ask them jot down the 5 topics that they expect to discuss at their next appraisal

or performance review.

Have them look at the two lists together and mark in some way on the first list all the things which have a direct link to the second list. (Delegates may try to make indirect links to justify why they did certain things!)

The 'light bulb' moment is the recognition that we spend time on things which have little or no consequence to our performance. I usually ask them to plot the list of 10 things on an "Importance/Urgency" grid.



*empathy*

*leadership*

*team dynamics*

They need to concentrate on the “important & urgent/non-urgent(therefore, planned) activities. I like this activity as it clearly links performance with activity.

## **DEBRIEFING**

- ★ What could we apply starting tomorrow?



**Start-up  
Lighthouse**





## THE TOWER OF HANOI



### Learning objectives



This team building game with a mathematical twist allows for ample group discussion, planning and problem solving within the participants.



---

**Materials:** Discs  
Rods

### Description

The puzzle consists of three towers/posts/rods with 5 or more discs arranged in conical shape with smallest at the top.

The objective of the game is to move the entire stack to another rod retaining the particular order. There are few conditions to be followed while playing this game:

1) At a time, only one disc can be moved from the tower;





- 2) Only the uppermost disc on a tower can be shifted and;
- 3) the team is not allowed to put a larger disc on a smaller disc;

The minimum number of moves required to solve a Tower of Hanoi puzzle is  $2^n - 1$ , where  $n$  is the number of disks.

## DEBRIEFING

- ★ How did you come up with the solution?
- ★ Who actively contributed to the problem solving?





Start-up  
Lighthouse

## MARKER MADNESS



### Learning objectives



To learn how to synchronize your efforts in order to achieve a team goal



**Materials:** Poster Paper  
String  
Markers

### Description

This activity challenges groups to work together to write a word or draw a picture using only one marker and their coordinated efforts to control it using only string. It will require communication, collaboration, and creative thinking for them to create a 'complete' illustration.

Tie a piece of string to the marker, for each participant. If you have five people in each group that are going to participate, you will need five strings per marker.



*communication*

*leadership*

*team dynamics*



**Start-up  
Lighthouse**

You will want to tie each string on really well, and leave a two foot tail hanging off the marker. You may need to tape the strings to the marker if they continue to fall off. Break your group up into smaller teams and give each team paper and their marker.

Each participant takes a hold of one of the strings. Choose a word for the groups to write. Everyone will need to work together to write each letter.

They are only allowed to hold onto the end of the string (last 6 inches) which means they can't sneak their hands up close to the marker to write. See how well they do!

## **DEBRIEFING**

- ★ What was your strategy?
- ★ What did you need in order to achieve your goal?





## MOSCOW



### Learning objectives



To make a clear hierarchy of what needs to be implemented, and what is not feasible to include within the current constraints.



To prioritize using a collection of features “Must have”, “Should have”, “Could have”, or “Would like but won’t get”.



---

**Materials:** Markers  
flipchart papers

### Description

1. List all the features that you want to develop within a specific time frame (for example a Sprint).
2. Make a diagram that has the four different categories “Must have”, “Should have”, “Could have”, or “Would like but won’t get”. Classify the features within the four categories.
3. “Must have” are features that are critical and need to be implemented to have a successful product.
4. “Should have” are features that are important but are not critical, they can be done in a different way.



*reflection*

*team dynamics*

5. “Could have” are features that would be nice to have, but won’t make a significant change in the user experience.

6. “Would like but won’t get” are features that are too difficult to implement.

7. Once the different features have been rated, plan accordingly by defining tasks.

## DEBRIEFING



In which settings could you apply Moscow method?



**Start-up  
Lighthouse**





## COMFORT ZONE



### Learning objectives



To address change in the group and encourages conversation about comfort levels between members to strengthen bonds and teamwork.



**Materials:** Tape or Rope

### Description

Make a target with tape, rope or yarn (three concentric circles). Facilitator Note: Since you are asking people what is in/out of their comfort zones, make sure you are choosing your statements appropriately for your group and group stage.

You can introduce this activity with a quote or statement about change. If not, you can simply tell students that you are going to say several statements. For each statement, they should consider their comfort level with the statement.



empathy

leadership

team dynamics

There are three levels of comfort:

**Comfort Zone:** You feel good about this statement. You have the skills, interest, and knowledge to be successful/effective (this is the innermost circle or one third of the room).

**Challenge Zone:** You have some skill, interest, or knowledge to make you successful, but you know you are going to have some difficulty with this statement. You would be able to do it, but you would be learning.

**Danger Zone:** “Do not make me do this!” That’s how you feel in the Danger Zone. You experience significant discomfort even thinking about this issue.

### Sample Statements:

Approaching a stranger at an event / Public speaking / Running a meeting / Leading an event planning process / Being a committee member / Approaching a business for a donation / Getting to know someone new in this group / Asking for feedback / Giving feedback to someone who is not pulling their weight / Being in this group

### DEBRIEFING



How did you felt in each of the zones?



Start-up  
Lighthouse





## YOU KNOW THE RULES



### Learning objectives



to understand how to better integrate in a community, to propose directions to our groups, how to inspire people from your tribe



**Materials:** Flipchart paper  
Marker

### Description

The rules and laws we have in life are meant to guide us and protect us, and to keep order in our society. Imagine that you get to make 3 rules that everyone in the world must follow. What rules would you make and why?

- Rule No. 1\_\_\_\_ I chose this rule because:
- Rule No. 2\_\_\_\_ I chose this rule because:
- Rule No. 3\_\_\_\_ I chose this rule because:

### DEBRIEFING



What is the role of the rules?





## SPOTLIGHT



### Learning objectives



To share positive messages of appreciation for your team



**Materials:** Whiteboard or poster paper  
Markers

### Description

Have one participant sit in front of the whiteboard. Have the rest of the group come up and write positive phrases about that person.

person on the board. Encourage the person sitting to not turn around or try to read just yet. Give the group a few minutes for everyone to contribute. Facilitator Note: As the facilitator you should be monitoring written comments for appropriateness. When they are done, take a picture of them in front of the board to give to them later. Erase the board and let someone else take a seat in the “spotlight”.

### DEBRIEFING



How do we feel when we offer / receive positive messages?





Funded by the  
Erasmus+ Programme  
of the European Union



Start-up  
Lighthouse

# ERASMUS+





Start-up  
Lighthouse

# ERASMUS+ ISLAND

## Missions:



About Erasmus+



Capacity building activities



## ABOUT ERASMUS+

Erasmus+ is the EU's programme to support education, training, youth and sport.

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

The general objective of Erasmus+ is 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, driving innovation and strengthening European identity and active citizenship.



**Start-up  
Lighthouse**

### Objectives:

- to offer learning mobility opportunities to individuals and groups, and foster cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;
- to offer non-formal and informal learning mobility opportunities involving active participation to young people, and foster cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
- to offer learning mobility opportunities to sport staff, and foster cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.



## CAPACITY BUILDING IN THE FIELD OF YOUTH

Capacity-building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of youth in Programme and third countries not associated to the Programme.

They aim to support the international cooperation and policy dialogue in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being of youth organisations and young people.

### **Thematic areas/specific objectives:**

- political participation, civic engagement and dialogue with decision-makers;
- inclusion of young people with fewer opportunities;
- democracy, rule of law and values;
- empowerment/engagement/ employability of young people ;
- peace and post-conflict reconciliation;
- environment and climate;
- anti-discrimination and gender equality;
- digital and entrepreneurial skills.



**Start-up  
Lighthouse**





# Wow!

What an intense journey you and your team had!

Like we promised, the purpose of the challenges was to give you an idea of how an entrepreneurial journey can look and feel like. You have now reached your final challenge and I hope this journey was insightful and you developed yourself along the way.

We have to tell you, though, this has only been the beginning! What's next?

In front of you is a new world. It's now your turn to choose what path you want to follow next on your journey.



Thank you for using the Start-up Lighthouse: Pocket Activity Cards.

## DISCLAIMER

Start-up Lighthouse is a project Co-funded by the Erasmus+ Programme of the European Union. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**See you on our next  
learning adventure!**

