**Upskilling Rural**

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| ***Module Title:*** | **Social Entrepreneurship – part 2** | | | | |
| ***Session n. 1*** |  | | | | |
| ***Duration*** | *1 h* | | | | |
| ***Delivery method*** | Blended ☒ | Face to face □ | | Online learning □ | Distance learning (Learning Platform) □ |
| Time: | | Time: | Time: |
| Notes on the choice:  \**The trainer will choose the course delivery method taking into account the interest of students, location, the available teaching space and resources, social situation, etc.* | | | | |
| ***Intended learning outcomes:*** | * Discover where to start creating handicraft products. * Recognise the sources of inspiration for handicraft projects. * Provide the examples of opportunities for selling and promoting handicrafts. | | | | |
| ***Session Details:*** | **Lesson Item:** | | **Method(s) and instructions for trainers:** | | **Required Resource(s):** |
| **Introduction** | | The tutor will briefly introduce the topic and the objectives of the lesson. The exemplary exercise is proposed below.   * *Introduction to Handicrafts*   The tutor emphasises cultural significance, creativity, and diversity of handicrafts. The tutor shows a short video or slideshow featuring various types of handicrafts from around the world.   * *Personal Reflection of students and Sharing*   The tutor asks each student to think about a handicraft they have seen, used, or created. This could be something from their own culture or something they have encountered elsewhere.  The students share their experiences with their peers, describing the handicraft and its significance. | | * Various samples of handicrafts (these can be physical items or pictures/videos if physical samples aren't available). * Paper and pens/pencils for note-taking and sketching. * A world map (optional, for a global perspective on handicrafts). |
| Activity 1**:** | | After the introductory exercise, the tutor can lead the Activity related to the aspect *“Brainstorming and Planning Your Handicraft Project”.*  The tutor divides students into small groups and provide each group with a large sheet of paper or whiteboard and markers. The tutor asks each group to brainstorm ideas for a handicraft project they would like to create. They should consider the following questions:   * What kind of handicraft product do you want to make? (e.g., jewellery, pottery, textiles) * Who is the target audience for your product? * What is the purpose or function of your product?   The tutor has students write down their ideas and use sticky notes to organize them into categories (e.g., materials, tools, design). Each group should choose one idea from their brainstorming session to develop further. The tutor asks students to research the materials and tools they will need for their project. They can use the internet, handicraft magazines, or books for inspiration and information. Students create a detailed plan for their project, including:   * A list of materials and tools needed. * Step-by-step instructions for creating the product. * A timeline for completing each stage of the project.   Each group presents their project plan to the class. The tutor encourages students to ask questions and provide constructive feedback. They discuss any common challenges or considerations that came up during the planning process. | | * Large sheets of paper or whiteboards * Markers and pens * Sticky notes * Internet access for research (optional) * Handicraft magazines or books (optional) * Micro-credential “Social entrepreneurship – part 2” PowerPoint. |
| Post-Activity Discussion | | At the end of the lesson the tutor will distribute reflection worksheets or ask students to use their notebooks. The reflection worksheet can include questions like:   * What was the most challenging part of the process for you, and how did you overcome it? * What aspect of your handicraft project are you most proud of? * What feedback did you receive during the prototyping stage, and how did you incorporate it? * If you were to start the project again, what would you do differently?   The students will get time to fill out their reflections thoughtfully. | |  |
| ***Evaluation methods*** | Informal non-formal evaluation | | The tutor can use peer review method:  **Process**: Students exchange their projects with a partner or small group and provide feedback on each other’s work.  **Focus**: The tutor encourages students to comment on creativity, craftsmanship, and adherence to the planning stages. They should also provide constructive suggestions for improvement.  **Outcome**: Students receive diverse perspectives on their work and learn to give and receive constructive criticism. | | |
| ***Didactic materials*** | Face to face: power point presentation, paper, pens, projector. | | | | |
| Distance learning – PowerPoint presentation. | | | | |
| ***Additional notes and tips for trainers***  The tutor has to engage the participants in all times. It is important to always keep attention and motivation high. The use of digital tools or other resources depends on the delivery method chosen and on the characteristics of the participants of the classroom. It is important therefore to understand well the classroom in order to adapt the method of training. | | | | | |