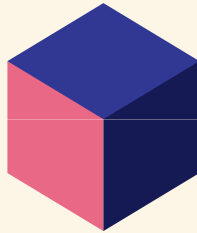


Social entrepreneurship Storytelling

Tool



"EntrepRURAL socialy"
Strategic Partnership project
Exchange of good practice
ERASMUS+

Social entrepreneurs act as a catalyst for **social change**, it differs from traditional entrepreneurship in its primary mission of creating social value rather than generating private economic gains. They are transforming social problems into manageable problems by adopting innovative and creative strategies. Social entrepreneurs are driven by a sense of commitment and ethical responsibility to help others. For social entrepreneurs that seek to **change existing community practices**, the difficulties in gaining legitimacy may pose a challenge that will compromise their ability to create social change. Because of their change agenda, social enterprises typically face institutional resistance and must **fight for legitimacy**. The trust of the general public is a crucial asset for social enterprise, important in enabling them to deliver on their social change goals. An important question then becomes, how does social entrepreneurship gain the necessary legitimacy for social change, when legitimacy is granted based on alignment with norms which the enterprise wants to change?

The key tool for gaining legitimacy and changing systems of practice used by social entrepreneurs is the **protagonist/antagonist rhetorical strategy**. Social entrepreneurs are the protagonist in their narratives because they are positioned to provide a solution to the problem, and others are antagonists because they are blocking the solution, this way presenting social entrepreneurs as heroes. Specifically, the use of archetypal protagonist and antagonist characters is found to be an important tool for **changing perceptions and introducing new ideas**. Rhetoric is used to problematize the current situation, legitimize alternatives, neutralize or polarize opinions and motivate others to participate. The rhetorical strategy thus weaves together the protagonist and antagonist themes to create tension, highlight the contrast between opposing actors, and persuade audiences of the organization's legitimacy. Stories elucidate institutional logic, define failure and alternatives, and create **images of heroes and villains**.

Social entrepreneurs often tell stories about their social enterprise to gain legitimacy and acquire much-needed resources for their survival from the audience who are not familiar with their organizational forms. **Storytelling** is used as discourse to establish novel identities and resource spaces required to survive and to reduce the chances of venture failure.

In our Strategic Partnership project in the youth field "EntrepRURAL socially" the topic for second Youth blended mobility we chose storytelling as part of competence what is needed to become a successful Social entrepreneur. In the following pages there will be a description of our 6 days training activities on Storytelling, as an instrument of structuring business ideas, establishing a clear/cut identity of social enterprises and related initiatives/products as well as fostering internal cohesion through the establishment of a defined corporate identity. Storytelling methodology was used as an instrument of development of NEET's soft, transversal and entrepreneurial skills. The objectives were:

- Introduction to Storytelling and key methods: The Hero's Journey;
- Collecting Our Stories;
- How to develop motivation through Storytelling;
- Storytelling and Public Speaking;
- Storytelling as a tool to build the external identity of a social business / product / initiative;
- Exploring Digital Media: Video Making;
- Storytelling and corporate identity;
- Working on Social Entrepreneurship idea.



Getting to know each other

Tell the story of your name

Storytelling activity to encourage participants to learn each other's names and start opening up about themselves. People sit in a circle, the facilitator is inviting them one by one to share with the group something about their name. It is important to accent how they could share anything they wish or they can think about (who gave it to them, if they like it or not, if they know what it means, if they have a nickname and why they have it, etc.)

If I were... I would be...

Participants, sitting in a circle, play a game where they have to complete the sentence "If I were... I would be...". The facilitator will read out loud sentence by sentence providing different elements (e.g. a flower, a movie, a superhero, a color, etc.) and the participants shall say the word that comes first to their mind and that they associate with themselves. Remind them to say the first association that comes to their mind and to avoid overthinking.

Let's have a date!

Ask participants to write the questions on a small paper what they want to know about others. After that, the facilitator collects papers.

Then participants need to draw a clock. When the clock is ready, participants have to find another person with whom she or he will have a date in one of the clock hours. For example, Julia meets Andrey and they find out that they have free time and can meet at 2 o'clock, they both write each other's names at 2 o'clock. Then each of them is looking for other participants' free hours. In each hour there should be a date with one person. When the clock is full with dates, they have to start them!

The facilitator reads the question and then says, for example, let's meet with a person with whom you have a date at 1 o'clock. After 5 minutes facilitator asks a new question and participants have to change dates to another. When the time for the activity runs out, all participants come to the circle and share with others what they get to know during their dates about other participants.



Team building - setting rules

Zombies

The zombie apocalypse is coming. We need to save the world. Protect the empty chair from the Zombie, Take a chair before the zombie manages to do it!

Each participant is sitting on a chair and one chair is free. Zombies enter the room and try to sit on a free chair. Participants must not allow a zombie to sit on a chair. Somebody takes time how long Zombie is spending walking.

If zombie sits, then participants lose!

During the game, participants are not allowed to touch the zombie or move a chair.

There are three levels with different rules:

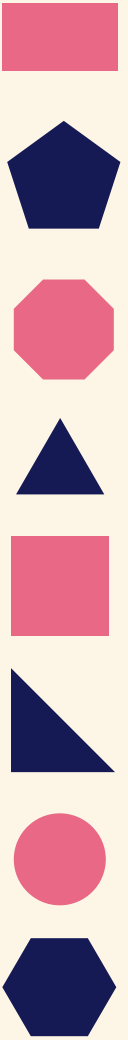
1. They stand up and can sit when they want,
2. When they stand up, they can not sit back in their chair,
3. Only one person can stand up at a time.

Reflection:

- How was it? Describe the activity with one word (thoughts or feelings)
- What do you notice about yourself during the activity?
- What about the team?
- What do you want to take with you?

After answering the question group set rules for the future corporation.

The video tutorial can be found here: <https://www.youtube.com/watch?v=IPqZpAqROLw>



The Hero's Journey, collecting Our Stories

The Hero's Journey

Watch the video about Hero's Journey <https://www.youtube.com/watch?v=Hhk4N9A0oCA>.

After the video, together with participants, find out what is the stage of Hero's Journey.

Ordinary world - The call for adventure - The Mentor - Crossing the threshold - The Road of trials (allies and enemies) - The Dark Cave - The Return.

Collecting Our Stories

Participants get time to evoke something that happened to them for the first time in their lives (first kiss, first flight, first drink, etc.). They draw up and then write down for themselves the story of that first occasion and how it affected their or others' future lives. Create a story based on Hero's Journey stages. Then participants read the stories out loud for the others.

Introduction to Storytelling

What storytelling is for you...

Ask participants, when they hear the word storytelling, what comes to their mind? What is their association with storytelling? Collect participants' answers on big flipchart paper.

The clues to a great story!

Watch - The clues to a great story <https://www.youtube.com/watch?v=KxDwieKpawg>.

After the video, the facilitator, together with the participants, discusses clues of a great story. Collect participants' answers on big flipchart paper.

Story cubes

This game is based on a commercial game. Rory's story cubes (<https://www.storycubes.com/en/>) are dice that have different images or icons on their sides. One box contains nine different cubes. Participants work in groups. One group after the other throws all the dice to generate 9 random images. Then use them to invent a story using all 9 elements in any order they like. After the story is created, participants tell the story to others. After their story presentations, they evaluate stories and discuss the main things on how to tell the story.

Power of the story

Watch video (up to 1:39) <https://www.youtube.com/watch?v=Nj-hdQMa3uA>.

After the video, participants work in groups. Each group gets one object. They need to make a post about it and sell the object on the internet. After group work, they discuss in a circle how it was and what are outcomes from the activity.

Energizer -

What motivates you to listen to the story?

The players are standing in a circle with their arms crossed. The person in the center will throw the ball to someone in the circle. They will either say, "Motivate" or "Don't Motivate". If they say "Motivate", the other player should catch the ball and say something that motivates people to listen to the story. If the person in the center says "Don't Motivate", the other player should not catch the ball and say a thing that does not motivate people to listen to the story. If a player does not answer the question quickly or misses the ball or does it wrong, then he or she is out.



Social Entrepreneurship (SE)

A motivational poster that tells a story

Participants are working in a group. Each group gets one already done interview with an entrepreneur. Case studies can be found

<https://femaleentrepreneurassociation.com/category/case-studies/>.

Groups need to read interviews and make posters that answer the question - what motivates me, that I heard in the story, to become an entrepreneur? Each group presents their poster.

Social entrepreneur journey

Write hero's journey stages on A4 paper - The ordinary world, The call to adventure, The refusal of the call, Meeting with the mentor, Crossing the threshold, Tests, allies, and enemies, Approach to the innermost cave, The supreme ordeal, Reward. Everybody has time individually to write on a Post-it, what they think describes social entrepreneurs in each stage. After that, they place Post-it on the at a particular stage A4 paper. Then participants work in groups, each group has 2-3 stages, they need to make a presentation about it. Participants present presentations. After that, they discuss them.

Social entrepreneurship in our countries

Participants are working in national groups. They need to find out what social entrepreneurship means in their countries, also, they need to find some examples. After that, they make presentations and later share them with others.

One of the resources is https://ej.uz/SE_2020

Social enterprises and their ecosystems in Europe – Comparative synthesis report

Social Entrepreneurial Ideas

There is a certain amount of time for participants to write and stick as many social business ideas as they can on a paper board. After the first round participants analyze all the ideas and pick up the three best ideas. Participants discuss it with the following questions as guidelines: will this business meet a need or solve a problem? Is this the right time and place for this business? What limitations will you encounter with this business idea?

Researching your business ideas: are there other businesses already doing what you want to do? How much will this cost to start this business? Is this business something you really want to do? Are you capable of launching and running this business? How will you feel if things don't go according to plan? Then participants need to pick one social business idea and start developing it. When they are ready they are presenting ideas.



Prototyping Social Entrepreneurial idea

Participants choose the method how they will work for the following seasons by prototyping their idea:

- make a prototype of their product and test it
- write an application for a solidarity project in program European solidarity corps
- write a business plan for program Erasmus for Young entrepreneur -

<https://www.erasmus-entrepreneurs.eu/index.php?lan=en>

SE and Three Lenses of Innovation

Participants have a list of questions they need to answer. After they answer them, they have a group discussion.

Desirable (people want it). The Desirability lens asks you to look at your customer;

- How do they hear about you?
- What brings them to you?
- What keeps them coming back?

Feasible (we can do it). The Feasibility lens focuses on the “back of house” aspects of your operation:

- What needs to go on behind the scenes to create the magic for your customer?
- Key staff members?
- A recognizable and trusted brand?
- Partnerships with industry leaders?

Viable (we don't go broke). The Viability lens is about the money.

- Where does it come from?
- Where it is spent?

- What's our breakeven point?

- Which of our customers are most profitable, and are we doing anything to pursue them?

Corporate and external identity of SE

Participants are making SWOT analysis for their Social entrepreneurial idea. SWOT analysis - Strengths, Weaknesses, Opportunities, and Threats.

After SWOT analysis, ask participants to think of some of the best commercials they have seen. Then they have to tell a short story about the product or what their life could be like if they used the advertised product. Discuss visual identity presented.

Participants are asked to create a 1-minute video about their social entrepreneurial idea. The structure of the video needs to be like this: 15 seconds - Who?, following 30 seconds - What? and last 15 seconds Why?



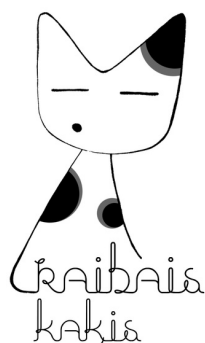




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