BECOMING AN OLDERPRENEUR!

Module 5 Workbook

SASSI
Later-life Careers

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Contents

1 INTRODUCTION

This Module enables trainers to use the project's Result 3, The Guide to becoming on Olderpreneur. The Guide directly addresses the need for re-skilling and upskilling older people who are seeking career change in later life; changes that capitalises on previous experience and/or particular interests and passions. Designed as a resource for C-VET Professionals to apply, it is a toolkit for supporting and reskilling older workers to become self-employed, social entrepreneurs, digital entrepreneurs and/or approaches to establishing Legacy Careers (ie. "putting something back into society").

2 MODULE AIMS AND OBJECTIVES

The Module ultimately seeks to enable trainers to support later-life careers. In particular, after completing the module, we can expect that:

- C-VET Professionals will gain greater awareness of the needs of aspiring 'Olderpreneurs' and how to support them.
- They will apply the Guide in their guidance and counselling practice.
- Older workers/work seekers/ career changers will learn new skills and approaches to enterprise and entrepreneurialism and potentially establish themselves as 'Olderpreneurs'

3 MODULE DELIVERY

Module 5 consists of 3 Units which are an expansion and refinement of the contents presented in the course "*Guide to Becoming an Olderpreneur*", available in the SASSI HUB. In line with the other modules, each unit comprises a PowerPoint with content and materials for self-study, as well as reflection questions and group activities tailored for facilitation during face-to-face sessions, but which could also be adapted to an online environment.

As a **learner**, you will explore the content in a self-study format, think about the reflection questions, study and do it yourself the proposed group activities, so you can practice the skills related to the knowledge conveyed in PowerPoints.

As a **trainer**, when delivering the content to your learners, you will guide them through the corresponding chapters of the *Guide to Becoming an Olderpreneur*, which has content and questions intended for the potential Ambassadors. Much like you had to undergo group activities to deepen your understanding of the subject, you need to carry them out with your learners – however, in this case, your role changes from a participant to a facilitator.

NOTE: It is highly recommended that you undergo the content and activities yourself before presenting them to learners.

Key

Self-Study

Group Activity

Individual Activity

Self Assessment

4 MODULE UNITS

4.1 Unit 1 Olderpreneurship: Embracing Growth, Innovation, and Legacy in Later Life

4.1.1 Learning Outcomes

After completing this unit, you will be able to:

- Understand the concept of olderpreneurship and its significance in contemporary career development.
- Identify the advantages of olderpreneurs, including wisdom, experience, resilience, and mature decision-making.
- Differentiate between traditional entrepreneurship and olderpreneurship.
- Explore the concept of career legacy and its significance in olderpreneurship
- Think of strategies for promoting olderpreneurship among older workers

4.1.2 Self-Study (Short Description)

In this first unit, you will explore the significance of olderpreneurship in modern career development and unravel the unique advantages olderpreneurs bring, such as wisdom, experience, resilience, and mature decision-making. You will be able to differentiate between traditional entrepreneurship and olderpreneurship, while delving into the concept of career legacy and its profound impact.

A **PowerPoint** will guide you in this learning process, and it is divided into the following topics:

- Olderpreneurship
- Strategies for Success
- Leaving a Legacy
- Case Studies of Successful Olderpreneurs

- Conclusion
- Reflection

At the end, you are invited to reflect on the following questions:

- Which key concepts or strategies discussed resonated with you the most, and how do you envision integrating them into the career development of older workers?
- What opportunities or challenges do you anticipate in helping older workers pursue entrepreneurship or olderpreneurship, and how would you assist them in navigating them?
- What steps could older workers take to continuously learn, adapt, and grow as entrepreneurs or olderpreneurs? How would you help them formulate a plan for development? How would you measure their progress and success over time?

Further reading:

- Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884
- Jennifer Smith. Growth Mindset vs Fixed Mindset: How what you think affects what you achieve https://www.mindsethealth.com/matter/growth-vs-fixed-mindset
- Intelligent Change. What Is Growth Mindset and How to Achieve It https://www.intelligentchange.com/blogs/read/what-is-growth-mindset-and-how-to-achieve-it
- Ashley Cullins. Fixed Mindset vs. Growth Mindset Examples: https://biglifejournal.com/blogs/blog/fixed-mindset-vs-growth-mindset-examples#:~:text=Fixed%20Mindset%3A%20If%20I%20don,if%20I%20fail%20at%20first
- Sharon K. Parker. What is Proactivity https://sites.google.com/site/profsharonparker/proactivity-research/what-is-proactivity
- Sharon K. Parker. Importance of proactivity https://sites.google.com/site/profsharonparker/proactivity-research/why-proactivity-is-important
- Mindmaven. The definitive guide to productivity. https://mindmaven.com/blog/proactivity/
- Dr. Pierre-Nicolas Schwab. With age, entrepreneurs are less confident but more thoughtful: https://www.intotheminds.com/blog/en/effects-age-business-creation/
- Ellen Kocher. Older Founders: 5 Reasons Why 50-Something Entrepreneurs Are More Successful: https://www.linkedin.com/pulse/older-founders-5-reasons-why-50-something-more-ellen-kocher/?trk=pulse-article_more-articles_related-content-card
- Knowledge at Wharton. Why Older Entrepreneurs Have the Edge: https://knowledge.wharton.upenn.edu/article/age-of-successful-entrepreneurs/

- Kumar Mehta. Older Entrepreneurs Outperform Younger Founders—Shattering Ageism: https://www.forbes.com/sites/kmehta/2022/08/23/older-entrepreneurs-outperform-younger-foundersshattering-ageism/
- Tony Robins. How to leave a legacy: https://www.tonyrobbins.com/business/how-to-leave-a-legacy/
- Indeed. How to create a legacy in 6 steps (plus tips): https://www.indeed.com/career-advice/career-development/career-legacy#:~:text=A%20career%20legacy%20refers%20to,career%20risks%20and%20professional%20networks.
- Professional Careers by Design. The developmental stages of a career: A legacy-building roadmap: https://www.mettasolutions.com/the-developmental-stages-of-a-career-a-legacy-building-roadmap/
- Science Direct. Creating a career legacy map to help assure meaningful work in nursing: https://www.etsu.edu/nursing/documents/creating_a_career_legacy_map.pdf

4.1.3 Group Activity

Table 1 Group Activity 1

Name	Dream big!
Learning Objectives	• Understand the scientific background behind the visualisation methodology
Type of Activity	Visualise a potential future where own impact is already existent
Timeframe	Be inspired to start a journey of discovery
Materials needed	• Visualisation
Introduction	This activity presupposes participants have already undertaken a career review and have explored some potential future career developments. It makes use of the visualisation methodology to help better explore the potential impact of future actions and strengthens the motivation to take active steps for career development. Imagination is not just something useful in art classes. There is a growing body of literature which links our ability to imagine and visualise potential future scenarios with our ability to unpack trends, identify key factors, and ultimately – bring changes

	about. Visualisation affects not only the cognitive level, but the affective one as well. Participating in visualisation activities can have a measurable effects on the levels of dedication one has to a project.
Activity description	1. Instruct participants they will participate in a visualisaiton activity. Explain why visualisaiton is important (see introduction). The activity will have three steps, each of which will be done individually and discussed in a pair. Have participants form pairs, in which they will stay for all steps. 2. Step 1 – Present participants with the instructions. They have 10 minutes to think, and make notes, and another 10 discuss what they wrote in pairs. Instructions: Imagine a scenario 10 years into the future. Your legacy career has come into effect. You worked on the plans you laid carefully before you. Some of them you managed to achieve, others – less so. • Where do you find yourself professionally? • What kind of position are you on? • In what kind of company? • What does the company do? • Who are its clients? • What are its main products and services? • Who are its competitors? 3. Step 2 – Present participants with the instructions. They have 10 minutes to think, and make notes on a separate sheet of paper, and another 10 discuss what they wrote in pairs. Instructions: See your company from the point of view of others. • How do your clients see your company? What do they like about it? Why do they choose to buy its products or services? • How do your competitors see the company? Why is it a threat for them? • How do your colleagues see the company? Why are they motivated to work there? 4. Step 3 – Present participants with the instructions. They have 10 minutes to think, and make notes on a separate sheet of paper, and another 10 discuss what they wrote in pairs. Instructions: Consider how you got where you find yourself. • What steps did you take? • Which of your qualities helped you the most? • What did you find most challenging? • Where would you be if you didn't undertake that journey? 5. Presentation in the large group. Have a few willing participants present the results of all three steps to the group.

Debriefing	Group discussion. You can use the following questions: • After participating in the visualization activity, have you reached a greater degree of clarity about your prospects of creating future impact? • Do you feel more or less motivated than before to become an olderpreneur? • What else do you need to start that journey?
Adaption to online mode	It is technically possible to conduct the activity online by placing participants in breakout rooms for the discussions in pairs (3 times for the whole activity). For practical reasons, the pairs need to be random, but consistent for all three seps. However, it recommended to conduct the activity in a face-to-face setting. The emotional impact of the activity is largely connected to live group dynamics, and might be lost in an online mode.
Tips for the trainer	Be sure that a warmup has been carried out before the activity, and that all participants have already reflected on potential future careers. Some participants might struggle with finding an answer to the questions. You might want to consider follow-up, clarifying question, and also providing some same answers to guide their imagination.

4.2 Unit 2 A Stairway from Soft to Hard: The Skills of an Olderpreneur

4.2.1 Learning Outcomes

After completing this unit, learners will be able to:

• Support the development of the soft and hard skills necessary for an olderpreneurial career
• Understand the functioning of the human brain and its impact on decision-making and behavior
• Recognize cognitive biases and errors in your thinking processes
• Appreciate the significance of soft skills in entrepreneurship and identify the different types of soft skills
• Apply Design Thinking methodology and Business Model Canvas to conceptualize and refine business ideas
• Explore different types of funding options available at the different stages of a business growth
• Determine the most suitable type of funding for a business based on its stage of development and financial requirements

4.2.2 Self-Study (Short Description)

In this unit, you will explore essential skills for entrepreneurial success, ranging from understanding the human brain's impact on decision-making to practical business strategies.

Beginning through soft skills, you will explore neurosciences to understand how the brain influences our decisions and behaviors, followed by strategies to recognize cognitive biases, and finalize emphasize the significance of soft skills in entrepreneurship and introduce its different types. Next, going through hard skills, you will provide practical tools like Design Thinking and the Business Model Canvas for refining business ideas, and also explore funding options at different business stages, guiding you in evaluating bank loans to determine the best fit for your venture.

The PowerPoint will guide you in this learning process, and it is divided into the following topics:

From Soft Skills…

- Understanding the Brain
- What are soft skills and why are they so important?

To Hard Skills…

- The Design Thinking Methodology
- The Business Model Canvas
- Funding Opportunities
- The legal aspects of starting a business

At the end, you are invited to reflect on the following questions:

- Which key concepts or strategies discussed resonated with you the most, and how do you envision integrating them into the career development of older workers?
- Do you feel you are able to guide a prospective olderpreneur though the Design Thinking stages and to describe their idea in the Business Model Canvas? What else do you need in order to facilitate the process?
- Are there any national specific legal requirements that are of vital importance for a new venture? Where could you learn more? Could you refer the olderpreneur to a specific service?

Further reading:

- HBS. 5 Examples of Design thinking in Business: https://online.hbs.edu/blog/post/design-thinking-examples
- Collective Campus. 6 Companies that have successfully applied design thinking: https://www.collectivecampus.io/blog/6-companies-that-have-successfully-applied-design-thinking
- Clover. How small businesses can use "design thinking" to improve crucial processes: https://blog.clover.com/how-small-businesses-can-use-design-thinking-to-improve-crucial-processes/

- Business Model Generation: https://www.strategyzer.com/books/business-model-generation
- MinnaLearn Courses: Different types of funding: https://courses.minnalearn.com/en/courses/startingup/financing/different-types-of-funding/
- Novel Capital: Understanding 7 Primary Types of Business Funding and the Varying Costs of Capital: https://novelcapital.com/7-types-of-business-funding-and-varying-costs/
- Business.govt.nz: Choosing the right types of funding:
- https://www.business.govt.nz/getting-started/funding-your-business/choosing-the-right-types-of-funding/
- Nerdwallet: 16 Important Legal Requirements for Starting a Small Business: https://www.nerdwallet.com/article/small-business/startup-legal-checklist
- Small Business Rainmaker: 7 legal considerations to prioritize when starting a business: https://www.smallbusinessrainmaker.com/small-business-marketing-blog/7-legal-considerations-to-prioritize-when-starting-a-business
- World Intellectual Property Organization (WPO): https://www.wipo.int/portal/en/index.html
- Investopedia: Non-Disclosure Agreement (NDA) Explained, With Pros and Cons: https://www.investopedia.com/terms/n/nda.asp

4.2.3 Group Activity

Table 2 Group Activity 2

Name	Bias Buster Challenge
Learning Objectives	• Recognize cognitive biases and errors in thinking processes • Understand the impact of cognitive biases on decision-making
Type of Activity	Group activity/ discussion
Timeframe	30-45 minutes
Materials needed	• Cards with descriptions of common cognitive biases (e.g., confirmation bias, anchoring bias, availability heuristic) • Pen and paper for each participant
Introduction	Introduce the concept of cognitive biases and how they influence our decision-making and behavior. Explain that cognitive biases are systematic patterns of deviation from rationality, and they can affect all aspects of our lives, including business decisions.

Activity description	1. Divide participants into small groups
2. Distribute the cards with descriptions of cognitive biases to each group
3. Instruct each group to read the description of the bias and discuss examples of when they might have encountered or observed this bias in real life, in their process of thinking of a new business or entrepreneurship issue
4. Encourage participants to share their examples and discuss the potential impact of these biases on decision-making
5. After the discussion, ask each group to choose one bias they find most interesting or relevant to business decision-making
6. Each group presents their chosen bias and examples to the rest of the participants
Debriefing	• Facilitate a discussion on the insights gained from the activity. Encourage participants to reflect on how cognitive biases can affect their entrepreneurial activities and what strategies they can employ to mitigate these biases.
• Summarize key takeaways and emphasize the importance of being aware of cognitive biases in making informed and effective business decisions.
Adaption to online mode	This activity can be conducted online using video conferencing platforms, virtual whiteboards or online collaboration tools for group discussions and brainstorming. The trainer can share digital versions of the cards with descriptions of cognitive biases.
Tips for the trainer	• Encourage active participation and engagement from all participants
• Foster a non-judgmental atmosphere where participants feel comfortable sharing their thoughts and experiences
• Provide additional resources or readings on cognitive biases for further exploration after the activity

Table 3 Group Activity 3

Name	My Business Idea – describe it like a pro
Learning Objectives	• Learn how to describe your business idea using the Business Model Canvas
• Get feedback on your business model
• Benefit from peer exchange
Type of Activity	F2F group activity – small group work, presentation and discussion

Timeframe	50 min (up to 1 h 30 min if you present the BMC beforehand)
Materials needed	• SASSI LLC Guide to becoming an Olderpreneur, Chapter 4, Topic 2 „My business idea: reality check", • flipchart, • colourful markers, • duck tape
Introduction	Participants need to be familiar with the slides introducing the Business Model Canvas before starting with this activity. If this is not the case, you could go through the slides together with them, in which case more time would be needed.
Activity description	• Step 1: The silly cow exercise: The facilitator asks the participants to write 3 business models with 'the cow playing the main role' – explains to the participants that they could be any crazy, funny or serious business models including the caw. The facilitator distributes post-it notes and pens to the participants and leaves them to create and write their ideas for several minutes (10 min). • Step 2: After the participants are ready, the facilitator asks 3 to 5 volunteers to present their business models. The focus of their presentation should be on which are the key business model's elements mentioned by each participant. The facilitator writes the mentioned elements on the flip chart. The written business model elements will be referred to when the business model canvas as concept is introduced. • Step 3: As a continuation of the 'silly caw exercise' the facilitator makes a bridge to the theory by asking the participants what their definition of a business model is. It could be expected that the participants will give various definitions mentioning different aspects and key elements (or uses) of a business model. The fact that various definitions are presented (expected) should be used by the facilitator to present the idea that the business world needs a unified definition of what a business model is. In that respect the most popular and used definition is presented 'the business model describes how the business makes money'. • Step 4: The main part of the conceptual session is presenting, illustrating and explaining how each of the 9 building blocks of the business model works, how they interact between each other, and how to design a coherent business model. Along with presenting each building block, the facilitator always asks first the participants what they think the respective building block within the business model of IKEA is in order to illustrate

- Step 5: After each of the building blocks has been explained, the facilitator presents the Canvas as a whole – a quick, simple and visual format to communicate, design and analyze the business model of any organization. The facilitator should explain the main key areas that a 'big-picture-perspective' business model should cover. The facilitator should also stress the need of consistency between each of these four 'big-picture-perspective' areas.
- Step 6: Briefly remind the ideas from the previous exercise – either ask people to vote and choose 4 ideas or write them on pieces of paper and choose 4 random ideas.
- Step 7: Divide the group in 4 small working groups, each consisting of 4 participants. Distribute randomly (or by choice) one idea to one team. The goal of the exercise is to design a business model for their service/product. Each group should think of a strategy and positioning of the business that is in line with the chosen business model.
- Step 8: Ask participants to prepare their business model canvas on a flipchart and invite them to take the time to go through all building blocks.
- Step 9: During the group discussions, make sure to monitor the work of each group and keep the time. If people have questions answer accordingly. Normally, the groups should spend 5-10 min on discussing and choosing the concept behind their business model; some 20 min on the right side of the Canvas (VP, CS, CH, CR and RS), and rest of the time (some 10 min) on the left side of the Canvas (KR, KA, KP and CS).
- Step 10: When the time is up, ask each group to fix their Canvases on the wall. Ask the small groups to appoint a speaker who shall present the respective business model explaining the chosen positioning of their product/service, the business model specifics and how the building blocks interact with each other. Ask the other groups to listen and challenge the presenters with constructive questions about the integrity of the chosen business model.

| Debriefing | Try to facilitate a constructive discussion between the participants focused on the integrity and logic between the building blocks of the presented business models. At the end summarize the key findings and conclusions of the work of each group – if you feel comfortable with the topic, you could even |

	provide your own feedback to each of them. Afterwards, you could summarize the learned concept and tool highlighting its applicability in real life. Don't forget to ask participants how they felt during the exercise, how the small group work experience was for them, whether they find the BMC relevant for their own business ideas, what their "aha moment" during the exercise was and what they would take home from this workshop experience.
Adaption to online mode	It would be rather difficult to get really creative and immerse in a meaningful discussion in break-out rooms. This workshop is recommended for F2F execution but if need be it could be done in Zoom – in such a case, collaborative learning tools should be used (e.g. Miro boards instead of flipcharts).
Tips for the trainer	If participants are not familiar with the BMC (but also even if they are), it would be useful to have a shared understanding of the concept and the building blocks. If time is limited, one way would be to ask the group to go through the presentation on their own before the workshop. If you can afford more time, even better would be to explain the BMC concept yourself through the example of IKEA – in that case you could use the provided presentation. To facilitate the group work you could also think about printing the template with the 9 building blocks to help people sketch their model first before drawing it on the flipcharts.

4.3 Unit 3 Unlocking Opportunities: From Volunteering to Digital Business

4.3.1 Learning Outcomes

After completing this unit, the learner will be able to:

- Be able to guide an olderpreneur though different paths of career development
- Understand various avenues for entrepreneurial exploration, including volunteering, freelancing, mentoring, social entrepreneurship, and digital business.
- Acquire practical knowledge and skills necessary for initiating, managing, and sustaining entrepreneurial ventures, including networking, market analysis, strategic planning, and digital literacy.
- Know how to develop collaboration and networking skills to leverage resources, expertise, and opportunities within entrepreneurial ecosystems, fostering innovation and growth.

4.3.2 Self-Study (Short Description)

The purpose of exploring this unit is to delve into various avenues of entrepreneurship and innovation to empower individuals to navigate the dynamic landscape of modern careers.

Through this exploration, you will discover practical strategies and skills that they can apply to their entrepreneurial actions. whether it's learning about the fundamentals of freelancing, mastering the art of consulting, or embracing the principles of social entrepreneurship, our goal is to equip participants with the tools they need to succeed in their chosen fields. Also, the content will inspire you to pursue your passions, leverage your expertise, and forge your own paths to success. By fostering a spirit of curiosity, creativity, and innovation, we aim to empower you to realize your entrepreneurial aspirations and make a positive impact in your communities and beyond.

A PowerPoint will guide you in this learning process, and it is divided into the following topics:

Understanding Volunteering

Transitioning to Freelancing

Considering Mentoring

Exploring Social Entrepreneurship

Navigating the Digital World

Understanding Digital Business Models

Building a Successful Digital Business

At the end, you are invited to reflect on the following questions:

- What are the potential benefits and challenges of transitioning to freelancing, and how can I help an olderpreneur effectively manage these aspects to achieve success?
- How can I guide an olderpreneur to apply the principles of social entrepreneurship and address social or environmental challenges that resonate with them?
- How might I guide an olderpreneur in developing a digital business strategy that aligns with their goals, values, and target market, and what KPIs should we prioritize to measure success?

Further reading:

- Aalto Venutres Program: https://avp.aalto.fi/about/
- Frobes Health (2023): 11 Meaningful ways of older adults can volunteer right now;
- https://www.forbes.com/health/healthy-aging/volunteer-opportunities-for-older-adults/
- Lam, Alfred H.K. et al (2021): Benefits of volunteerism for middle-aged and older adults: comparisons between types of volunteering activities, in:

Ageing and Society, 1-20.

- Vantage (2022): 9 Benefits of Volunteering for older adults, Blog Oct 24, 2022; https://vantageaging.org/blog/benefits-older-adults-gain-volunteering/
- UN Volunteers: Volunteerism; https://knowledge.unv.org/theme/volunteerism
- Freelancermap (2021): Freelancer werden, https://www.freelancermap.de/blog/wp-content/uploads/2021/10/freelancer-werden-whitepaper-freelancermap.pdf
- Ipse: Introduction to freelancing: https://students.hud.ac.uk/media/assets/photo/enterprise/IntroductionToFreelancerSTUDENT.pdf
- Freelancer FAQs, Can I have a new career at 50? Freelancing as a senior, https://www.freelancerfaqs.com/new-career-at-50/
- StartupTalky, The Pros and Cons of becoming a freelancer, https://startuptalky.com/freelancing-pros-and-cons/
- Shenker, Nancy (2020) in Clear Voice: Freelancing after 50. How to succeed at any age, https://www.clearvoice.com/blog/freelancing-after-50/
- Liberto, Daniel (2021) in Investopedia, Freelance Economy Definition, https://www.investopedia.com/terms/f/freelance-economy.asp
- Law, Mark (2016): The 7 keys to a successful consulting career; London Business School;
- InsideCareers. Specialists in niche job boards, accessed March 2023, https://www.insidecareers.co.uk/career-advice/advice-on-becoming-a-consultant/
- HubSpot (2022): How to Become a Consultant: 11 Steps to Doing it Right, accessed March 2023, https://blog.hubspot.com/sales/how-to-become-a-consultant
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- Successwise, consultant versus mentor. What's the difference? Accessed in March 2023, https://successwise.com/consultant-versus-mentor/
- Agency for Good, Why you should start a social enterprise, accessed March 2023, https://agencyforgood.co.uk/why-you-should-start-a-social-enterprise/
- Bussinessart, Theresa Imre, markta.at, accessed March 2023, https://www.businessart.at/theresa-imre-marktaat
- Drayton, B. (2006) Everyone a Changemaker: Social Entrepreneurship's Ultimate Goal. Innovations, 1, 80-96.
- School for Social Entrepreneurs, Finding money to start a social enterprise, accessed March 2023, https://www.the-sse.org/resources/starting/finding-money-start-social-enterprise/
- School for Social Enterpreneurs, How to start up a social enterprise in 10 steps, accessed March 2023, https://www.the-sse.org/resources/starting/start-social-enterprise-10-steps/
- Vollpension. Geschichte, accessed March 2023, https://www.vollpension.wien/geschichte/

4.3.3 Group Activity

Table 4 r Group Activity 4

Name	Digital Discovery Sprint
Learning Objectives	• Spark curiosity about digital opportunities. • Encourage exploration of new avenues for personal and professional growth.
Type of Activity	Individual / discussion in group
Timeframe	10 – 15 minutes
Materials needed	• Pen or pencil • Paper or digital device for note-taking • Access to the internet
Introduction	Welcome participants to the Digital Discovery Sprint. Explain that this quick activity is designed to ignite curiosity about digital possibilities and inspire exploration for personal and professional development.
Activity description	**1. Brainstorm Ideas:** Participants take a moment to brainstorm digital activities or hobbies that interest them. They jot down any ideas that come to mind, regardless of size or feasibility. **2. Choose One Idea**: Each participant selects one idea from their list to explore further. They choose something that excites them and aligns with their interests and goals. **3. Research Quickly:** Participants spend a minute researching online resources or platforms related to their chosen idea. They look for websites, apps, or communities where they can learn more or get started with the activity. **4. Set a Goal:** Each participant sets a simple and achievable goal based on their chosen idea. It could be signing up for a free online course or joining a digital community related to their interest. **5. Share with a Partner (optional):** If participating with a partner or group, participants share their chosen idea and goal. They discuss why they're excited about it and any initial steps they plan to take.

Debriefing	Facilitate a brief discussion on the experience. Ask participants to share their chosen idea and goal, as well as any insights gained during the activity, and encourage reflection on the importance of curiosity and exploration in personal and professional growth.
Adaption to online mode	This activity can be conducted online by using video conferencing platforms, and digital tools for brainstorming and note-taking. Encourage participants to share their research findings and goals through screen sharing or chat functions.
Tips for the trainer	- Keep the activity fast paced to maintain engagement and momentum - Emphasize the importance of choosing an idea that genuinely excites participants - Encourage participants to take tangible action steps toward their chosen goal after the activity

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