



DIY IN 5 STEPS:

- 1 Print both the Impact Plan canvas (A3 format or 8 tiles in A4) and the deck of cards (one deck per topic).
- 2 Cut out the cards through the solid line.
- 3 [Optional] you can fold and glue each card so that the heading and score box is on one side and the descriptors on the other side of the cards.
- 4 Get the canvas together, joining the 8 tiles with transparent adhesive tape. Mount it on a wall.
- 5 Assess the impact of your up to 3 projects, select the most impactful one and make notes with initial insights on how you're going to make it work.

LEARNING > WELLBEING > PERSONAL ACTIVITIES *

LEARNING



WELLBEING

PERSONAL ACTIVITIES

1	2	3
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	1	2	3
- Practicing physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Dedicating time to hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Cleaning the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Volunteering to causes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Following group commitments (religious, scouts, associations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Reading or solving quizzes/puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Watching films/series/tv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Attending events (shows, gigs, exhibitions, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Changing established habits/vices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* LESS TIME FOR IMPORTANT/MEANINGFUL ACTIVITIES SHOULD BE MARKED WITH LOWER IMPACT SCORES

LEARNING



WELLBEING
EXPENSES & RISKS

1	2	3
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LEARNING > WELLBEING > EXPENSES & RISKS *

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| - Attending complementary workshops or training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Travelling to collect data or present results | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Purchasing equipment and/or materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Issuing an insurance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Paying for space allocation (exhibitions, focus groups, etc.).... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Paying honoraries to third parties involved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Exposing to geographically unstable regions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Interacting with disturbed/violent individuals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Obtaining accredited documents or clearance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

* HIGHER COSTS AND RISKS SHOULD BE MARKED WITH LOWER IMPACT SCORES

LEARNING



WELLBEING
LOVED ONES & PRIVACY

1	2	3
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LEARNING > WELLBEING > LOVED ONES & PRIVACY *

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| - Meeting up with friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Spending time with my family/partner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Eating healthily and regularly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Sleeping properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Taking time to relax and deep breathing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Looking after myself (e.g. health check-up) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

* LESS TIME FOR IMPORTANT/MEANINGFUL ACTIVITIES SHOULD BE MARKED WITH LOWER IMPACT SCORES

LEARNING



DEVELOPMENT
EFFECTIVE COMMUNICATION

1	2	3
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LEARNING > DEVELOPMENT > EFFECTIVE COMMUNICATION

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Improving active listening skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Consistently interpreting and using non-verbal communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Articulating follow-up questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Creating concise verbal and visual messages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Adapting the tone of voice to the audience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Selecting/adapting means of comm. according to the context . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Defining and developing a personal brand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding accessibility and usability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Recognising the boundaries of digital social isolation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING



DEVELOPMENT
INFORMATION LITERACY

1	2	3
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LEARNING > DEVELOPMENT > INFORMATION LITERACY

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Recognising and articulating a need for information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Distinguishing ways in which said need may be addressed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Constructing strategies for locating information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Locating and accessing information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Assessing information obtained from different sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Using information appropriately and ethically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Creating usable information from raw data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding multisensory perceptions of information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Publishing (e.g. blogging, directing) relevant information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Categorising and analysing information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding the basics of digital data compliance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING



DEVELOPMENT
PROBLEM SOLVING

1	2	3
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LEARNING > DEVELOPMENT > PROBLEM SOLVING

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| - Understanding complexity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing imagination and empathy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Generating alternatives and scenarios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Getting to know decision-making processes/tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing project management skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding and implementing Design Thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Develop research skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Improving analytical thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing my leadership potential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING



DEVELOPMENT
STRATEGIC THINKING

1	2	3
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LEARNING > DEVELOPMENT > STRATEGIC THINKING

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Prioritising tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Being aware of biases | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Identifying risks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Defining synergies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Improving listening skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Refining questioning skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding causality and consequentiality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding group dynamics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Defining pragmatic and realistic objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Identifying contexts and ecosystems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING



DEVELOPMENT

CREATIVITY

1	2	3
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LEARNING > DEVELOPMENT > CREATIVITY

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| - Building confidence in my ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Overcoming negativism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Realising that most problems have multiple solutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding stereotypes and mental blocks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Engaging with sensorial representations of information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Looking for sources of inspiration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing imagination and desire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Speculating and creating alternative, unusual scenarios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing cultural awareness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Fighting the "Not-Invented-Here" syndrome | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Questioning the <i>status quo</i> and changing things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Prototyping, trying, making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING



DEVELOPMENT

ETHICAL & MORAL AWARENESS

1	2	3
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LEARNING > DEVELOPMENT > ETHICAL & MORAL AWARENESS

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Identifying ethical and moral dilemmas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding and assessing ethical values and principles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Examining the implications of acts for the lives of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding deontology, authenticity and transparency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Familiarising with diversity, inclusivity and equality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Recognising biases (conscious and unconscious) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING



DEVELOPMENT

PLURIDISCIPLINARITY

1	2	3
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LEARNING > DEVELOPMENT > PLURIDISCIPLINARITY

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Identifying adjacent/different relevant disciplines..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Identifying real-world complex issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding approaches and interventions holistically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Realising the contribution of different domains to the same issue... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Engaging with Design Thinking methods and practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Coordinating with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Refining negotiation and persuasion skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding the boundaries of different domains | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Creating comprehensive research questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing consensual definitions and guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CAREER



DEVELOPMENT
INFLUENCE & LEGITIMACY

1	2	3
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CAREER > DEVELOPMENT > INFLUENCE & LEGITIMACY

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Building connections and hubs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Learning to listen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Learning persuasion techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing expertise and know-how | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Mapping power structures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Getting to know stakeholders' needs, perspectives and interests... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing leadership competencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding honesty and authenticity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing accountability for others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing emotional intelligence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Cultivate co-operative and collaborative working habits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Defining decision-making processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CAREER



DEVELOPMENT
CHANGE IN CAREER PATH

1	2	3
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CAREER > DEVELOPMENT > CHANGE IN CAREER PATH

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Evaluating current job satisfaction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Assessing my interests and skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Considering alternative professions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Reaching out for interviews | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing my CV and applying for jobs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Setting up a job shadowing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Volunteering in a new field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Upgrading my specialisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Assessing the benefits of changing job (satisfaction, fulfilment, salary, stress, work-life balance) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Building confidence in my career options | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Understanding psychometric tests used in recruitment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CAREER



DEVELOPMENT
ENTREPRENEURSHIP

1	2	3
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CAREER > DEVELOPMENT > ENTREPRENEURSHIP

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Attending an entrepreneurship course | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Identifying the right team to ensure the essential business activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Listing incubators and arrange a meeting with directors/managers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Getting initial funding via FFF round (Family, Friends and Fools)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Preparing an elevator pitch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Getting to know businesses' legal and financial aspects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Creating, designing and registering a brand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Building a customer base | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Defining how and what to communicate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Identifying the supply and distribution chains | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Completing a Business Model Canvas and a Business Plan ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Identifying interesting possible investors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CAREER



DEVELOPMENT
PROMOTION & SALARY

1	2	3
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CAREER > DEVELOPMENT > PROMOTION & SALARY

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Knowing my worth in the job market | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Providing evidence of my value | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Learning to deal with rejection | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Refining the art of negotiation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Building a case for promotion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Evaluating the compromises attached to a raise (pains and gains) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Assessing my real needs/values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Refining my emotional agility and resilience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CAREER



WELLBEING
SELF & LOVED ONES

1	2	3
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CAREER > WELLBEING > SELF & LOVED ONES *

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Spending time with the meaningful/loved ones | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Eating healthily and regularly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Commuting to and from work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Sleeping properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Taking time to relax | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Practising physical activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Dedicating time to hobbies and other social/cultural commitments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Reading and watching TV/series/Films | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Attending events (cultural, entertainment, professional) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Changing established habits/vices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

* LESS TIME AND HIGHER COSTS FOR MEANINGFUL ACTIVITIES SHOULD BE MARKED WITH LOWER IMPACT SCORES

ECONOMIC



DEVELOPING INVESTMENT

1	2	3
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ECONOMIC > DEVELOPING INVESTMENT

- | | 1 | 2 | 3 |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| - Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Infrastructure and Transport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Data and Information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Communication and Media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Employment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Housing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Businesses and Marketing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Finance and Tax | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Entertainment and Tourism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Health and Wellbeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ENVIRONMENTAL



PLANET & SPECIES

1	2	3
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ENVIRONMENTAL > PLANET & SPECIES

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Reducing pollution and emissions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Decreasing waste | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Contributing to the circularity of resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Advancing neutral technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Mending climate conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Developing natural products | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Balancing natural resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Changing nutrition habits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Advancing/adopting renewable energies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Respecting biodiversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Protecting and expanding animal rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SOCIAL



ADVANCED SOCIETY

1	2	3
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SOCIAL > ADVANCED SOCIETY

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| - Developing citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Designing education systems for all | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Changing health and hygiene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Adjusting law and regulations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Enhancing culture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Rethinking structures of benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Adapting social behaviours to critical conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SOCIAL



UNIVERSAL COMMUNITIES

1	2	3
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SOCIAL > UNIVERSAL COMMUNITIES

- | Improving: | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| - Accessibility and inclusivity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Gender and racial equality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Mobility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Empowerment of minorities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Parenthood and family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Work conditions/wellbeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Quality in ageing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Quality in disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Quality in disease or chronic condition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Respect toward ethnicity and religion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Awareness toward sexual orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |