

# W-RISE Educator Toolkit

## **GAMIFIED LEARNING ACTIVITIES FOR DIGITAL AND SUSTAINABLE ENTREPRENEURSHIP**



TOOLKIT OF PRACTICAL EXERCISES



# FOREWORD

This Toolkit has been developed within the framework of the project Women on the RISE: Upskilling Ukrainian Refugee Women through Sustainable and Digital Entrepreneurship Learning Pathways (W-RISE). It represents a concrete step towards supporting Adult Educators in acquiring innovative and inclusive teaching methods.

Through a focus on gamification, the Toolkit provides practical resources that enable Adult Educators not only to strengthen their professional competences, but also to prepare themselves to become trainers for the W-RISE course. The activities and tools included are strictly connected to the six Modules of the W-RISE programme, ensuring coherence between the learning content and the training methodology.

By engaging learners through creativity, participation, and collaboration, this Toolkit helps trainers foster motivation, enhance learning outcomes, and build a truly inclusive learning environment. It empowers Adult Educators with gamified approaches to guide learners effectively and to cultivate key competences in sustainable and digital entrepreneurship. This work package contributes directly to the project objectives by delivering a gamification toolkit aligned with the W-RISE curriculum. It is intended both as a practical guide and as an inspiration, encouraging educators to embrace innovative tools and to unlock the transformative potential of gamified learning.

On behalf of the W-RISE Consortium

CONTACT US

# TABLE OF CONTENTS

## TOOLKIT OF PRACTICAL EXERCISES

### **About the W-Rise Toolkit**

---

How to Use This Toolkit

Learning Outcomes

Tools & Platforms Used

### **Introduction +Ice-breaking games**

---

### **MODULE 1 Introduction to Entrepreneurship**

---

Unit 1 – Basics of Entrepreneurship

Unit 2 – Who is an Entrepreneur?

Unit 3 – My needs – How to build a business that fits me

Unit 4 – Types of business activities

### **MODULE 2 Business Models**

---

Unit 1 – Business model

Unit 2 – Business Model Canvas

Unit 3 – Future-Proof Business Models

Unit 4 – Sustainable Business Model Canvas

### **MODULE 3 Marketing basics**

---

Unit 1 – Assessing marketing environment

Unit 2 – Marketing strategies

Unit 3 – Marketing tactics



# TABLE OF CONTENTS

## TOOLKIT OF PRACTICAL EXERCISES

### **MODULE 4 Financial Basics**

---

Unit 1 – Cost Structure

Unit 2 – Understanding fundraising strategies

Unit 3 – Microcredit

Unit 4 – European & Private Funds for Women-Led Digital/Green Start-ups

### **MODULE 5 E-commerce**

---

Unit 1 – E-commerce

Unit 2 – Search engine and social media positioning

Unit 3 – E-commerce Strategies for Online Success

### **MODULE 6 Business Plan**

---

Unit 1 – Why Write a Business Plan

Unit 2 – Create a Business Plan: Step-by-Step Guide

Unit 3 – Final Considerations and Tips for Writing a Business Plan

### **APPENDICES & RESOURCES**

---

Gamification Tools Quick Guide

Practical Tips for Using Gamification

Templates for Trainers

Scoring Rubrics & Feedback

Further Reading & Reference Links

# ABOUT THE W-RISE TOOLKIT

## How to Use This Toolkit

This Toolkit is designed to support Adult Educators in preparing to deliver the W-RISE course through innovative and engaging gamified approaches. It should be used as a practical guide alongside the six Modules of the W-RISE programme, ensuring coherence between the content and the training methodology.

Each section of the Toolkit provides:

- Step-by-step instructions for implementing gamified learning activities.
- Practical exercises and templates to facilitate application in real training contexts.
- Suggestions of tools and platforms to support interactive and collaborative learning.

Adult Educators are encouraged to adapt the activities according to the needs of their learners, the training environment, and the specific objectives of each session. The Toolkit is flexible and can be applied both in face-to-face and online contexts.

## Learning Outcomes

By using this Toolkit, Adult Educators will:

- Acquire knowledge of gamification methods and their application in adult learning.
- Develop skills to design and deliver engaging, inclusive, and interactive training activities.
- Strengthen competences in using digital resources that enhance learner participation and motivation.
- Be prepared to act as trainers for the W-RISE course, ensuring alignment with its six Modules.
- Foster a learning environment that promotes creativity, collaboration, and empowerment.

## Tools & Platforms Used

The Toolkit makes use of different types of tools and platforms to enable gamified learning, including:

- Presentation and design tools for creating engaging visual materials.
- Interactive platforms for quizzes, polls, and collaborative activities.
- Communication and online learning environments that facilitate participation and teamwork.

These tools are easy to use, accessible, and adaptable to different learning environments, making them suitable for both in-person and online training.

# INTRODUCTION + ICE-BREAKING GAMES

## **STAGE 1: RANDOM DIVISION + ACTIVE INTEGRATION (TOTAL: 20–25 MINUTES)**

- I. Welcome + Brief Introduction to the Day/Week – 5 minutes
- II. Color Draw & Grouping (6 groups of 6) – 5 minutes
- III. Icebreaker 1: “3 things about me” – 7–8 minutes
- IV. Icebreaker 2: “Map of common features” (poster/list) – 7–8 minutes

*(Note: This overlaps naturally with the ice-breaker time as the integration occurs right after group creation.) Already included above – no additional time needed beyond 20–25 minutes total.*

- 1) At the beginning of the day, participants draw a color (e.g., sticky notes or erasers) – 6 colors, 6 pieces each.
- 2) After the draw, we invite the color groups to a short integration task that will allow them to get to know each other:
- 3) “3 things about me” (everyone says 3 things: 2 true and 1 false – the rest guess)
- 4) “Map of common features” – the group creates a poster or list of 5 things they have in common

## **STAGE 2: SIMULATION “START A BUSINESS IN 30 MINUTES” (TOTAL: 45 MINUTES)**

- I. Draw an industry (random assignment) – 5 minutes
- II. Teamwork: Develop a business idea – 30 minutes
- III. Group pitches (1-minute pitch × 6 groups) – 6–10 minutes (including transitions and feedback)

- 1) The group draws an industry (e.g., gastronomy, fashion, IT).
- 2) They have 30 minutes to come up with and present a mini business idea.
- 3) The presentation takes the form of a 1-minute “pitch”.

## **STAGE 3: TEAM VALUES CIRCLE (TOTAL: 25–30 MINUTES)**

- I. Draw a set of values + team discussion & selection of 3 key values – 10 minutes
- II. Create a mini “code” (poster, list, slogan, etc.) – 10 minutes
- III. Presentation of team values to all groups (2 min per team) – 12 minutes

- 1) The group draws a set of values (e.g. trust, courage, openness, quality, community).
- 2) Together they choose 3 that will guide their work for the week.
- 3) They create a mini “code” and present it to the other groups.

# MODULE 1: INTRODUCTION TO ENTREPRENEURSHIP

## UNIT 1: BASICS OF ENTREPRENEURSHIP

### GAMIFIED EXERCISE: THE ENTREPRENEURIAL WORLD – A GAME OF THEORIES

#### Objective

The goal is to help participants understand and remember the definitions and theories of entrepreneurship in an engaging, fun, and accessible way.

#### Duration

40-45 minutes

#### Group Setup

Small groups (4-6 students)

#### Needed Material

Cards with descriptions of theories (1 for each group), Colored paper, markers, improvisation props (optional), Whiteboard or flip chart for notes.

#### Gamification Tools Used

1. Group Formation and Topic Assignment:

- o Breakout Rooms in Zoom/Google Meet/Microsoft Teams: For dividing participants into teams.

- o Google Docs/Slides: For sharing theory descriptions with each group.

2. Scene Creation (Brainstorming & Collaboration):

- o Miro or Mural (Virtual Whiteboards): For collaborative scene creation, notes, and storyboards.

- o Google Docs: For writing scene scripts.

3. Scene Presentation:

- o Screen Sharing in Zoom/Google Meet/MS Teams: For live scene presentations.

4. Audience Guessing (Gamification):

- o Mentimeter or Kahoot!: For quick, interactive polls/quizzes after each presentation.

- o Built-in Polls (Zoom/MS Teams): A simpler alternative for voting.

5. Evaluation/Feedback Mechanism:

- o Mentimeter (Word Cloud/Open-ended Questions): For collecting feedback and reflections after the activity.

## Step-by-Step Instructions

### Step 1

The facilitator briefly reminds the participants what entrepreneurship is and mentions that there are many different approaches and theories. She explains that each group will have the task of “bringing to life” one of these concepts.

Participants divide into 6 teams (if there are fewer participants, some topics can be combined,

e.g., definitions and innovations together). Each group draws or is assigned one of the following topics to work on:

1. Schumpeter – the entrepreneur as an innovator
2. Kirzner – the entrepreneur as an “alert” person
3. Knight – risk and uncertainty
4. Cantillon + psychological theories (combined as “the entrepreneur as a personality type”)

### Step 2

Each group has the task of:

- Briefly familiarizing themselves with the theory/definition (the facilitator provides a short card with an explanation).
- Come up with a short scene (2–3 minutes) that presents this theory “in action” – e.g., through a funny story, a real-life example, or a creative metaphor.
- This can be a simulation of a conversation, a mini-advertisement, a radio broadcast, a scene from a company, or even a pantomime.

### Step 3

Each group presents its scene.

After each presentation:

- The audience guesses which theory or definition they just saw.
- The facilitator supplements and explains the key points (if necessary).

### Evaluation:

A short conversation with the participants:

- Which theory resonated most with them?
- Do they see themselves in any of these roles?
- What surprised them?

## **UNIT 2: WHO IS AN ENTREPRENEUR?**

### **GAMIFIED EXERCISE: ENTREPRENEURSHIP BINGO. WHO IS AN ENTREPRENEUR?**

#### **Objective**

The exercise aims to recognize your entrepreneurial traits and skills in a fun but reflective way.

#### **Duration**

30 minutes

#### **Group Setup**

Individual or small groups (4-6 students)

#### **Needed Material**

BINGO card with 16 prompts (in a 4x4 table), pencils.

#### **Gamification Tools Used**

1. BINGO Card Distribution and Marking:

oMiro or Mural (Virtual Whiteboards): Use a BINGO card template where participants mark squares using drawing tools or sticky notes.

2. Choosing Traits to Strengthen and Reflection:

oMiro or Mural: Use text boxes/sticky notes within personal frames to record chosen traits and action plans.

3. Facilitation and Discussion:

oVideo Conferencing (Zoom/Google Meet/Microsoft Teams): For instructions and discussion, with screen sharing capabilities.

#### **Step-by-Step Instructions**

##### **Step 1**

You hand out a bingo card to the participants and ask them to read the terms carefully. After reading them, each participant should choose a few that apply to him/herself.

##### **Step 2**

Mark the squares that best suit her (true or “partially true”). At the end, she chooses 3 squares that she wants to strengthen, and writes down how she can do this in everyday life. Mark 3 squares that you want to develop. Think about: what can I do this week to strengthen this trait or skill?

<input type="checkbox"/> I like to invent new things	<input type="checkbox"/> I'm not afraid of risk	<input type="checkbox"/> I can plan my time	<input type="checkbox"/> I can work under pressure
<input type="checkbox"/> I believe in my ideas	<input type="checkbox"/> I like to learn new things	<input type="checkbox"/> I can organize people	<input type="checkbox"/> I can solve problems
<input type="checkbox"/> I like to act independently	<input type="checkbox"/> I have a lot of energy and ideas	<input type="checkbox"/> I can say "no"	<input type="checkbox"/> I am creative
<input type="checkbox"/> I like challenges	<input type="checkbox"/> I enjoy the successes of others	<input type="checkbox"/> I don't get discouraged easily	<input type="checkbox"/> I can calculate costs and profits

### Evaluation

Participants reflect individually on how accurate their results feel.  
Group discussion observations can also be used as informal feedback.

## UNIT 3: MY NEEDS – HOW TO BUILD A BUSINESS THAT FITS ME

### GAMIFIED EXERCISE: DISCOVERING YOUR INTERPERSONAL STYLE – HARTMAN PERSONALITY TEST

#### Objective

- To help participants identify their dominant interpersonal or personality style based on the Hartman personality profile (colors: Red, Blue, White, Yellow).
- To foster greater self-awareness and understanding of others' motivations, behaviors, and communication preferences.
- To promote empathy, collaboration, and effective team dynamics by recognizing diverse styles.

#### Duration

45–60 minutes total:

- Introduction & setup: 10 minutes
- Test completion: 15–20 minutes
- Scoring and interpretation: 10–15 minutes
- Debrief and group discussion: 10–15 minutes

#### Group Setup

Individual or small groups (4–6 students)

#### Needed Material

- Printed copies of the Hartman Personality Test (Parts I and II) – one per participant
- Pens or pencils
- Scoring sheets or whiteboard/flip chart for group tallying
- Summary handout of color/personality style descriptions (Red, Blue, White, Yellow)
- Timer or clock
- Optional: Slides or visuals for presentation

#### Gamification Tools Used

1. Test Completion (Parts I & II):

oGoogle Forms: Ideal for creating the multiple-choice test. Each question can be a separate item, allowing participants to select one answer (A, B, C, D).

2. Scoring and Interpretation:

oGoogle Forms (integrated with Google Sheets): Responses automatically populate a Google Sheet. Use simple spreadsheet functions (e.g., COUNTIF) to tally letter choices (A, B, C, D) for each participant.

oManual Calculation: Participants can self-tally their results based on their recorded answers.

3. Debriefing and Discussion:

oVideo Conferencing Platform (e.g., Zoom Free, Google Meet Free): For the main group discussion and facilitator-led questions.

## Step-by-Step Instructions

### Step 1 Instructions for Facilitators

1. Prepare the room with seating and materials; ensure each participant has a copy of the test and a pen.
2. Introduce the purpose of the test: explain that it will help them discover their interpersonal style and how it affects relationships and teamwork.
3. Guide participants through both parts of the test. Instruct them to mark only one answer per question and to be honest and instinctive in their responses.
4. Assist with scoring once the test is completed. Each letter (a, b, c, d) corresponds to a personality color (Red, Blue, White, Yellow). Add results from both parts.
5. Explain the personality colors:
  - Red = Power/Leadership (a)
  - Blue = Intimacy/Compassion (b)
  - White = Peace/Calm (c)
  - Yellow = Fun/Optimism (d)
6. Facilitate the debrief discussion and reflection using guiding questions.

### Step 2 Description

Participants complete the Hartman Personality Test in two parts. The test is a self-assessment of traits and responses in different situations. Once both parts are complete, participants tally the number of times they chose each letter. The sum reveals their dominant color/personality type. This activity encourages exploration of personal behaviors and preferences in interpersonal settings.

### Step 3 Rules/Guidelines:

- Select only one answer per question.
- Be as honest and instinctive as possible; there are no right or wrong answers.
- Avoid overthinking or selecting answers based on how you “should” behave.
- Do not share answers until after the scoring is complete.
- Respect others’ results and maintain confidentiality if preferred.

## Hartman Personality Test

### PART I: Strengths and Weaknesses of Personality

Mark the answer that best suits you by circling the letter before the chosen statement. If you make a mistake, cross out the circle with an X, sign next to it, and choose the correct answer. After finishing, count how many times you selected each letter.

1.

- a) I don't change my views
- c) I am imaginative
- d) I enjoy entertainment
- b) I am caring

2.

- a) I like having power
- c) I am a perfectionist
- d) I am self-centered
- b) I am indecisive

3.

- a) I am dominant
- c) I am kind
- d) I am enthusiastic
- b) I am tolerant

4.

- a) I am independent
- c) I am suspicious
- d) I am naive
- b) I am insecure

5.

- a) I make decisions quickly
- c) I am content
- d) I am cheerful
- b) I am loyal

6.

- a) I am arrogant
- c) I am stubborn
- d) I am emotionally unstable
- b) I worry often

7.

- a) I am assertive
- c) I am nice
- d) I am sociable
- b) I am dependable

8.

- a) I am overbearing
- c) I am reluctant to act
- d) I like to provoke
- b) I am self-critical

9.

- a) I like to act
- c) I am understanding
- d) I am carefree
- b) I have an analytical mind

10.

- a) I am critical
- c) I am shy
- d) I can be hard to deal with
- b) I am overly sensitive

11.

- a) I am determined
- c) I listen carefully
- d) I enjoy parties
- b) I am meticulous

12.

- a) I am demanding
- c) I lack motivation
- d) I am vain
- b) I don't forgive

13.

- a) I am responsible
- c) I am gentle
- d) I am happy
- b) I am idealistic

14.

- a) I am impatient
- c) I am passive
- d) I am impulsive
- b) I have mood swings

15.

- a) I have strong willpower
- c) I am patient
- d) I like to joke
- b) I respect others

16.

- a) I like to debate
- c) I am a dreamer
- d) I interrupt others
- b) I lack purpose in life

17.

- a) I am independent
- c) I am trustworthy
- d) I am trusting
- b) I am balanced

18.

- a) I am aggressive
- c) I often feel depressed
- d) I am forgetful
- b) I can be ambiguous

19.

- a) I am bossy
- c) I am tactful
- d) I am optimistic
- b) I am thoughtful

20.

- a) I am insensitive
- c) I often judge others
- d) I am undisciplined
- b) I am boring

21.

- a) I think logically
- c) I am accommodating
- d) I am well-liked
- b) I give in to emotions

22.

- a) I'm always right
- c) I often feel guilty
- d) I'm not very involved
- b) I lack enthusiasm

23.

- a) I'm a pragmatist
- c) I'm open-minded
- d) I'm spontaneous
- b) I'm polite

24.

- a) I'm ruthless
- c) I'm caring
- d) I like to show off
- b) I don't get emotionally involved in what I do

25.

- a) I focus on achieving goals
- c) I'm honest
- d) I'm energetic
- b) I'm diplomatic

26.

- a) I'm tactless
- c) I'm lazy
- d) I'm noisy
- b) I'm picky

27.

- a) I'm straightforward
- c) I adapt easily
- d) I live to impress
- b) I'm creative

28.

- a) I'm calculating
- c) I'm insecure
- d) I'm disorganized
- b) I'm hypocritical

29.

- a) I'm confident
- c) I'm friendly
- d) I'm charismatic
- b) I'm disciplined

30.

- a) I intimidate others
- c) I'm unproductive
- d) I avoid confrontation
- b) I'm cautious

#### RESULTS PART I:

Count how many times you selected each letter:

A - \_\_\_\_\_ B - \_\_\_\_\_ C - \_\_\_\_\_ D - \_\_\_\_\_

#### PART II: Situations

Think about how you would react in the following situations. Choose only one answer that best describes you.

Circle the letter of your answer. If you make a mistake, cross out the circle with an X, sign next to it, and choose again.

Count how many times you selected each letter.

31. If I were applying for a job, I'd likely be hired because I am:
- Direct and highly engaged
  - Careful, precise, and reliable
  - Patient, tactful, and adaptable
  - Sociable, relaxed, and enthusiastic
32. When I feel emotionally threatened in a relationship, I tend to:
- Feel angry and react aggressively
  - Withdraw, suppress my anger, then explode later over minor things
  - Distance myself and avoid further conflict
  - Cry, feel hurt, and plan revenge
33. Life only makes sense when:
- I'm working toward a goal and staying active
  - It's free of stress and pressure
  - I'm surrounded by people and have a clear purpose
  - I can enjoy it without worries
34. As a child, I was:
- Stubborn, witty, and/or aggressive
  - Quiet, undemanding, and/or shy
  - Polite, caring, and/or prone to depression
  - Talkative, happy, and/or playful
35. As an adult, I am:
- Stubborn, determined, and/or domineering
  - Tolerant, content, and/or lacking motivation
  - Responsible, honest, and/or hold grudges
  - Charismatic, positive, and/or occasionally annoying
36. As a parent, I am or would be:
- Demanding, hot-tempered, and/or uncompromising
  - Overly permissive and/or overwhelmed
  - Caring, sensitive, and/or critical
  - Playful, inconsistent, and/or irresponsible
37. In arguments with friends, I usually:
- Stick firmly to my opinion
  - Consider their values and feelings
  - Feel awkward, confused, and/or distressed
  - Get loud, feel uncomfortable, and/or compromise

38. When friends are in trouble, I am:

- a. Caring, resourceful, and quick to find solutions
- b. Genuinely concerned, empathetic, and loyal
- c. Patient, supportive, and a good listener
- d. Optimistic, lighthearted, and calming

39. When making decisions, I am:

- a. Assertive, precise, and logical
- b. Thoughtful, detailed, and cautious
- c. Indecisive, shy, and discouraged
- d. Impulsive, inconsistent, and disengaged

40. When I fail:

- a. I feel critical inside, but defend myself and deny guilt
- b. I feel guilty, self-critical, and prone to depression
- c. I feel insecure and scared inside
- d. I'm embarrassed, nervous, and try to escape the issue

41. When someone hurts me:

- a. I get upset and plan quick revenge
- b. I feel deeply wounded and rarely forgive
- c. I feel hurt and seek revenge or avoid them
- d. I avoid confrontation and downplay the situation

42. Work is:

- a. The best way to live
- b. Something that must be done well or not at all – duty before pleasure
- c. Worthwhile if I enjoy it and am not forced to finish it
- d. A necessary evil, far less enjoyable than fun

43. In social situations, people usually:

- a. Fear me
- b. Admire me
- c. Focus on me
- d. Envy me

44. In romantic relationships, I care most about being:

- a. Approved of and morally right
- b. Understood, appreciated, and close
- c. Respected, tolerant, and harmonious
- d. Valued, free, and having fun

45. To feel good, I need:

- a. Leadership, adventure, and action
- b. Stability, creative work, and purpose
- c. Acceptance and safety
- d. Fun, enjoyable work, and companionship

RESULTS PART II:

Count how many times you selected each letter:

A - \_\_\_\_\_ B - \_\_\_\_\_ C - \_\_\_\_\_ D - \_\_\_\_\_

TOTAL SCORE (Part I + Part II):

A - \_\_\_\_\_ B - \_\_\_\_\_ C - \_\_\_\_\_ D - \_\_\_\_\_

### Evaluation

- Participants reflect individually on how accurate their results feel.
- Optionally, use a short feedback form with questions such as:
  - “Did your result match how you see yourself?”
  - “What did you learn about yourself or others?”
  - “How can this help you in work/relationships?”
- Group discussion observations can also be used as informal feedback.

### Debriefing Discussion

Facilitator-led questions to explore insights and learning:

- Were you surprised by your result? Why or why not?
- How do you think your interpersonal style affects how you work or relate to others?
- How can understanding these styles help in resolving conflict or improving teamwork?
- How can you adapt your communication when working with different personality types?

Encourage participants to share stories or examples of how their style has shown up in real-life situations. Highlight how diversity of styles strengthens group dynamics.

## **UNIT 4: TYPES OF BUSINESS ACTIVITIES**

### **GAMIFIED EXERCISE: CHOOSE YOUR BUSINESS PATH**

#### **Objective**

Participants will reflect on the different types of business structures and identify which form best suits their personality, work style, and goals.

This exercise helps deepen self-awareness regarding leadership preferences, responsibility sharing, and risk tolerance.

It encourages critical thinking about the practical and emotional aspects of running a business.

#### **Duration**

15–20 minutes

#### **Group Setup**

Individual or small groups (4–6 students)

#### **Needed Material**

- Printed A4 worksheet (or editable digital version via Google Docs or Canva)
- Pens
- Optional: handout/infographic outlining the six main types of business activity in Europe

#### **Gamification Tools Used**

1. Worksheet Completion (Reflection Questions):

oGoogle Docs: Create an editable digital worksheet for individual or pair responses.

oMiro or Mural (Virtual Whiteboards): Design the worksheet on a board, allowing participants to fill in answers with sticky notes/text boxes.

2. Individual/Pair Work:

oVideo Conferencing Breakout Rooms (Zoom Free, Google Meet Free, MS Teams Free): For focused individual or paired work.

3. Gamification Twist (Marking Choices & “Business Path Wall“):

oMiro or Mural (Virtual Whiteboards): Participants use built-in icons/shapes to mark choices and contribute to a central “business path wall.“

## Step-by-Step Instructions

### Step 1 Introduction (3 minutes):

Briefly recap the different types of business activity (e.g., sole proprietorship, partnership, capital company, franchise, cooperative, non-profit).

Emphasize that this exercise is personal – there are no right or wrong answers.

### Step 2 Activity Setup (2 minutes):

Distribute the worksheet. Participants can work individually or in pairs to support each other in thinking through their choices.

### Step 3 Reflection Questions (10–12 minutes):

On the worksheet, participants respond to prompts:

- Which business forms interest you the most? Why?
- What challenges do you foresee in each?
- Are you more comfortable working independently or in a team?
- How do you feel about sharing responsibilities or decision-making?
- What would you like to test, research, or experience before choosing a path?

### Step 4 Optional Sharing (5 minutes):

Volunteers can share insights with the group. The facilitator can highlight diverse preferences and normalize different paths.

## Activity Description

This reflective worksheet guides learners to consider which business model aligns best with their personality, life goals, and current knowledge.

By thinking through pros, cons, and uncertainties, they start building a personal vision for their entrepreneurial journey.

It works as a self-assessment tool and conversation starter, especially when used early in a module on business types.

Gamification Twist (optional):

Use stickers or icons (e.g., ★💡!) for learners to mark their top choice, biggest worry, or most intriguing form.

Create a “business path wall” where students place their worksheets or icons to show trends in the group.

**Evaluation**

- Facilitator feedback: Offer supportive comments on clarity of reflection and curiosity shown.
- Peer feedback (optional): In pairs, partners can compare answers and offer suggestions or encouragement.
- Worksheets can be kept in personal learning folders for reference at the end of the course or business planning stages.

**Debriefing Discussion**

- Ask: “Did anything surprise you in your answers?”
- “Which business form felt right emotionally – not just practically?”
- “What questions do you still have before making a real-world decision?”

The facilitator encourages participants to keep refining their preferences as they learn more through the module.



# MODULE 2: BUSINESS MODELS

## UNIT 1: BUSINESS MODEL

### 4 KEY QUESTIONS EXERCISE

#### Objective

The aim of this activity is to apply theoretical knowledge about business models to real-world examples. Participants are expected to understand and describe how companies create, deliver, and capture value by answering four key questions using a structured template.

#### Duration

15 Min preparation time + 2 Min per Group for presenting

#### Group Setup

- Individual or small group (4–6 students)

#### Needed Material

- Printed worksheets
- This exercise can also be done in a digitalized version via for example Miro or Mural

#### Instructions for the Adult Educators

##### Step 1: Business case review

Each group (4–6 participants) receives a business case. The cases represent different business models and industries, including:

- Airbnb (hospitality without owning property)
- Spotify (subscription-based music streaming)
- IKEA (flat-pack furniture with in-house logistics)
- Fairphone (modular, ethical electronics)
- Too Good To Go (anti-food waste mobile platform)
- Patagonia (sustainable outdoor clothing)

Participants are provided with a worksheet that contains a short description of the assigned company and a set of guiding questions. Each group analyses their assigned company by answering the following four questions:

- Who is the customer? (For whom is the company creating value?)
- What value is delivered? (What problem does the company solve or what need does it fulfill?)
- How is this value delivered? (Through which channels and operational processes is the value provided?)
- How does the company earn money? (What are the main revenue streams and cost structures?)

Participants are expected to collaborate and fill in the worksheet by discussing and documenting their insights in all four areas.

## **Step 2: Presentation**

At the end of the activity, each group presents a 2-minute summary of their company's business model to the class, highlighting how the company creates, delivers, and captures value.

## **UNIT 2: BUSINESS MODEL CANVAS**

### **EXERCISE: 9 BUILDING BLOCKS**

#### **Objective**

To deepen participants' understanding of the nine building blocks of the BMC by applying them to a real-world example. The goal is to identify how a sustainable business like Faith in Nature creates, delivers, and captures value.

#### **Duration**

10 Minutes Video Input

#### **Group Setup**

- Individual or small group (2-4 students)

#### **Needed Material**

Handout of BMC in print (BMC Plus to fill in)

This exercise can also be done in a digital version! E.g. miroboard

There are also other platforms that offer digital versions of a Business Canvas

### **Instructions for the Adult Educators**

#### **Step 1: Video input**

Participants will watch two short videos about Faith in Nature. While watching, they take notes using the printed BMC handout, focusing on all nine components. These notes are not discussed or presented afterwards.

#### **Step 2: Filling the Canvas**

As the trainer presents the BMC step by step, participants are expected to continue filling in their handouts using the additional information provided.

## UNIT 3: FUTURE-PROOF-BUSINESS MODELS

### EXERCISE: SUSTAINABILITY QUIZ

#### Objective

To introduce participants to key concepts of sustainability and regeneration in an engaging, accessible way. The quiz promotes active learning and reinforces core ideas across five thematic areas.

- Enhanced knowledge of sustainability terms and principles
- Improved group communication and discussion skills
- Increased awareness of the multi-dimensional nature of sustainability
- Motivation through light competition

#### Duration

20 Minutes

#### Group Setup

- Individual or small group (4–6 students)

#### Needed Material

- Printed question set: Sustainability\_Jeopardy\_final version (PDF) or using the beamer
  - Timer or clock (for 30-second response time)
  - Optional: Whiteboard or flipchart for visual tracking of scores and categories
- This quiz can also be played in an online version, for example Mentimeter.

#### Instructions for the Adult Educators

Participants form groups of 4–6 people. They may remain in the same teams as previous sessions if preferred. The facilitator will ask quiz questions from five categories:

- Planet
- People
- Profit
- Pioneers
- Products

Each team has 30 seconds to discuss their answer. If one team cannot provide a response, the next team is invited to answer. Questions gradually increase in difficulty as the quiz progresses. Each question has a point value between 100 and 500, depending on its level of difficulty. The team that collects the most points by the end of the game wins. While the activity is competitive, the focus remains on collaborative learning and knowledge-sharing.

## **UNIT 4: SUSTAINABLE BUSINESS MODEL CANVAS**

### **EXERCISE: SUSTAINABLE BUSINESS MODEL CANVAS WALK**

#### **Objective**

The objective of this exercise is to engage participants in the practical application of the SBMC, covering all 11 components in a hands-on, collaborative format. By working on their own or selected business ideas, participants will critically reflect on how sustainable value can be created, delivered, and captured within a holistic business model framework.

#### **Expected Outcome**

- Completed SBMC for a real or fictional business idea
- Critical engagement with all 11 SBMC elements, including socio-environmental dimensions
- Enhanced group collaboration and problem-solving skills
- Deepened understanding of how sustainable and regenerative principles are integrated into business model development

#### **Duration**

125 Minutes

#### **Group Setup**

- Individual or small group (4–6 students)

#### **Needed Material**

Printed SBMC worksheet (one per group)

Set of 11 station posters

This can also be done with online Whiteboard Tools like Mentimeter or Mural

#### **Instructions for the Adult Educators**

Participants form groups of 6 people. They are welcome to remain in the same groups as in previous sessions if preferred. Each group begins by sharing their individual business ideas and then collectively decides which idea they want to work on. The chosen idea is written at the top of the BMC+ worksheet.

The main phase of the activity is structured as a Canvas Walk: The 11 building blocks of the SBMC are distributed across separate thematic stations in the room.

Each group rotates through the stations, spending approximately 7–10 minutes per block. At each station, they discuss and collaboratively fill in the corresponding section of the canvas worksheet.

The walk begins with Block 1: Customer Segments and Block 2: Value Proposition, which form the foundation of the business model.

It concludes with Block 10: Socio-Environmental Costs and Block 11: Socio-Environmental Benefits, which expands the canvas to address impact and responsibility.

After completing the full circuit, groups return to their seats for 10–15 minutes of internal reflection and consolidation. Finally, each group is invited to give a brief presentation. During the plenary session, they reflect on their experience using the following guiding questions:

- Were you able to complete all elements of the BMC+?
- What did you find most challenging?
- Which block was easiest or hardest to work through?
- Is there anything else you would like to share with the group?

# MODULE 3: MARKETING BASICS

## UNIT 1: ASSESSING MARKETING ENVIRONMENT GAMIFIED EXERCISE: MY PRODUCT AND PERSONA

### Objective

To develop a product idea and create detailed user personas that reflect the needs, goals, and challenges of the target audience.

### Duration

1 hr 15 min

### Group Setup

- Individual or small group (2–4 students)

### Needed Material

- Access to a collaborative platform (e.g., Miro, Mentimeter).
- Internet access for research and visuals (e.g., Canva, FreeLogoDesign).

### Instructions for the Adult Educators

#### Step 1: Develop product idea

1. Participants should think about what products or services that are missing in the market. Evaluate the most important trends and propose new additions to products or services (expansion of existing ones or new ones).
2. Each team member writes on the sheet at least one idea.
3. Select one idea, by voting, and write it down in the middle of the sheet.
4. Use the methodologies chosen for this idea to develop it further (mind map, scamper method, etc.).

#### Step 2: Create User Personas

Each team will create one or more user personas, that represents a segment of the target costumers by following the structured format below. This activity will be carried out in Miro.

Persona Development Guidelines:

1. Demographics:
  - Age, gender, income, location, marital status, profession, etc.
2. Goals, Motivation, and Dreams:
  - What do they want to achieve or gain from using the product/service?
  - What motivates their choices or influences their purchase decisions?
  - What are their aspirations, life goals, or values?
  - What would make their lives easier or bring them happiness?

### 3. Pains and Frustrations:

- What challenges do they face when looking for a solution?
- What frustrates them about current options or competitors?
- What risks or concerns do they have?

### 4. Channels and Technologies Used:

- Platforms, devices, or communication channels they frequently use.

### 5. Favorite Brands:

- Brands they identify with or frequently choose.

### 6. Other Aspects:

- Lifestyle, values, eating habits, behavior, etc.

### 7. Quote (Persona Voice):

- A short statement that captures their attitude toward your product/service.
- Why are they interested? What solution are they seeking? What matters most?

Once completed, teams will present their personas via Mentimeter, where other participants can provide real-time feedback.

## Instructions for the Participants

### Step 1: Develop product idea

1 Think about what products or services that are missing in the market. Evaluate the most important trends and propose new additions to products or services (expansion of existing ones or new ones).


2 Each team member writes on the sheet at least one idea .

3. Select one idea, by voting, and write it down in the middle of the sheet.

4. Use the methodologies chosen for this idea to develop it further (mind map, scamper method, etc.).

### Step 2: Create User Personas

In teams of 2-4, create a detailed **User Persona/Personas** that represent a typical target customer. Use the template below to guide your creation.

<b>Photo</b>	<b>Name Surname</b>	<b>Quote:</b> <i>(A short statement that captures their attitude toward your product/service. Why are they interested? What solution are they seeking? What matters most?)</i>
<b>Bio:</b> Gender: Age: Profession: Income: Location: Marital status: Hobbies: Personal attributes:	<b>Goals, Motivation, and Dreams:</b> <i>What do they want to achieve or gain from using the product/service?</i> <i>What motivates their choices or influences their purchase decisions?</i> <i>What are their aspirations, life goals, or values?</i> <i>What would make their lives easier or bring them happiness?</i>  <b>Channels and Technologies Used:</b> <i>Platforms, devices, or communication channels they frequently use.</i>	<b>Problems and Frustrations:</b>  <i>What challenges do they face when looking for a solution?</i> <i>What frustrates them about current options or competitors?</i> <i>What risks or concerns do they have?</i>  <b>Favorite Brands:</b> <i>Brands they identify with or frequently choose</i>  <b>Other Aspects:</b> <i>Lifestyle, values, eating habits, behavior, etc.</i>

### Persona Development Guidelines:

#### 1. Demographics:

- Age, gender, income, location, marital status, profession, etc.

#### 2. Goals, Motivation, and Dreams:

- What do they want to achieve or gain from using the product/service?
- What motivates their choices or influences their purchase decisions?
- What are their aspirations, life goals, or values?
- What would make their lives easier or bring them happiness?

#### 3. Problems and Frustrations:

- What challenges do they face when looking for a solution?
- What frustrates them about current options or competitors?
- What risks or concerns do they have?

#### 4. Channels and Technologies Used:

- Platforms, devices, or communication channels they frequently use.

#### 5. Favorite Brands:

- Brands they identify with or frequently choose.

#### 6. Other Aspects:

- Lifestyle, values, eating habits, behavior, etc.

#### 7. Quote:

- A short statement that captures their attitude toward your product/service.
- Why are they interested? What solution are they seeking? What matters most?

Once completed, teams will present their personas via Mentimeter, where other participants can provide real-time feedback

## Learning Outcomes

Participants demonstrate a clearer understanding of their product idea, target personas, including current and potential customer needs and behaviors.

## UNIT 2: MARKETING STRATEGIES

### GAMIFIED EXERCISE: POSITIONING MAP & STATEMENT

#### Objective

To develop competitors analysis, to visually analyze the brand, product and service competitors, evaluate how their brand, product, or service is positioned relative to competitors in the market, and to create a clear, compelling positioning statement that communicates the unique value offered to a specific target audience.

#### Duration

1 hr 15 min

#### Group Setup

- Individual or small group (2-4 students)

#### Needed Material

- Access to a collaborative platform (e.g., Miro, Mentimeter).
- Internet access for research and visuals (e.g., Canva, FreeLogoDesign).
- Blank Positioning Map template (digital or printed)
- Examples of positioning maps and statements

#### Instructions for the Adult Educators

##### Step 1. Competitor Evaluation

Participants will evaluate how their company or product/service compares with its largest competitors using two tables. Participants will fill two tables.

Table 1: Competitor analysis

- Instructions:
  - List key competitors.
  - Identify key benefit attributes (e.g., pricing, quality, customer service, innovation, etc.).
  - Mark (+) if your company performs better, (-) if worse.
  - Provide short examples or reasoning where applicable.

Table 2: Competitor strengths and weaknesses analysis by segment

- Instructions:
  - Continue with the key competitors
  - Identify the key segments.
  - Again, use (+) or (-) and provide short examples to support your assessment.
  - Provide short examples or reasoning where applicable.

Presentation: Participants will present their completed tables and insights using Mentimeter or Miro.

## **Step 2: Create Positioning Map**

Participants will create a positioning map - a simple diagram that helps visualise how different brands and/or products are perceived in the marketplace based on key attributes.

Instructions:

1. Participants will identify two attributes that are most relevant to your target audience (e.g., Price vs. Quality, Innovation vs. Familiarity, Sustainability vs. Convenience).
2. Label the X and Y axes with these attributes.
3. Plot product/service on the map.
4. Plot at least 3 key competitors on the same map.
5. Discuss:
  - Where does their brand sit in relation to competitors?
  - Are there gaps or opportunities in the market?

Once completed, teams will present their positioning map via Mentimeter, where other participants can provide real-time feedback.

## **Step 3: Write Positioning Statement**

Participants will create a positioning statement using the template. When the brand positioning becomes somewhat clear, it is recommended to use the positioning statement technique, which consists of the following stages:

- Define the target audience
- Describe your business category
- Your uniqueness
- The ultimate benefit
- The reason to believe

The template:

1. Who, the focus (specific target audience)
2. Brand (specific product category)
3. What is offered (brand advantages, the benefits offered)
4. Reason to believe.....

## **Instructions for the Participants**

### **Step 1: Competitor Evaluation**

Assess how their company or product/service compares with its major competitors using two evaluation tables.

**Table 1: Competitor analysis**

Key Competitors	Biggest Benefits				
	1st Benefit	2nd Benefit	3rd Benefit	4th Benefit	5th Benefit
Your Company					
Competitor 1					
Competitor 2					

**Instructions:**

- List your main competitors.
- Define 3–5 key benefit attributes (e.g., price, quality, customer support, innovation, delivery speed).
- Mark a (+) if your company performs better, (-) if worse.
- Add **brief examples or reasoning** where applicable.

**Table 2. Competitor strengths and weaknesses analysis by segment**

Key Competitors	Segment A	Segment B	Segment C	Segment D	Segment E
Your Company					
Competitor 1					
Competitor 2					

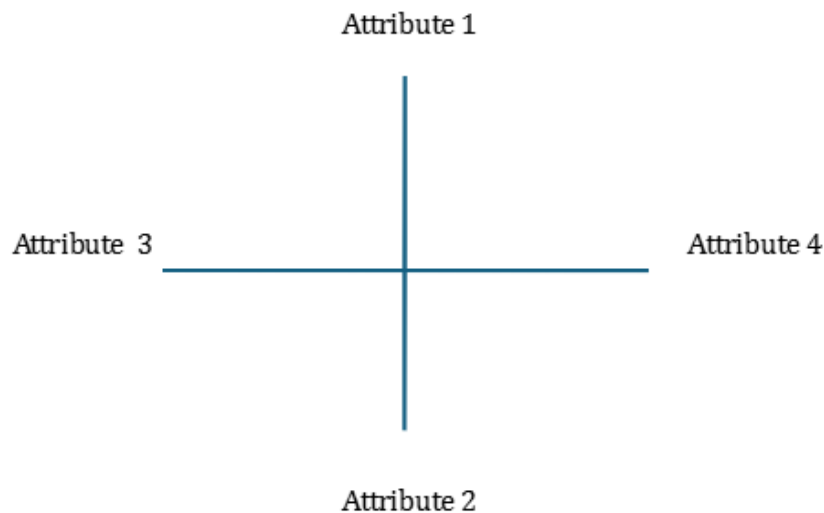
**Instructions:**

- Continue with the same competitors.
- Identify relevant market segments.
- Use (+) if your company is stronger, (-) if weaker in each segment.
- Provide **short examples or justifications**.

Presentation: Participants will present their completed tables and insights using Mentimeter or Miro.

**Step 2: Create Positioning Map**

Create a positioning map – a simple diagram that helps visualize how different brands and/or products are perceived in the marketplace based on key attributes.



### Instructions:

1. Identify two attributes that are most relevant to your target audience (e.g., Price vs. Quality, Innovation vs. Familiarity, Sustainability vs. Convenience).
  2. Label the X and Y axes with these attributes.
  3. Plot product/service on the map.
  4. Plot at least 3 key competitors on the same map.
  5. Discuss:
    - Where does their brand appear in relation to competitors?
    - Are there gaps or opportunities in the market?
- Once completed, teams will present their positioning map via Mentimeter, where other participants can provide real-time feedback.

### Step 3: Write Positioning Statement

Participants will create a positioning statement using the template. When the brand positioning becomes somewhat clear, it is recommended to use the positioning statement technique, which consists of the following stages:

- Define the target audience
- Describe your business category
- Your uniqueness
- The ultimate benefit
- The reason to believe

The template:

1. **Who, the focus** (specific target audience)
2. **brand** (specific product category)
3. **What is offered** (brand advantages, the benefits offered)
4. **Reason to believe**.....

## Learning Outcomes

Participants will present their Competitors analysis, Positioning Map and Positioning Statement using Miro, Mentimeter, or another visual platform. Participants will identify and visualize market position. Participants will differentiate their offer from competitors and will write a clear, audience-focused positioning statement.

## UNIT 3: MARKETING TACTICS

### GAMIFIED EXERCISE: BRAND CREATION CHALLENGE: LEARNER DESIGNS A GREEN BRAND AND PRESENT IT USING BRAND CANVA WORKSHEET

**Objective of the exercise/activity:** to create a unique and sustainable brand concept by exploring key branding elements—such as brand name, promise, personality, story, and visual identity—and understand how to align them with green values and customer needs. Participants will develop creative thinking, teamwork, and communication skills while learning how brands connect emotionally and functionally with their audiences.

#### Duration

1 hr 30 min

#### Needed material

Brand Canvas Worksheet (digital or printed)

Internet access for research and visuals (e.g., TMview, Canva, FreeLogoDesign)

Access to a collaborative platform (e.g., Miro or Padlet)

#### Clear instructions for the Adult Educators

Divide students into teams of 2–4.

Guide them step-by-step through the Brand Canvas worksheet.

Encourage creativity while grounding decisions in sustainability.

Allow time for online research, peer evaluation, and idea testing.

Have each team present their completed brand to the class.

Lead a group discussion for feedback and reflection.

#### Securing results: Debriefing after practical activities

**Format:** Team-based pitch & live voting

**Recommended tools:** Mentimeter

#### Instructions for Learners

1. Team Presentations (5 minutes per team): each team presents their completed Brand Canvas, showcasing the following elements: brand name, brand promise, brand personality, story, visual identity (logo, colors, typography)
2. Peer Voting – Gamified Style: after each presentation, the rest of the class votes anonymously using a fun set of categories. Use a tool like Mentimeter or simple stickers/tokens if offline.

Voting categories could be most memorable brand name; strongest emotional promise; most creative logo; best storytelling; brand I'd actually use

1. Leaderboard Reveal: at the end of the presentations, reveal the winners of each category using a live leaderboard (Mentimeter) or physical board. Celebrate winning teams with small symbolic rewards, such as digital badges, printed certificates, or titles like: "Green Genius", "Visual Visionary", "Storytelling Star"

2. Reflection & Debrief Questions. After the voting, facilitate a short group reflection using questions like:

- Which brand concept stood out to you most, and why?
- What ideas from other teams could you apply to improve your own brand?
- How did your team incorporate sustainability or circularity into the brand?
- Now that you've seen other presentations, what would you improve in your own Brand Canvas?

### **Gamification Tool Proposal**

Miro is a great choice—it allows students to visually map out their brand elements in a shared digital space, using sticky notes, icons, and uploaded images.

Alternative tools:

Canva – for visual design and prototyping

Padlet – for sharing ideas and voting on brand names/logos

Mentimeter – for live feedback or team quizzes on branding concepts

### **Learning Outcomes**

By the end of this exercise, participants will be able to create a brand concept by exploring key branding elements—such as brand name, promise, personality, story, and visual identity—and understand how to align them with green values and customer needs. They'll develop creative thinking, teamwork, and communication skills while learning how brands connect emotionally and functionally with their audiences.

Here are steps of brand creation below. The world's best companies use a common set of tools to define and communicate their brands. The list below organizes those tools within the Story – Symbols – Strategy framework.

### **Story**

#### **Step 1: Name of the brand**

Below is a worksheet that walks you through this process.

List brand names of your competitors	List a word or words (not less than 7-10) that encompass the most important thing your brand is here to change? (verbs, nouns, adjectives or combinations)	Word or word combinations that could best convey what your product does Select the best 4-5 options (at minimum).	Of those which is the most original or recognizable? Select at least 2	Of those which can be trademarked? Evaluate if the brand is registered already <a href="https://www.tmdn.org/tmview/#/tmview">https://www.tmdn.org/tmview/#/tmview</a> Pick the one

## Step 2: Create a Positioning Statement (from Unit 2. Practical task)

### Step 3. Create a Brand Promise

Every great brand needs a promise that fits on a bumper sticker. For Ferrero Rocher (Italy) – “Moments of gold”, Vinted (Lithuania) – “New Again”, H&M (Sweden) – “Long live fashion”, Tarczyn (Poland) – “Taste the Tradition”, Desigual (Spain) – “Life is cool”.

A brand promise is a clear idea and value proposition that connects the brand with consumers on both a functional and emotional level. But first, define what your customers value, what is emotional draw, or even circularity opportunity.

<p><b>1. My customers value</b> (e.g. freedom, social status, convenience, saving money, being happy, etc.)</p>	<p><b>4. Emotional draw (how this makes people feel)</b> e.g. altruistic? empowered? smart? techy? inspired?</p>
<p><b>3. Circular opportunity (if relevant)</b> e.g. making our package biodegradable</p>	<p><b>5. Your message. How you will position this?</b> (the bumper sticker for your brand, 2-4 words)</p>

### Step 4. Brand personality

Great brands also communicate in a unique and compelling personality. Typically the brand personality is an extension of the founder’s personality. To determine your brand’s personality it’s helpful to identify those words that you want people to use to describe your brand. To help with this, I’ve included a list of personality traits below:

Select at least 3 traits that best match your brand as a personality from the table below.	Explain your choices
1	
2	
3	

Adventurous	Classy	Disciplined	Futuristic	Kind	Obstinate	Rebellious	Sociable
Affectionate	Clean	Discreet	Generous	Knowledgeable	Old-fashioned	Refined	Solemn
Agile	Clever	Disruptive	Gentle	Laid-back	Optimistic	Reliable	Sophisticated
Agreeable	Coherent	Dramatic	Grumpy	Liberal	Outgoing	Religious	Soulful
Alert	Compassionate	Eager	Handsome	Lively	Outspoken	Reserved	Stable
Altruistic	Competent	Easy-going	Happy	Local	Passionate	Resolute	Strong
Ambitious	Competitive	Eccentric	Hard-working	Logical	Paternal	Resourceful	Studious
Analytical	Confident	Efficient	Helpful	Loud	Patient	Respectful	Subtle
Argumentative	Conservative	Emotional	Hip	Loyal	Patriotic	Responsible	Systematic
Artistic	Consistent	Empathetic	Humble	Masculine	Peaceful	Restless	Tactful
Assertive	Controlling	Energetic	Idealistic	Maternal	Pensive	Rowdy	Talented
Astute	Cooperative	Enterprising	Impetuous	Mature	Picky	Safe	Thoughtful
Balanced	Courageous	Enthusiastic	Impulsive	Methodical	Playful	Sarcastic	Tidy
Brave	Crafty	Exuberant	Incisive	Meticulous	Polite	Sassy	Traditional
Calm	Crazy	Fashionable	Independent	Mischievous	Popular	Scientific	Trustworthy
Candid	Creative	Fearless	Indiscreet	Modern	Practical	Sensitive	Unassuming
Capable	Critical	Feminine	Ingenious	Modest	Precise	Serene	Unconventional
Careless	Curious	Fervent	Innocent	Motivated	Proactive	Serious	Urban
Caring	Deep	Fierce	Innovative	Mysterious	Proficient	Sexy	Versatile
Cautious	Defiant	Flashy	Insightful	Natural	Profound	Sharp	Warm-hearted
Charismatic	Delicate	Flirtatious	Inspiring	Naughty	Proud	Silly	Watchful
Charming	Determined	Formal	Intellectual	Neat	Provincial	Sincere	Wealthy
Chatty	Devoted	Frank	Interesting	Nostalgic	Prudent	Sloppy	Wise
Chic	Diligent	Friendly	Joyful	Nosy	Punctual	Smart	Witty
Child-like	Diplomatic	Funny	Keen	Nurturing	Reassuring	Snobby	Young

## Step 5. Create Your's Customer Persona (see Practical task Personas & Competitor Review)

Then you know who your typical customer is, the next step is to craft a story about how your brand will help them achieve their aspirations.

## Step 6. Create a Brand Storyboard

The brand storyboard is the heart and soul of your brand concept. Creating one is simple: you contrast your customer's current reality with the future transformation your brand promises to deliver. Below is a template to guide you in building your brand storyboard.

<b>Cu rr en t st at e</b>	<b>Once upon a time...</b> (personas)	<b>He/<u>she</u> always...</b> (main tasks)	<b><u>But</u> always had a problem...</b> (main issue)	<b>He/<u>she</u> tried to solve it...</b> (competing solutions)
<b>Fu tu re st at e</b>	<b>But she/he wished that..</b> (potential solutions)	<b>Until one day..</b> (brand exposure)	<b>Unlike his/her solution..</b> (brand differentiation)	<b>His/her wish came true: to..</b> (customer's aspiration)

## Vinted brand example

<b>Cu rr en t st at e</b>	<b>Once upon a time...</b> (personas)  Emma, a young professional who loves fashion but has a closet full of clothes she rarely wears.	<b>He/<u>she</u> always...</b> (main tasks)  Regularly buys new clothes online and at shops, adding to her already crowded wardrobe.	<b><u>But</u> always had a problem...</b> (main issue)  Felt guilty about wasting money and contributing to fast fashion's environmental impact.	<b>He/<u>she</u> tried to solve it...</b> (competing solutions) Occasionally donated clothes to charity shops, but she missed the idea of getting some value back and felt disconnected from the process.
<b>Fu tu re st at e</b>	<b>But she/he wished that..</b> (potential solutions)  She could easily sell her unused clothes, make some extra money, and help the planet by extending the life of fashion items.	<b>Until one day..</b> (brand exposure)  She discovered the Vinted app through a friend's recommendation.	<b>Unlike his/her solution..</b> (brand differentiation)  Vinted made selling and buying second-hand clothes incredibly simple, fun, and community-driven—with no seller fees.	<b>His/her wish came true: to..</b> (customer's aspiration)  She turned her clutter into cash, found stylish bargains, and contributed to a more sustainable fashion world—all while feeling part of a vibrant community.

## Symbols

### Step 7: Decide Your Brand's Typography

The next step is selecting typography that effectively reflects your brand's values. While many business professionals see typography as a minor detail, designers recognize it as a core element of design—one that significantly shapes the emotional perception of a brand. Given its impact, choosing the right typography is half the battle in creating powerful and memorable brand symbols.

For a crash course on typography and how to decide what type combinations are right for your brand, check out Tim Brown's (Head of Typography at Adobe) free guide "Combining Typefaces" which can be found at this [link](#).

Font	
Images (min 3) <a href="https://www.shutterstock.com/">https://www.shutterstock.com/</a> <a href="https://pixabay.com/">https://pixabay.com/</a>	

### Step 8: Decide Your Brand's Color Palette

Like typography, selecting the right color palette plays a major role in shaping the emotional response to your brand. When choosing your colors, keep three key points in mind: use colors that already carry associations with your product, service, or industry; select colors that express your brand's personality; choose colors that align with principles of modern color theory. When connecting colors to your brand personality, it can be helpful to use a color association map, like the one provided below.

	Message each color conveys	Your brand's personality traits					
		Trait 1	Trait 2	Trait 3	Trait 4	Trait 5	Trait 6
RED	EXCITING FIERY BOLD LOVE AGGRESSIVE ACTIVE DESIRE						
ORANGE	CREATIVE DELICIOUS ENTHUSIASM EXCITING SUCCESS COURAGE						
YELLOW	ENERGY FRESH HAPPY OPTIMISTIC CONFIDENT FUN						
GREEN	PEACEFUL HEALTHY CALM NATURAL FRIENDLY LIFE WEALTH						
BLUE	TRUSTWORTHY DEPENDABLE STRONG YOUNG FAITH POWER						
PURPLE	CREATIVE REGAL FLAMBOYANT SMART MYSTERY SPIRITUAL						
BLACK	BALANCED CALM LUXURIOUS SENSIBLE CLASSY FORMAL						
BROWN	NATURAL RUGGED DEPENDABLE EARTHY CASUAL GENUINE						

For example, **Vinted's brand personality** feels **friendly, casual, trustworthy** and **young**. It's a peer-to-peer marketplace for secondhand fashion, focused on sustainability and community.

Basing on that, here's how **colors** would map:

- **Blue-green / teal** (which they actually use!) → conveys trust, youthful, and friendly.
- **White** → clean, simple, fresh (often linked to honesty and transparency).

Fill the template below:

Brand personality traits from step 4	Colors

### Step 9: Create Your Brand's Logo

Once you have a compelling story, a representative typeface, and a strong color palette, creating a powerful logo becomes a much more straightforward process. Use free access platforms, like <https://www.freelogodesign.org/> , <https://hatchful.shopify.com/> , etc.

### Strategy

The third part of the canvas is your brand strategy. This section answers the question: "How will your brand get noticed and stay relevant to your target customers?" To build a strong strategy, we'll break it down into four key areas:

1. Awareness – how your brand will get noticed
2. Sale – how your brand will be communicated during the sales process
3. Delivery – how your brand will be communicated during the delivery process
4. Post-Delivery – how your brand will stay connected and relevant after the sale

Continuing from our earlier steps on building a great brand, we'll walk through each of these areas in the order they appear on the canvas.

### Step 10. Create an Plan to Gain Awareness

With all the distractions competing for your customer's attention, getting your brand noticed won't be easy. The good news is, there are plenty of options for building awareness – from traditional advertising and online. While there are many options, it's important to recognize that some channels will be more effective and efficient than others. The only way to determine this is by doing two things:

- Leverage channels that your competitors or similar products are already using successfully.
- Experiment frequently with different channels and closely track performance metrics like cost per impression or cost per lead.

Several years ago, I came across something called the **Marketing Map** – a brilliant resource that documents and organizes the wide range of marketing options available today. A snapshot of it is below, and you can learn more by visiting [www.marketing-map.co.uk](http://www.marketing-map.co.uk).

### **Step 11: Plan How Your Brand Will Be Communicated At Time of Sale**

When it's time to close the sale, it's crucial to have a clear, well-thought-out plan for how your brand will be communicated. Whether your product is displayed on a retail shelf, sold through an app like Vinted, or offered through a store experience like IKEA, every sales process should deliver a consistent brand message. For Vinted, the time of sale happens within the app, where clear, friendly messaging, secure payment processes, and a focus on community trust reinforce the brand's casual, safe, and sustainable identity. For IKEA, the sale often happens in a self-service environment, where simple signage, inspirational room setups, and streamlined checkout processes all communicate IKEA's core brand values: affordability, simplicity, and empowering customers to create their own homes.

### **Step 12: Plan How Your Brand Will Be Communicated During Delivery**


The moment of delivery is a critical opportunity to leave a lasting brand impression. Delivery, in this context, refers to the point when your solution is handed over to the customer. For Vinted, delivery happens when a buyer receives a package from a seller. Vinted's brand experience is reinforced through simple, friendly app notifications, tracking updates, and the encouragement for users to leave positive feedback – all designed to make second hand shopping feel easy, safe, and personal. For IKEA, delivery extends beyond just receiving the product. It includes the unboxing experience, the clarity of assembly instructions, and even the extra touches like minimalistic packaging and playful manuals that make DIY furniture building feel approachable and aligned with IKEA's brand of affordability, creativity, and user empowerment.


### **Step 13: Plan How Your Brand Will Be Communicated During Use or Post-Delivery**

Usage and post-delivery are the ongoing moments when your customers interact with and enjoy the benefits of your product or service. These experiences offer powerful opportunities to reinforce your brand, build loyalty, and deepen the relationship with your customers. For example, Vinted continues to communicate its brand even after a sale is completed. Through friendly app notifications, easy-to-use messaging between buyers and sellers, feedback requests, and loyalty rewards for active users, Vinted keeps the experience casual, positive, and community-driven—perfectly aligning with its brand values of trust, friendliness, and sustainability.

Bring it All Together in A Canvas

At the end of this process you'll have a brand canvas that defines the story, symbols and strategy of your brand. See an example of Vinted below.

Story		Symbols		Strategy		
<b>Name</b>	Vinted	<b>Persona</b>  Name: Sophie Lives in Amsterdam 27 years old Loves finding unique vintage pieces	<b>Typography</b>	Friendly, rounded sans-serif font (e.g., "Poppins" or "Montserrat")	<b>Awareness</b>	Social media ads Influencer partnerships App store optimization Word-of-mouth referrals
<b>Positioning statement</b>	For fashion lovers and eco-conscious shoppers who are dissatisfied with the wastefulness and high prices of fast fashion and the inconvenience of traditional second hand shopping, our product/service is a peer-to-peer online marketplace for second hand fashion that provides an easy, affordable, and trusted way to buy and sell pre-loved clothing unlike traditional thrift stores, classifieds, or brand marketplaces, we have assembled a simple mobile app, buyer protection features, direct shipping options, and a vibrant community of sellers and buyers.	Cares about sustainability Active social media user	<b>Color palette</b>	Blue-green, white 	<b>Sales</b>	App interface: simple, friendly checkout process with strong buyer protection messaging

<b>Promise</b>	Fashion that feels good—for you and the planet.	<b>Storyboard</b> Emma, a young professional who loves fashion but has a closet full of clothes she rarely wears. She regularly buys new clothes online and at shops, adding to her already crowded wardrobe. Emma felt guilty about wasting money and contributing to fast fashion's environmental impact. Occasionally donated clothes to charity shops, but she missed the idea of getting some value back and felt disconnected from the process. She could easily sell her unused clothes, make some extra money, and help the planet by extending the life of fashion items. Thus, she discovered the Vinted app through a friend's recommendation. Vinted made selling and buying second-hand clothes incredibly simple, fun, and community-driven—with no seller fees. She turned her clutter into cash, found stylish bargains, and contributed to a more sustainable fashion world—all while feeling part of a vibrant community.	<b>Logo</b>		<b>Delivery</b>	App notifications, clear order tracking, friendly reminder emails when orders are shipped
<b>Personality</b>	Friendly, responsible, Young, Trustworthy		<b>Image</b>	Casual, authentic lifestyle photography Real people, natural looks — NOT polished, glossy models Second hand fashion: people wearing vintage, thrifted outfits Eco-friendly vibes: minimalism, nature, soft tones Positive, empowering emotions: feeling happy about sustainable choices 	<b>Post-delivery</b>	Buyer-seller feedback system Loyalty rewards for active users Invite-a-friend program to encourage community growth

# MODULE 4: FINANCIAL BASICS

## UNIT 1: COST STRUCTURE

### GAMIFIED EXERCISE: BUILD YOUR OWN FINANCIAL PLAN

#### Objective

To apply financial planning concepts by creating a complete financial plan for a chosen start-up idea, using a guided spreadsheet template. The goal is to simulate a real-world business planning experience and enhance practical financial literacy skills essential for launching and managing a sustainable business.

#### Duration

1.5 to 2 hours

(depending on the complexity of the business idea and familiarity with the financial concepts and spreadsheet tools.)

#### Group Setup

- Individual or small group (2–3 students)
- Can be completed solo or collaboratively, depending on instructor preference or course format.
- Optional: Assign **roles** within the team (e.g., CFO, Marketing Lead, Operations Manager) to promote engagement and ownership.

#### Needed Material

- Google Sheets template: [UNIT 1 - Gamified Exercise: Build Your Own Financial Plan.xlsx](#)
- Internet access
- Notes from Unit 1 (costs, planning methods, financial strategies)
- Gamified Tools (physical or digital):
- Role cards (CEO, CFO, etc.)

#### Gamification Tools Used

##### Padlet

- Tool type: Collaborative digital board
- Purpose: Encourage peer interaction, idea sharing, and feedback
- Role in the exercise:
  - Start-up idea sharing
  - Peer review of completed financial plans

##### Mentimeter

- Tool type: Live polling and interactive quizzes
- Purpose: Promote reflection, knowledge checks, and engagement
- Role in the exercise:
  - Milestone check-ins (e.g., quizzes, multiple choice)
  - Final reflection through word clouds or open responses

## Step-by-Step Instructions

### 1. Start with a Brainstorming Wall (Padlet)

- **How to use it:** Students post a short description of their start-up idea on a shared **Padlet wall** set up by the Adult Educator.
- **Purpose:** Promotes creativity, gives visibility to classmates' ideas, and sparks inspiration through peer input.
- **Tip:** Ask students to “like” or comment on two other ideas to encourage engagement.

### 2. Download and Start the Financial Plan

- Each student/group makes a copy of the Google Sheets template and begins filling out the financial plan sections:
  - Start-up Costs
  - Funding Sources
  - Fixed and Operational Costs
  - Variable Costs
  - Expected Income
  - Break-even Analysis

### 3. Live Progress & Check-in Polls (Mentimeter)

- **How to use it:** After key milestones (e.g., completing Start-up Costs or Break-even Analysis), the Adult Educator launches a quick **Mentimeter live poll** or quiz.
- **Examples:**
  - “Which cost category was the hardest to estimate?”
  - “What’s your break-even point?”
  - Multiple choice quiz about cost types or funding strategies.
- **Purpose:** Allows students to reflect, compare their progress, and reinforce learning in a non-graded, fun way.

### 4. Peer Review (Padlet Post & Comment)

- Once the plan is complete, students upload a brief summary or screenshot of their financial plan to a **second Padlet board** titled “Investor Wall.”
- Students then **review 1–2 other posts**, leaving constructive feedback using a simple format:
  - Something I liked: ...
  - One suggestion: ...

### 5. Wrap-up Reflection (Mentimeter Word Cloud or Open Text)

- End the session with a **Mentimeter question** like:
  - “What’s one thing you learned from building a financial plan?”
  - “Describe this experience in one word.”

Display responses in a live **word cloud** or **open text wall**.

## **UNIT 2: UNDERSTANDING FUNDRAISING STRATEGIES**

### **GAMIFIED EXERCISE: CREATE YOUR OWN FUNDRAISING PLAN**

#### **Objective**

To design a complete fundraising plan for a project or business idea using strategies from Unit 2. The activity helps students develop practical skills in organizing and managing fundraising campaigns, with a focus on supporting women-led ventures in sustainable, green, or digital sectors. The exercise integrates one or two gamified educational tools to promote engagement, collaboration, and reflection.

#### **Duration**

1.5 to 2 hours

#### **Group Setup**

- Individual or small teams (2–3 students)
- Optional: Assign roles within the group (e.g., Communications Lead, Donor Relations, Strategy Coordinator)

#### **Needed Material**

- Fundraising Strategy Template (from Unit 2, Section 2.3)
- Notes or resources from Unit 2 (fundraising methods, donor engagement strategies, communication tactics)
- Devices with internet access
- Access to two educational gamification tools:
  - Jamboard (for collaborative campaign planning)
  - Mentimeter (for quick polls and final reflections)

#### **Gamification Tools Used**

##### Jamboard


- Tool type: To co-design the fundraising campaign and align ideas with strategy in a fun, creative way
- Purpose: Visual collaboration and brainstorming
- Role in the exercise: Promotes teamwork and structure in a visually engaging format

##### Mentimeter

- Tool type: Midway poll to check progress and strategy + final reflection via word cloud or Q&A
- Purpose: Reflection, live interaction, and peer comparison

Role in the exercise: Supports metacognition and engagement through instant, anonymous feedback

## Step-by-Step Instructions

1. Choose a Project or Business Idea
    - Each student or group selects a real or imagined idea (ideally aligned with sustainable, digital, or women-led innovation).
  2. Collaborative Planning (Jamboard)
    - How to use it: Use a shared Jamboard where each group visually maps out key components of their plan using sticky notes or templates.
    - What to include on Jamboard:
      - Fundraising method (choose one: 3F, crowdfunding, event)
      - Target donors
      - Communication channels
      - Fundraising goals
      - Timeline and activities
    - Purpose: Helps visualize and co-create ideas in a dynamic, collaborative way.
  3. Develop the Fundraising Plan Using the Template
    - Students complete the simplified fundraising strategy template (Section 2.3 from Unit 2), which includes guiding questions
  4. Refine and Finalize the Plan
    - Students complete their written plan, ensuring all sections are clearly answered and aligned with Unit 2 strategies.
  5. (Optional) Peer Sharing
    - Adult Educator can ask groups to present their Jamboard briefly or upload a screenshot/post-summary to an LMS or classroom board for feedback.
  6. Final Reflection (Mentimeter Word Cloud or Open Question)
    - Ask an open-ended question like:
      - “What’s one takeaway from building a fundraising plan?”
      - “What’s one thing you would do differently next time?”
    - Responses appear in a real-time word cloud or text wall.
- 

## UNIT 3: MICROCREDIT

### GAMIFIED EXERCISE: SIMULATION ON STARTING A SMALL BUSINESS WITH A MICROLOAN

#### Objective

To simulate the use of a microloan by creating a realistic plan to start or grow a small business. The activity allows students to think like micro-entrepreneurs, apply knowledge from Unit 3 (Microcredit), and address practical aspects such as budgeting, loan repayment, risk management, and support needs. The use of interactive gamification tools fosters reflection, collaboration, and engagement.

#### Duration

1.5 to 2 hours

#### Group Setup

- Individual work for personal reflection and decision-making
- Optionally followed by small group sharing (pairs or triads) to compare strategies and approaches

#### Needed Material

- Paragraph 3.2 and examples from Unit 3
- Basic calculator or spreadsheet tool
- Devices with internet access
- Access to:
  - Padlet (for sharing microloan plans and peer feedback)
  - Mentimeter (for interactive reflection and polling)

#### Gamification Tools Used

##### Mentimeter

- Tool Type: Live polling, reflection, and anonymous comparison
- Purpose: Final reflection
- Benefit: Increases engagement and allows students to reflect on and compare ideas in real time

##### Padlet

- Tool Type: Students post their microloan plan and give feedback on others
- Purpose: Visual sharing and peer-to-peer feedback
- Role in the exercise: Fosters collaboration, critical thinking, and community learning

## Step-by-Step Instructions

### 1. Scenario Setup

- Students imagine they have received a €3,000 microloan.
- Adult Educator introduces the simulation scenario and reminds students of key concepts from Unit 3:
  - Types of microcredit (group lending, social collateral, individual loans)
  - Risk management
  - Irregular income patterns

### 2. Plan Your Business Use of the Loan

- Students write down the main expenses (equipment, materials, initial costs, marketing, etc.).
- They are encouraged to stay within the €3,000 limit and think realistically.

### 3. Design a Repayment Strategy

- Students decide:
  - How long they'll take to repay the loan
  - How they'll handle irregular income
  - Example: fixed monthly payments vs. flexible amounts based on revenue

### 4. Risk Assessment and Mitigation

- Students identify potential risks (e.g., seasonal variation, inflation, personal emergencies).
- They explain strategies to cope with these risks (e.g., emergency fund, flexible stock purchase, diversified income).

### 5. Support System Identification

- Reflect on the support they might need: group lending, financial training, mentorship, etc.
- Students then choose one microcredit method from Unit 3 and explain why it fits their case.

### 6. Peer Sharing and Feedback (Padlet)

- How to use it: Students post a short summary of their microloan plan on a Padlet board (title, expenses, repayment time, chosen method).
- They read and comment on 1–2 peers' plans using a simple format:
  - One strength of the plan
  - One suggestion for improvement

### 7. Final Reflection (Mentimeter Open Question)

- Prompt example:
  - “What did you learn about managing money through this microloan simulation?”
  - Display results on screen as a word cloud or open text wall.

## **UNIT 4: EUROPEAN & PRIVATE FUNDS FOR WOMEN-LED DIGITAL/GREEN START-UPS GAMIFIED EXERCISE: WRITE A FUNDING PROPOSAL USING THE LOGICAL FRAMEWORK APPROACH**

### **Objective**

To apply the Logical Framework Approach (LFA) by designing a simplified funding proposal for a fictional grant program. Students will:

- Transform an idea into a structured project plan
- Align their proposal with EU funding priorities
- Learn how to build Problem and Objective Trees
- Practice developing clear objectives, indicators, and risk assessments

This exercise enhances practical skills for real-world grant writing and project development, especially in the green and digital sectors, with gamification tools integrated for engagement and peer learning.

### **Duration**

2 to 2.5 hours

### **Group Setup**

- Small groups of 2–3 students
- Encourage role assignment: Project Lead, Analyst, Writer

### **Needed Material**

- “UNIT 4 – Gamified Exercise: Write a Funding Proposal Using the Logical Framework Approach“ (including the full call for proposals: [UNIT 4 – Gamified Exercise: Write a Funding Proposal Using the Logical Framework Approach](#))
- Access to:
- Miro (for collaborative Problem Tree / Objective Tree creation)
- Padlet (for proposal sharing and peer review)
- Devices with internet access
- Template for the Logical Framework Matrix (digital or printed)

### **Gamification Tools Used**

#### Miro

- Tool Type: Groups build and reframe challenges into project objectives collaboratively
- Purpose: Visual mapping of complex ideas (Problem Tree → Objective Tree)
- Role of the exercise: Encourages visual thinking and teamwork in the planning process

#### Padlet

- Tool Type: Post Logical Framework Matrix summaries, review each other’s proposals
- Purpose: Sharing and peer feedback
- Role of the exercise: Promotes reflection, peer learning, and simulates public proposal submission environments

## Step-by-Step Instructions

### 1. Understand the Call for Proposals

- Students read the fictional funding call carefully to understand:
  - Target sectors (green and digital)
  - Funding objectives
  - Eligibility and priorities

### 2. Define Your Start-up Idea

- Students brainstorm a realistic project idea (e.g., AI tool for digital literacy, app to reduce e-waste, etc.)

### 3. Create a Problem Tree (Miro)

- How to use it: Each group creates a Problem Tree on a shared Miro template using sticky notes.
- Structure:
  - Central problem (main trunk)
  - Causes (roots)
  - Effects (branches)
- Purpose: Visualize challenges and their impact in an interactive, collaborative format.

### 4. Convert to an Objective Tree (Miro)

- Reframe each item in the Problem Tree into positive objectives:
  - Root cause → specific goal
  - Central problem → overall objective
  - Effect → expected outcome
- Done on the same or second frame of the Miro template

### 5. Fill in the Logical Framework Matrix

- Using the matrix template, each group:
  - Defines overall and specific objectives
  - Lists measurable indicators
  - Identifies means of verification
  - Assesses risks and assumptions
  -
- Link the proposal to priorities from the funding call.

### 6. Wrap-up Reflection (Optional Live Discussion or Short Mentimeter Prompt)

- Optional: Instructor can use Mentimeter (if time allows) to ask:
  - “What part of writing a proposal was most challenging?”
  - “What’s one thing you would improve in your Logical Framework?”

# MODULE 5: E-COMMERCE

## UNIT 1: E-COMMERCE

### GAMIFIED EXERCISE: E-COMMERCE MARKETPLACE SIMULATION (GAME)

#### Objective

Students will experience the process of setting up and managing an online store, marketing their products, and engaging in buying and selling within a simulated e-commerce marketplace. This will help them understand key e-commerce concepts such as pricing, branding, customer service, and competition.

#### Duration

1 hour

#### Needed Material

Whiteboards, posters, large papers, and notebooks.

#### Gamification Tools Used

Google Slides, Padlet

- Tool Type: Groups build and reframe challenges into project objectives collaboratively
- Purpose: Getting the experience of setting up an online store and engaging in buying
- Role of the exercise: Helping students to understand key e-commerce concepts

#### Tips!

[Here](#)'s a detailed worksheet for your E-Commerce Marketplace Simulation Game! It includes step-by-step guidance, space for responses, and structured activities for students.

## Step-by-Step Instructions

### 1. Prepare the Marketplace Environment

- The classroom or online platform (if virtual) will act as the marketplace (like Amazon, Etsy, or Shopify).
- A “Marketplace Board“ (whiteboard, posters, or digital document) will display product listings.
- Each student starts as an entrepreneur, creating their own small online business.

### 2. Assign Virtual Currency

- Each student receives virtual money (e.g., €100 or 100 points) to spend on products.
- This encourages strategic thinking—students must decide whether to save, reinvest, or spend.

### 3. Define Product Categories

- Students can sell handmade goods, digital services, fashion, electronics, or other categories.
- Encourage creativity! Students can “invent“ products based on trends (e.g., eco-friendly goods, tech gadgets, digital art).

### 4. Set Up the Storefronts

- Each student creates a store profile with:
  - Store name
  - Product(s) they sell
  - Price(s)
  - Product description & image (drawing, printed picture, or digital mockup)
  - A brief marketing slogan

## Gameplay and Phases:

### Phase 1: Store Setup & Marketing (20–30 min)

- Students brainstorm and design their stores based on their chosen niche.
- They create product listings (on paper, a whiteboard, or a digital platform like Google Slides).
- Marketing Challenge:
  - Each student gets 1–2 minutes to “advertise“ their store via a social media post, video pitch, or elevator speech.
  - Others can ask questions as “potential customers.”

## Phase 2: Buying & Selling (20–30 min)

1. Students use their virtual money to “shop” in the marketplace.
  - They visit different “stores” and decide what to buy based on price, marketing, and value.
  - They negotiate deals (optional) and finalize purchases.
2. Sellers record transactions (e.g., writing sales down in a “ledger” or using a spreadsheet).
3. Competition & Demand:
  - If one product becomes very popular, students may increase prices.
  - Discounts, bundles, or free shipping can be used as sales tactics.
  - Some students might struggle to sell, leading to creative problem-solving (e.g., better marketing, price drops).

## Phase 3: Evaluating Performance (15–20 min)

1. Calculate profits
  - Students total their sales revenue and subtract “business expenses” (e.g., advertising fees, supplier costs—given by the teacher).
  - Who made the most profit? Who reinvested wisely?
2. Class Reflection
  - What strategies worked best?
  - What marketing tactics influenced buyers?
  - How did price changes affect sales?
  - What lessons can be applied to real e-commerce?

## Roles (Optional)

If the class is large, you can assign additional roles to simulate a real marketplace:

- Suppliers: Provide materials/products (e.g., if a student sells jewelry, a supplier “sells” beads).
- Marketing Experts: Help others with branding for a small “consulting fee.”
- Delivery Services: Act as couriers delivering products.
- Investors: Offer funding (extra virtual currency) to businesses they think will succeed.

## Variations & Extensions

- Online Version: Use a Google Doc or spreadsheet to track listings and sales.
- Unexpected Events: Introduce random events (e.g., “A bad review drops sales” or “A viral trend boosts demand”).
- Longer-Term Simulation: Let students reinvest their profits into new products and repeat the process over multiple days.

## **UNIT 2: SEARCH ENGINE AND SOCIAL MEDIA POSITIONING**

### **GAMIFIED EXERCISE: DIGITAL MARKETING CHALLENGE - BOOST YOUR ONLINE PRESENCE!**

#### **Objective**

The goal of the Digital Marketing Challenge is to test participants' understanding of SEO, SEM, and SMM concepts, while encouraging collaborative thinking and creative problem-solving. The game is designed to help participants apply digital marketing strategies in real-world scenarios, while fostering team collaboration and brainstorming. Teams will compete to answer questions and brainstorm ideas on how to improve a business's online presence and marketing strategy.

#### **Duration**

45 minutes

#### **Needed Material**

Smartphone to connect to Quizlet

#### **Gamification Tools Used**

Quizlet

#### **Set Up:**

1. Teams: Divide participants into small teams (3-5 people per team).
2. Platform: Use a digital learning tool such as Quizlet or a similar platform to present the quiz questions. Alternatively, you can use paper or a slide presentation if Quizlet is unavailable.
3. Time Limit: Each round will have a time limit of 5 minutes for brainstorming and answering each question.
4. Game Tools: Participants will need a laptop, tablet, or smartphone to participate.

## Step-by-Step Instructions

### Phase 1: Introduction (5 minutes)

- Overview: Explain the rules and objectives of the game to participants.
- Team Formation: Divide the participants into teams and assign each team a name (e.g., Team SEO, Team SEM, Team SMM).
- Tool Setup: Ensure all participants have access to the Quizlet set or any other platform you're using to administer the quiz.

### Phase 2: Round 1 - SEO Basics (10 minutes)

- Quiz Question 1: What is SEO primarily used for?
  - A) To create paid advertisements
  - B) To increase the visibility of a website in organic search results
  - C) To build a social media presence
  - D) To set up email marketing campaigns
  - Bonus Brainstorming: How would you find valuable backlinks for your website? Share creative and realistic methods.
- Quiz Question 2: What is a “backlink“?
  - A) A form of paid advertisement on Google
  - B) A recommendation from another website that improves SEO
  - C) A type of content shared on social media
  - D) A tool used to create SEO-friendly website design
  - Bonus Brainstorming: Share some strategies you would use to earn backlinks for your website without relying on paid services.

### Phase 3: Round 2 - SEM and Paid Ads (10 minutes)

- Quiz Question 1: What is SEM?
  - A) Search Engine Marketing - A paid marketing strategy through search engines
  - B) Social Engagement Marketing
  - C) A content creation technique
  - D) A tool for creating social media posts
  - Bonus Brainstorming: What factors should you consider when setting the budget for an SEM campaign on Google Ads?
- Quiz Question 2: Why would a business invest in SEM campaigns?
  - A) To generate organic traffic to their website
  - B) To increase brand awareness quickly and get targeted traffic
  - C) To improve SEO ranking without much investment
  - D) To improve content creation on social media
  - Bonus Brainstorming: What are some ways to optimize an SEM campaign for maximum ROI?


**Phase 4: Round 3 - Social Media Marketing (SMM) (10 minutes)**

- Quiz Question 1: What is the key difference between organic and paid social media marketing?
  - A) Organic marketing involves paid ads, and paid marketing does not
  - B) Organic marketing is free, while paid marketing involves advertising costs
  - C) Organic marketing focuses on SEO, while paid marketing is only for social media
  - D) Organic marketing is used only for Google, and paid marketing is for Facebook ads
  - Bonus Brainstorming: If you were a small business with a limited marketing budget, which social media platform would you prioritize for organic marketing and why?
- Quiz Question 2: Which social media platform is most effective for B2B marketing?
  - A) TikTok
  - B) LinkedIn
  - C) Instagram
  - D) Facebook
  - Bonus Brainstorming: Share a content strategy that could help businesses engage their target audience on LinkedIn.

**Phase 5: Round 4 - Website Optimization (10 minutes)**

- Quiz Question 1: Why is website optimization important for SEO?
  - A) To make your website look good to customers
  - B) To make your website load faster and be mobile-friendly, which improves search rankings
  - C) To ensure that your website is only visible to certain users
  - D) To increase paid ad traffic
  - Bonus Brainstorming: What are some easy website optimization techniques that would improve SEO?
- Quiz Question 2: What should be included on your website's homepage to enhance user experience?
  - A) A long list of all the services you offer
  - B) Clear navigation, branding, and a call to action (CTA)
  - C) A large number of pop-up ads
  - D) A complex design that looks impressive
  - Bonus Brainstorming: How would you ensure that your website is user-friendly for both desktop and mobile users?

**Phase 6: Round 5 - Evaluating and Improving Strategies (10 minutes)**

- Quiz Question 1: Which of the following tools can help you track the effectiveness of your digital marketing campaigns?
    - A) Google Analytics
    - B) Canva
    - C) WordPress
    - D) Wix
    - Bonus Brainstorming: How can you use Google Analytics to improve your digital marketing strategy?
  - Quiz Question 2: What is the primary benefit of tracking data through tools like Google Analytics?
    - A) It allows you to write better blog posts
    - B) It helps optimize your marketing strategies by understanding customer behavior
    - C) It provides a platform to run ads
    - D) It helps you create social media profiles
    - Bonus Brainstorming: What are some actionable insights you can gather from website traffic data?
- 

## UNIT 3: E-COMMERCE STRATEGIES FOR ONLINE SUCCESS

### GAMIFIED EXERCISE: E-COMMERCE BINGO CHALLENGE

#### Objective

- Make learning about ecommerce and gamification fun and interactive
- Encourage exploration of your (or any) ecommerce site
- Spark conversation and friendly competition

#### Duration

30 minutes

#### Needed Material

Paper

#### Gamification Tools Used

FLIPPITY

#### Set Up:

- Each player draws a simple 3x3 bingo grid on paper (you can do 5x5 for a longer game)
- Fill each square with simple ecommerce-related challenges.
- Example tasks:
  - ✓ Visit an online store
  - ✓ Add something to your wishlist
  - ✓ Find a product on sale
  - ✓ Spot a pop-up on a homepage
  - ✓ Share a product you love
  - ✓ Find a review with a photo
  - ✓ Search for a local brand online
  - ✓ Recommend a product to a friend
  - ✓ Add something to your cart


## Step-by-Step Instructions

### 1. Start the Challenge:

Set a time limit (e.g., 15–30 minutes). Each player uses their phone/laptop to complete the tasks on their grid. For example:

- Go to your favorite online store and add something to your cart
- Find a product with a review
- Take a screenshot or tell the group when you've done each task

### 2. Mark as You Go:

Each time they complete a task, they mark the square with a  or “X”

### 3. Call Out Bingo!

The first person to complete a full line (horizontal, vertical, or diagonal) shouts “BINGO!” and wins.

### 4. Bonus Round (optional):

Keep playing to see who fills the entire grid first.

# MODULE 6: BUSINESS PLAN

## UNIT 1: WHY WRITE A BUSINESS PLAN

### GAMIFIED EXERCISE 1:WHAT WOULD YOU DO?

#### Objective

This exercise seeks to provide students with an experiential understanding, through the simulation of real decisions, of why it is important to have a business plan before launching a project. The situations presented by the teacher should demonstrate the practical consequences of not planning and the benefits of doing so.

#### Duration

20 minutes

#### Needed Material

- Online survey platform (e.g. Kahoot, Quizizz, Socrative or mentimeter)
- Computer or cell phone with internet access
- Theoretical Module 6, mainly Section 1

#### Gamification Tools Used

##### Online Survey Platform

- Tool Type: Online tool that allows online surveys to be conducted, such as Kahoot, Socrative, or Mentimeter.
- Purpose: Increase student participation and motivation, assess their understanding in real time, and encourage collaborative reflection in a dynamic and gamified way.
- Role of the exercise: Present decision-making scenarios to students in the form of an interactive survey, allowing them to reflect on common mistakes made when starting a business and understand, through discussion and comparison of answers, the importance of developing a business plan rather than improvising.

## Step-by-Step Instructions

### Step 1: Prepare the online tool for conducting surveys

Use an online tool to create animated, gamified group surveys. Create between 5 and 10 real-life situations (you can use the examples in the table below or come up with new ones) about failed ventures due to the lack of a business plan.

#### Suggestions for the creation of situations:

**Scenario 1:** You have an innovative idea for a health app, but you don't know how many competitors there are. What do you do before launching your project?

- a) I start as soon as possible, I don't care about the competition
- b) I ask my friends if they would use my app.
- c) I do a market analysis to know the competitive environment
- d) I just post on social networks

**Scenario 2:** An investor asks you for the break-even point of your business. You don't have a financial plan, what do you do?

- a) I make it up as I go along
- b) I say that I haven't thought about it yet.
- c) I explain that I am working on the plan and that I will have the data shortly.
- d) I change the subject

**Scenario 3:** You had to close your business due to liquidity problems. What could you have done differently?

- a) Use personal credit cards
- b) Take out more loans
- c) Having made a financial plan with cash projection
- d) Selling faster without thinking about costs

**Scenario 4:** You have identified an opportunity in the organic sector, what do you do before investing?

- a) You invest now, before someone else does.
- b) Write a business plan to validate feasibility.
- c) You ask friends and relatives for money
- d) you buy products without knowing if they will sell.

**Scenario 5:** You are at a venture fair. An investor is interested in your idea and asks you about your competitive advantage. What do you do?

- a) You tell him that you are unique because "you have passion".
- b) You tell them about your social networks
- c) You show them your SWOT analysis and differentiated value proposition.
- d) You tell them that you are not worried about the competition.

**Step 2: Explain the exercise to the students**

Explain to the group that they are going to participate in an interactive quiz where they will make decisions as if they were entrepreneurs. The objective is not only to get it right, but to reflect on the implications of having or not having a business plan.

**Step 3: Run the online tool**

Run the online tool chosen for this activity (Kahoot, Quizizz, Socrative or mentimeter).

**Step 4: Evaluate the answers**

Evaluate the answers with the whole group and open a space for dialogue to reflect on those answers that were not correct.

**Learning outcomes:** Students will be able to justify the need and usefulness of a business plan versus improvisation in real entrepreneurial decision-making contexts.



## UNIT 2: CREATE A BUSINESS PLAN: STEP BY STEP GUIDE

### GAMIFIED EXERCISE: BUILDING YOUR BUSINESS PLAN STEP BY STEP

#### Objective

The purpose of this activity is for the student to be able to write a complete, structured and professional business plan, progressively and reflectively addressing each of its essential elements: executive summary, company description, market analysis, marketing plan, operational and organizational plan, financial plan. This exercise is conceived as an integrative learning experience that combines applied theoretical content, collaborative practical work and online gamified dynamics. It is adjusted to the parts that a business plan should include, so it is structured in 6 sub-activities.

#### Duration

6 to 7 hours

#### Group Setup

Individual or small teams (2–3 students) depending on the idea or project chosen.

#### Needed Material

- Google Docs.
- Computer with internet access
- Tools for creating collaborative dashboards (padlet or miro)
- Tool for surveys, word clouds, etc. (mentimeter, Kahoot, etc.)
- Contents of the module Theoretical module 6 - mainly section 2
- Theoretical content of modules 2, 3, 4 and 5 of the course
- Practical exercises of modules 2, 3, 4 and 5 of the course

#### Gamification Tools Used

Padklet or Miro

- Tool type: online collaborative wall or board where each group has its own space.
- Purpose: to allow students to visualise and organise the different sections of the business plan (company description, market analysis, marketing plan, operational and organisational plan, financial plan), providing a shared and structured space for each sub-activity.
- Role in the exercise: To enable each group to publish their partial results of their business plan. To make the progress of all teams visible, encouraging comparison, inspiration and peer learning. To serve as a basis for collective discussion when the teacher projects the board with all the contributions.

Mentimeter

- Tool type: application for real-time surveys, gamified questionnaires or word cloud generation.
- Purpose: to promote active and reflective participation, quickly assess understanding and gather collective perceptions about the quality of the plans developed.
- Role in the exercise: Introduce trigger questions in each sub-activity, encourage critical reflection and debate on business decisions, based on live voting and results.

## General explanation of this exercise

This exercise has been designed so that students can build their business plan step by step. It consists of five different activities that must be carried out once each theoretical part has been explained, as shown below:

**Activity 2.1 Company description:** this activity should be carried out once contents 2.1, 2.2 and 2.3 of the theoretical module have been explained.

**Activity 2.2 Market analysis:** this activity should be carried out once the contents of 2.4 of the theoretical module have been explained.

**Activity 2.3 Marketing plan:** this activity should be carried out once the theoretical content of section 2.5 has been explained.

**Activity 2.4 Operational and organisational plan:** this activity should be carried out once the explanation of the theoretical content of section 2.6 has been completed.

**Activity 2.5 Financial plan:** this activity should be carried out once the explanation of the theoretical content of section 2.7 has been completed.

### before starting the activity (general)

Divide the class into groups according to the business idea and groupings made in the previous modules of the course.

Ask the students (according to the stipulated groups) **to create a shared document in Google docs** and share the link with the teacher. They should create a first table and fill it with: name of the project, members and initial idea summarized in one sentence. In this document they should add the sections of the business plan corresponding to: company and product description, market analysis, marketing plan, operational and organizational plan and financial plan.

Alternatively, the teacher can create a folder on Google drive and create such a document. In this case the students will be asked to access the folder and create a copy of the document with the name of their project. They will be asked to fill in the table with the project name, constituents and initial idea summarized in one sentence.

**Learning outcomes:** After the exercise, students will have a business plan with the basic elements.

**TIP: As the ultimate goal is to create a business plan, after each activity carried out with Padlet, it is necessary to give students time to transfer the information from the collaborative board to their Google Document.**

## Activity 2.1 Description of the company

### Duration

1 hour and 30 minutes

### Needed Material

- Computer with internet access
- Google Doc of the business plan
- Contents of the module Theoretical module 6 - section 2.2 and 2.3
- Canvas Model of exercise 2 of module 2 of the course.

### Optional materials

Theoretical module 2 of the course.

### Gamification tools:

- Collaborative wall (padlet or miro)
- Mentimeter

### Step-by-Step Instructions

**Step 1:** The teacher should create a wall in padlet or miro type wall or columns that can be called “Description of the company“. In each column the teacher should include the name of the project of each group and insert in each column: Founding history, Mission, Vision, Objectives, Description of the product or service.

**Step 2:** The teacher should ask the students to write a narrative paragraph that captures the origin of the project with a personal and emotional tone. To guide the students, it is suggested to use the questions that serve as a guide for the founding story in section 2.2 of the theoretical module 6. A simpler version would be to use 3 questions such as: What motivated your idea? Where did it come from? What experience inspires it?

**Step 3:** Ask students to define their mission in a clear and direct sentence.

**Step 4:** Ask students to define their vision in a clear and direct sentence.

**Step 5:** Ask students to include 6 business objectives (2 short-term, 2 medium-term and 2 long-term).

**Step 6:** Ask students to describe their product or service based on 3 key questions: What does your product or service offer? What makes it different from the competition? What needs does it meet?

**Step 7:** Project the padlet with all publications. Generate a short discussion using mentimeter: Which other group best describes its story? Which project has best defined its mission and vision? Which project has the clearest and most achievable objectives? Which project has best defined the product or service offered?

**Step 8:** Ask students to integrate their value proposition from the Canvas Model exercise of exercise 2 of module 2 of the course into their business plan (Google Doc).

## Activity 2.2 Market Analysis

### Duration

1 hour and 30 minutes

### Needed Material

- Computer with internet access
- Google Doc of the business plan
- Contents of the module Theoretical module 6 - section 2.4
- Exercise 2 of course module 3 - My Product and my persona

### Optional materials

Theoretical contents of module 3 of the course: Marketing Basics.

### Gamification tools:

- Collaborative wall (padlet or miro)
- Survey tool (mentimeter, Quizizz, kahoot, etc.)

### Step-by-Step Instructions

**Step 1:** The teacher should create a wall in padlet or miro type wall or columns that can be called “Market Analysis“. In each column he/she should include the name of each group’s project and insert in each column: Sector data, Analysis of the general environment, Demand analysis and customer segmentation, Competitors analysis, SWOT

**Step 2:** : Ask students to find at least 3 reports on their market and industry and add them to the “sector data” column. After reading the reports, students should briefly summarise the data they have found in these studies on the sector in this column.

**Step 3:** Get students to carry out a PESTEL analysis (using the reports found) and enter them in the column “analysis of the general environment“. Use the guiding questions for the PESTEL analysis in section 2.4 Market Analysis of training module 6.

**Step 4:** Based on the results of exercise 1 of module 3 of the course - My Product and my persona - ask students to describe the profile of their ideal customer and add it to the dashboard created in the section “Demand analysis and customer segmentation”.

**Step 5:** Based on the results of Exercise 2 in Module 3 of the course, ‘My Product and my persona,’ ask students to create and fill in a table in their Google Docs document (the business plan) with the names of competing companies, the characteristics of their products and services, price, market share, points of sale, promotion, and turnover. Once this is done, ask the students to upload the screenshot of this table to the board created in the “Competitors analysis” section.

**Step 6:** Ask students to perform a SWOT analysis in their Google Doc and once done, upload a screenshot to the dashboard created in the “SWOT” section.

**Step 7:** Short discussion using mentimeter to determine which element of this section of the business plan they found most difficult to describe? How much more information do they need to complete this section of the business plan? Do they need to find more reports? Do they need to interview customers, etc.?

## Activity 2.3 Marketing Plan

### Duration

1 hour

### Needed Material

- Computer with internet access
- Google Doc of the business plan
- Contents of the module Theoretical module 6 - section 2.5
- Exercise 2 of course module 2 - Understanding the BMC with Faith in Nature
- Exercise 1 of Module 4 - Build your Own Financial Plan

### Optional materials

Theoretical contents of module 3 of the course: Marketing Basics.

### Gamification tools:

- Collaborative wall (padlet or miro)
- Survey tool (mentimeter, Quizizz, kahoot, etc.)

### Step-by-Step Instructions

**Step 1:** The teacher should create a wall in padlet or miro type wall or columns that can be called “Marketing Plan“. In each column he/she should include the name of each group’s project and insert in each column:

- Price
- Promotion
- Distribution channels

**Step 2:** Ask students to include the price of the product in the price column. This has already been established in other exercises in the course such as exercise 2 in module 2 - Understanding the BMC with Faith in Nature - and exercise 1 in module 4 - Build your Own Financial Plan.

**Step 3:** Ask students to describe in that column how their price covers production costs, their break-even point and how it allows for a reasonable profit margin.

**Step 4:** Ask students to choose a pricing strategy and justify their choice. They should add all this to the “price“ column.

**Step 5:** Ask students to fill in a promotional calendar in their Google Docs document. This calendar should contain the following columns: action, month, channel, objective, and budget. Once done, ask them to upload the screenshot to the wall created in the ‘promotion’ section. They must create at least three promotional actions.

**Step 6:** Ask learners to write in the “distribution channels“ column the type(s) of distribution channel(s) for their products/services.

**Step 7:** Short discussion using mentimeter with questions such as: Which group other than mine presents a coherent marketing plan?

## Activity 2.4 Operational and Organizational Plan

### Duration

1 hour

### Needed Material

- Computer with internet access
- Google Doc of the business plan
- Contents of the module Theoretical module 6 - mainly section 2.6

### Optional materials

- Theoretical module 2 of the course
- Exercise 2 of course module 2 - Understanding the BMC with Faith in Nature

### Gamification tools:

Collaborative wall (padlet or miro)

### Step-by-Step Instructions

**Step 1:** The teacher should create a wall in padlet or miro type wall or columns that can be called “Operational and Organizational Plan“. In each column it should include the name of each group’s project and insert: Description of the team, Key resources and Suppliers and operational plan.

**Step 2:** Ask students to complete the team description in terms of key members, previous experience, and role assignments, and to include this in the ‘Team Description’ column.

**Step 3:** Ask students to complete the key resources and suppliers and include them in the padlet or miró column called ‘Key resources and suppliers’. They can include essential technology or external materials; collaborators, strategic allies, logistics.

**Step 4:** Ask students to create an operational calendar table in their Google Docs business plan document. This table should contain six columns, including phase or activity, brief description, person responsible, resources needed, estimated duration, and planned start date.

**Step 5:** Ask students to take a screenshot of their operational plan and upload it to Padlet in the corresponding column.

**Step 6:** Discuss with students whether any essential elements are missing from each section.

## Activity 2.5 Financial Plan

### Duration

40 min

### Needed Material

- Computer with internet access
- Google Doc of the business plan
- Contents of the module Theoretical module 6 - section 2.7
- Theoretical module 4 of the course.

### Gamification tools:

- Collaborative wall (padlet or miro)
- Mentimeter

### Step-by-Step Instructions

**Step 1:** The teacher will ask the students to transfer the tables made in exercise 1 of module 4 Build your Own Financial Plan to the corresponding part of the business plan (google docs).

**Step 2:** The teacher should create a wall on Padlet or Miro, or columns that can be labelled “Feasibility of the financial plan”. In each column, the teacher should include the name of each group’s project.

**Step 3:** Ask students to write a short text in the Padlet column summarising whether their business plan is financially viable by answering these questions:

- Are the expected revenues higher than the costs?
- How long does it take to reach the break-even point?
- Is the expected profit margin reasonable?
- What financial risks or challenges do you foresee?

**Step 4:** Use Mentimeter to have students vote on the project that best expresses the viability of its financial plan.

Finally, students should be allowed time to write the results of this exercise in their Google Doc according to the requirements established in the theoretical section of module 6.

## **UNIT 3: FINAL CONSIDERATIONS AND TIPS FOR WRITING A BUSINESS PLAN**

### **GAMIFIED EXERCISE 1: PEER REVIEW OF BUSINESS PLANS**

#### **Objective**

The objective of this activity is for students to develop a critical, argued and constructive judgment on the business plans written by their peers. It also encourages reflection on the coherence, feasibility, communication and visual presentation of the document.

#### **Duration**

1 hour and 30 minutes

#### **Needed Material**

- Online survey platform (e.g. Kahoot, Quizizz, Socrative or mentimeter)
- Google Docs.
- Computer or cell phone with internet access
- Theoretical module 6, mainly section 3

#### **Gamification Tools Used**

##### **Online Survey Platform**

- Tool Type: Online tool that allows online surveys to be conducted, such as Kahoot, Socrative, or Mentimeter.
- Purpose: Increase student participation and motivation, assess their understanding in real time, and encourage collaborative reflection in a dynamic and gamified way.
- Role of the exercise: act as catalysts for co-evaluation, making the review of plans participatory, transparent and reflective, rather than an individual and isolated process.

## Step-by-Step Instructions

### Step 1: Brainstorming

The teacher should open a session in Mentimeter or Kahoot (survey or brainstorming mode) with the question: What characteristics should a good business plan have?

### Step 2: Guide the answers

Allow students to respond in real time and guide their answers if they have concerns, for example, clarity, coherence, financial realism, visual presentation, impact, etc.

### Step 3: Create a common assessment rubric

The teacher should group the responses obtained into 5 or 6 key criteria and write the assessment rubric common to all. Example of rubric:

Criteria	Description	Score (1-5)
Clarity and structure	Is the content well organized, clear and hierarchical?	1-5
Internal consistency	Are the sections well integrated with each other?	1-5
Argumentation and realism	Is feasibility justified with data and logic?	1-5
Visual design and professionalism	Does it have good graphic presentation, tables, graphs...?	1-5
Originality and value proposition	Does the project provide a unique or innovative solution?	1-5
Communication impact	Does it convey enthusiasm, conviction and seriousness?	1-5

**Step 4: Add the rubric at the end of each business plan**

Each student (or group) must create the rubric with the criteria chosen jointly at the end of each business plan (Google Doc).

**Step 5: Assign business plans**

The teacher assigns each group or individual student another business plan and explains that they have to complete the evaluation rubric and provide written feedback after the table.

**Step 6: Analysing business plans**

Each group reads and analyzes the assigned business plan, completes the assessment rubric and adds constructive suggestions to the assigned business plan.

**Step 7: Review of the evaluation rubric and peer comments on the project**

Allow time for students to review the assessment rubric and their peers' comments on their project.

**Step 8: Discussion and reflections**

The teacher asks three questions in Mentimeter: What did you learn from evaluating another group? What will you improve in your own plan after receiving feedback? Which parts of the business plan did you find most difficult to prepare? Finally there is a discussion with the group regarding these reflections.

**Learning outcomes:** At the end of the exercise, students will be able to see if a business plan is coherent and will learn how to create an assessment rubric.


# APPENDICES & RESOURCES

## 1. Gamification Tools Quick Guide

Below is a list of suggested free or low-cost tools that can be integrated into the exercises. Trainers are encouraged to select those most appropriate to their learners' digital skills and the session's objectives.

- Kahoot / Mentimeter / Quizizz – live quizzes, polls, knowledge checks.
- Padlet / Jamboard / Miro / Mural – collaborative brainstorming, mapping ideas, sharing outputs.
- Canva – visual storytelling, branding, simple design tasks.
- Google Docs / Sheets / Slides – co-creation of business plans, financials, or shared group projects.
- Trello / Asana – task management and role distribution in team challenges. *Tip: Always test the tool before the session and keep a backup activity in case of technical issues.*

## 2. Practical Tips for Using Gamification

- **Clarity first:** Ensure the rules of each activity are simple and transparent.
  - **Balanced competition:** Encourage collaboration as much as competition. The aim is learning, not stress.
  - **Mix formats:** Alternate between individual reflection, pair/group work, and plenary sharing.
  - **Debrief is essential:** After each gamified activity, allow time to reflect on what was learned and how it connects to real entrepreneurial practice.
  - **Adapt to the group:** Choose tools and exercises that match the group's digital literacy and cultural context.
- 

# APPENDICES & RESOURCES

## 3. Templates for Trainers

To support the exercises, editable templates should be made available in both printable (PDF) and digital (Google Docs/Sheets) formats:

- Business Model Canvas
- Sustainable Business Model Canvas
- Persona Creation Sheet
- Financial Plan Spreadsheet
- Brand Canvas

## 4. Scoring Rubrics & Feedback

Use simple rubrics to evaluate exercises (creativity, feasibility, teamwork, presentation). Complement scores with open feedback questions such as:

- *What did you learn from this activity?*
- *How could you apply this method to your own idea?*
- *What would you improve if you repeated the exercise?*
- 

## 5. Further Reading & References

- *Deterding, S. (2015). The Lens of Intrinsic Skill Atoms: A Method for Gameful Design.*
- *Werbach, K. & Hunter, D. (2012). For the Win: How Game Thinking Can Revolutionize Your Business.*
- *European Commission: Entrepreneurship Education Resources*