

E4KIDS
TEACHERS' BOOK



Enhancing entrepreneurial mindset and self-empowerment in kids - EMPOW4KIDS

ERASMUS+ KA220-SCH - Cooperation partnerships in school education
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1. INTRODUCTION

Being entrepreneurial is a valuable **skill** for EU citizens, both for their personal and professional development. Entrepreneurship education plays a key role for Europe's competitiveness and for the continuous growth of Europe's economy. Promoting entrepreneurship in education as a key competence encourages EU citizens to be enterprising and to formulate innovative solutions to societal problems and to design products of added socio-economic value.

Despite these assumptions “just less than a quarter (23 %) of EU respondents said they had taken part in a course or activity at school relating to entrepreneurship, defined as turning ideas into action and developing one's own project” [*European Commission/EACEA/Eurydice, 2016. Entrepreneurship Education at School in Europe - Eurydice Report*].

The results of the 2018 PISA survey show that a large proportion of 15 year-olds still lack basic **problem-solving skills**. “School-to-work transitions have become more complex and prolonged. This reflects both changes in labour market demand, and a growing disparity with what education systems supply. This generation of young citizens requires curiosity, entrepreneurship and resilience to work effectively in the new labour market. They will need confidence to create their own employment and to manage their careers in new ways. Education systems need to prepare young people to be effective in applying what they know to ever-changing situations, expose them to relevant role models, and provide guidance that helps them discover their passions, areas where they can excel, and where and how they can find or create a job” [*PISA 2018: Insights and Interpretations*].

Enhancing an entrepreneurial mindset and promoting self-empowerment in children can thus have several positive effects, including:

- **Creativity and Innovation:** by fostering an entrepreneurial mindset, children learn to think creatively and come up with innovative solutions to problems. This mindset encourages them to take risks and think outside the box, which can lead to the development of new products and services;
- **Critical Thinking:** entrepreneurship requires critical thinking and problem-solving skills. By encouraging children to think like entrepreneurs, they learn to analyze situations, identify problems, and develop strategies to overcome them;
- **Self-Esteem and Confidence:** by promoting self-empowerment, children learn to believe in themselves and their abilities. They develop a strong sense of self-esteem and confidence, which can help them succeed in all aspects of their lives;
- **Leadership Skills:** entrepreneurship requires strong leadership skills. Children who learn to think like entrepreneurs develop the ability to lead and inspire others; they learn to communicate effectively, build teams, and motivate others to achieve a common goal;

- **Financial Literacy:** entrepreneurship involves understanding financial concepts like profit and loss, revenue, and cash flow. By exposing children to these concepts, they learn to manage money effectively and develop financial literacy skills that will serve them well throughout their lives.

This scenario moved the partners to action to define, settle and implement contents, tools and strategies to **promote in entry-level secondary school students** (*in the age span between 11 and 13*) **an entrepreneurial mindset and behaviour and a proactive and non-conformist spirit** promoting actions for their pursuit in the first person, with a particular focus on the school, but adopting a proactive approach that leads students to take action personally in the pre-adolescents' daily life.

Therefore the primary target group are the **STUDENTS** aged 11 to 13: they will be encouraged to transfer knowledge and awareness beyond their working group, by identifying ways to actively promote the entrepreneurial, creative and critical spirit and attitude beyond the school walls and function as role models. This way, they will have the possibility to influence their wider social network, including their family and friends, so acting as multipliers and in the direction of spreading this spirit within and outside the school environment.

Of the same importance are **TEACHERS** and **SCHOOL LEADERS** involved who, depending on the fact that each context materializes in the relationships that animate it, will in turn be made aware of the pro-active tools on entrepreneurship and personal empowerment and how to actively promote them at school. The same empowerment of teachers will include the re-definition of their role, accepting more responsibility over students' personal behaviours and attitude towards their daily challenges. In general the Toolkit and its components implemented by the project are going to be integrated within the school curriculum as one of the transversal subjects to be transferred to the future pupils.

A further target is represented by the **FAMILIES**, which should be exposed to the work of raising a self-confidence and entrepreneurial spirit on the students, with an expected increase in awareness and perception of relevance of their role within the community as a whole. Furthermore, families and the general public will be among the recipients of the dissemination program.

This Teachers' Book consists of three main parts:

- the first one explains the contents of the Business Model Canvas prepared for the kids with clear indications on how to deliver the concepts to the kids,
- the second one reports some practical and interactive games to be played also in class to let the kids better acquire the transferred knowledge,
- and the third one introduce the methodology to be adopted with the kids, consisting of a series of some structured activities in which the knowledge and the tools will be used to allow the kids to better exploit all their business potential.

2. THE E4KIDS CANVAS

The **Business Model Canvas** is a strategic management template used for developing new business models and documenting existing ones.¹ It offers a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances, assisting businesses to align their activities by illustrating potential trade-offs.

It is built around nine "*building blocks*" defining a template that came to be called the Business Model Canvas were initially proposed in 2005 by Alexander Osterwalder, based on his PhD work supervised by Yves Pigneur on business model ontology.²

The **Business Model Canvas** is a tool used by businesses to help plan and visualize their operations. Explaining the concept to kids may require simplification and creative examples to make it understandable, therefore it may be necessary to follow some basic steps:

- start with the basics: before introducing the Business Model Canvas, it's important to ensure that kids have a basic understanding of what a business is and what it does. You can explain that *a business is an organization that sells products or services to customers in order to make money*;
- use creative examples: to help kids understand the different elements of the Business Model Canvas, you can use creative examples that relate to their own experiences. For example, you could use *a lemonade stand* as an example of a business and explain how each element of the Business Model Canvas applies to it;
- explain the different elements: the Business Model Canvas has **nine different elements**, which include customer segments, value proposition, channels, customer relationships, revenue streams, key activities, key resources, key partnerships, and cost structure. You can explain each element in simple terms and use examples that relate to the lemonade stand or other businesses that kids are familiar with.

To be more effective and create a simpler model we have grouped the nine boxes into 4 as shown in the chart and being:

- 1) **WHAT**
- 2) **WHO**
- 3) **HOW**
- 4) **HOW MUCH**

¹ Barquet, Ana Paula B., et al. "*Business model elements for product-service system*". Functional Thinking for Value Creation. Springer Berlin Heidelberg, 2011

² Osterwalder, Alexander; Pigneur, Yves; Clark, Tim (2010). *Business Model Generation: A Handbook For Visionaries, Game Changers, and Challengers*. Strategyzer series. Hoboken, NJ

- encourage **critical thinking**: as kids get older, you can encourage them to think more critically about the Business Model Canvas and how it can be applied to different businesses. You can ask questions such as, "*How could you change your lemonade stand to make it more profitable?*" or "*What are some other businesses that could use the Business Model Canvas?*"
- keep it fun: learning about business models can be a serious topic, but it's important to keep it engaging and fun for kids. You can make a game out of creating a Business Model Canvas for a lemonade stand or challenge kids to come up with creative business ideas and models.

Overall, explaining the Business Model Canvas to kids can help them develop important life skills and an understanding of how businesses operate. By simplifying the concepts and using relatable examples, you can help kids grasp the basics of business planning and strategy.

The E4KIDS Canvas

PROJECT NAME:			ENTREPRENEUR'S NAME:	
WHO can help you? Strategic alliances 	HOW would you do it? Key activities 	WHAT do you want to do? Value proposal 	How do you INTERACT? Customer's relationships 	WHO IS IT FOR? Customer's segments
HOW?		WHAT?		WHO?
¿ What YOU WILL NEED? Key resources 		 ¡Start from here!	¿ How you will DELIVER it? Distribution channels 	
HOW MUCH WILL IT COST? Cost structure 			WHAT WILL YOU GAIN from it? Revenues/profits 	
HOW MUCH?				

2.1. WHAT?

Value proposal

“BUSINESS IDEA IS SOLVING SOMEONE’S PROBLEM FOR MONEY”

The Value Proposal is the **unique offer that your business is providing to the customers**. This offer can be a **physical product or service**. Important and crucial is that the product/service should be **beneficial to the customers by solving some of their problem**.

Problems (pains) that might be considered to be solved by your product and service

Consider the following from the customers’ perspective according the problem (pain) you are going to solve by your product and services:

Needs – needs that the customers have. Consider both needs that the customers are aware of (need to solve a problem or reduce pain). But also be aware of the needs the customers might not be aware of (“latent needs”). You can be the one to show them what new things they can use to benefit from.

Wants – what the customers want to have or want to be. What are the customers’ aspirations and consider that as a customer problem that you can help them achieve.

Fears – consider also the fears that the customers might have to restrain them to buy or use your product and services. It can be a fear of switching from the product they are already using, fear of the unknown, fear of the judgment of peers etc.

Value for customer (benefits)

Value that you propose to your customers should **convince the customers that they will benefit** from purchasing your product or service. The customers should be willing to pay for the product and services that you want to offer.

Value proposition should be clear and compelling so it will persuade potential customers to buy your product and services.

Understand your product and service (features)

Every **product** and service is designed in a specific way. You should understand what **features** your product and services have:

How do they function?

How will they be used?

What can they do?

Remember that the whole value proposition is not only the product you develop but also **the services** that you provide to your customers. In this since the customers will benefit not only from the product but also the services you provide with the product as is the delivery, information provided, maintenance of the product etc.

In this way, think of the **whole customer's experience** when purchasing and using your product and services. Think about the **feelings** the customers will (or should) have when using your products and services.

(Summary) Ask the following questions to validate your value proposition

- What **problem** is your product or service solving for the customer?
 - What is the problem/pain you are solving?
 - What are the needs and wants of the customers?
 - Who has the pain (who are potential customers)?
- How is the problem you are addressing **solved now**?
 - Are you proposing a better solution or alternative than that is already available?
- How much will the customer **benefit** from using your product or service?
 - How big and painful is the problem?
 - Is there a desire for your product and services?
- By what **features** of the product and services I will convince the customers to buy them?
 - What does your product and services do?
 - What are the key features the customers can benefit from?
 - What experience and feeling your customers will have by using your product and services?
 - Do you provide relevant services with your product?
- Will the customers be **willing to pay** for the product/service I want to provide?
 - Is your proposition compelling to persuade the potential customers?
 - What could restrain or demotivate the potential customers to buy your product and services?

TEACHER'S PERSPECTIVE

NOTE: for simplicity you can consider the Value proposition mainly as the product and services of the business. But do not forget what is important and the reason why we call it “value proposition”. **It is not about technical aspects of the product or service but it is about the offer that you as a businessman/woman make to potential customers to persuade them to buy your product = pay for it.**

Remember also that this is **just the first part of developing the business idea** (the Business Model Canvas). So the goal is to test that the kids have a general understanding of the value proposition and that they understand their product, they have first broad idea about the customers and that behind the business idea there is a potential to bring benefits to customers. Note that this is a starting point and that the business idea will be developed into more specific details and might need to have some changes when confronted with the further questions about the customers segment (Who), the question of production (How) and the question of costs (How much).

For details on how to proceed in the class see the Games & Activities chapter below.

2.2. WHO?

A **customer** is a person who buys something from a business. Customers are important to businesses because if no one bought their products or services, they would not make money and would have to close.

Businesses must know their customers in order to sell them what they need and want. Businesses can do this by researching and learning about the people who might be interested in their products or services.

Businesses may have different **types of customers**. Some customers may be individuals, while others may be other businesses or organizations.

Businesses can use different **strategies to attract customers**, such as offering low prices, advertising and marketing, and providing good customer service.

- **How will you interact?**

Customer relationships are the way a company interacts and communicates with its customers. It is important for companies to have good relationships with their customers so that customers will want to continue to buy products or services from the company.

How can companies build relationships with customers?

They can do this in different ways, such as through customer service, advertising and marketing, customer satisfaction, and customer feedback.

- **Customer service:** When a customer has a question or a problem, a company can help solve it quickly and effectively, which helps to build a good customer relationship.

- **Advertising and marketing:** companies can promote their products or services through advertisements and advertising campaigns, which helps create awareness about the company and attract new customers.

- **Customer satisfaction:** When a customer is satisfied with a product or service, he or she is more likely to buy it again in the future. Therefore, companies should do everything possible to ensure that their customers are satisfied with their products or services.

- **Customer feedback:** When a customer gives feedback or comments on a product or service, the company can use that information to improve and tailor its products or services to the customer's needs.

- **Who is it for?**

- **Customer segmentation** is a way of grouping people who buy products or services from a company into different categories. Remember how in school there are different grades or classes? Well, it's similar to that, but instead of grades, it's groups of people with similar characteristics.

For example, let's say a company sells toys. Some children might be younger and interested in soft toys and stuffed animals, while others might be older and interested in electronic games. The company could divide its customers into two groups: those who like soft toys and those who like electronic games. Each group would have different needs and preferences, and the company could tailor its products and services to best meet them.

We can group customers according to different criteria. Some of these are explained below:

- **Age:** We can group customers according to their age. For example, we can have a section for children, one for young people and one for adults. Which section do you think you would like best?

- **Interests:** We can also group customers according to what they like to do. For example, we can have a section for those who like sports, another for those who like music and another for those who like reading. Which section would you like to be in?

- **Location:** We can group customers according to where they live. For example, we can have a section for those who live in the city, another for those who live in the countryside and another for those who live at the beach. Where do you like to be?

- **Buying behavior:** We can group customers according to what they buy. For example, we can have one section for those who buy sportswear, another for those who buy books and another for those who buy video games. What kind of things do you like to buy the most?

Remember that these are just a few examples of segmentation criteria. Businesses can use different criteria to segment their customers and thus offer them products and services that better suit their needs and tastes.

In short, customer segmentation is a way of grouping people who buy products or services from a company into different categories, based on their needs and preferences. This helps the company to better understand its customers and to offer them products and services that are tailored to their needs.

- **How will you deliver it?**

Distribution channels with customers are an important part of a company's business model.

They are the way a company brings its products or services to customers. It is important for companies to have good distribution channels so that customers can buy the company's products or services easily and conveniently.

Imagine you have a toy store and you want to sell your products to many people. How can you do that? One way is to sell directly to customers who come to your store. But what if there are people who live far away or can't come to your store?

That's where distribution channels come in. A distribution channel is the path a product follows from the manufacturer to the end customer. It's like a chain that connects the producer to the consumer.

There are many **types of distribution channels**, here are some of them:

- **Direct sales:** as mentioned, this is when you sell directly to customers who come to your store.
- **Physical stores:** these are stores that buy your products to sell them to their own customers. For example, a department store or a toy store in another location.
- **Online sales:** this is when you sell your products over the internet. Customers can buy from your website or from an online marketplace such as Amazon.
- **Wholesalers:** are companies that buy large quantities of your products for resale to other companies or retailers.
- **Distributors:** these are companies that buy your products and sell them to retail stores.

Each distribution channel has its own advantages and disadvantages, and may be better for different situations. For example, selling online may be convenient for reaching distant customers, but may be difficult for older people who don't know how to shop online.

In summary, distribution channels are an important way to get your products to your customers. It is important to choose the right channels to reach as many people as possible.

2.3. HOW?

In the next chapter, we will explore how to explain the concept of starting a business to kids in an easy-to-understand language. We understand that not only teachers but also kids need to comprehend the basic language to explain different terms used in business. We will cover various aspects of starting a business, such as identifying a problem, finding a solution, creating a business plan, setting goals, marketing, and sales. We will explain these concepts in simpler terms, breaking down complex ideas into understandable pieces for children.

Our aim is to provide teachers with the necessary tools to teach kids about entrepreneurship and inspire them to be innovative and creative in solving problems. By the end of this chapter, both teachers and kids will have a better understanding of what it takes to start a business, the steps involved, and how to apply these concepts in real-life scenarios.

TEACHER'S PERSPECTIVE

Explain to kids: "Starting your own business means creating something that you can sell to others, like lemonade or cookies. It's like having your own little store that you get to work on and see grow into something amazing! It can be a lot of fun and you can learn new things while making money. One of the best things about starting your own business is that you get to be creative and independent. You can come up with your own ideas and make them happen. You get to be the boss of your own project and make all the decisions. When you start a business, you need to answer several questions. Answering questions like: "Who can help you?", "How would you do it?" and "What will you need?" can help you figure out what you need to buy, like cups for lemonade or ingredients for cookies, and how much you can sell them for. You also need to think about how you will tell people about your business. This is called marketing. You can tell people by making signs or by asking your parents to help you tell their friends."

What are some ways teachers can help children with their business ideas?

Teachers can help children with their business ideas in several ways. They can offer guidance and advice on how to run a business, teach children new skills, provide resources like books and websites to learn more about starting a business, and introduce children to other people who may be able to help them, such as other business owners or experts in their field.

Teachers can also offer feedback on children's business ideas, help children refine their ideas and come up with a plan for how to execute them, and suggest ways to improve products or services or make them more appealing to potential customers.

In some cases, teachers may be able to help children connect with other people who can assist them with their businesses. For example, a teacher might know a local business owner who can offer advice or mentorship to a child. They might also be able

to introduce children to other students who are interested in starting their own businesses.

TEACHER'S PERSPECTIVE

Explain to kids the following information" is a prompt or instruction to provide information to children in a clear and concise manner. When explaining information to kids, it's important to use simple language and examples that they can easily understand. By breaking down complex information into smaller, more manageable pieces, children can grasp the key concepts and gain a better understanding of the topic.

Who can help you?: Starting a business is a big adventure, but it's not something you have to do alone. You can get help from different people, including your parents, friends and teachers, who can become your business partners.

Teachers: Teachers are great resources when starting a business. They can offer guidance and advice on how to run a business, and teach you new skills. They can help you develop a plan on how to sell the product, or teach you how to make a product. Teachers can also provide resources like books, websites, and other materials to help you learn more about starting a business. They can also introduce you to other people who may be able to help you, such as other business owners or experts in your field. One way to get help from your teacher is to ask for their advice. You can tell them about your business idea, and ask them for their opinion. They may be able to offer suggestions on how to make your idea even better, or give you advice on what to do next. Another way to get help from your teacher is to ask them for feedback. Show them your work or tell them about your progress, and ask for their opinion. They may be able to offer you some constructive criticism, or help you figure out what to do next. Teachers can also provide opportunities for children to practice their business skills. For example, they might organize a school fair where children can sell their products or services. This can be a great way for children to gain experience in sales, marketing, and customer service.

Parents: Your parents and teachers can help you start your business. They can give you advice and support, and help you create your Business Model Canvas. They can also help you practice making your products or selling them. Parents can be very helpful when starting a business. They can give you advice and support, and even help you with your finances. For example, your parents can give you some money to get started, or help you create a budget. They can also help you spread the word about your business by telling their friends and family. Your parents can also offer you emotional support and encouragement, which is important when starting a business. You may have some doubts or fears, but having someone to cheer you on can make a huge difference. Your parents can be there for you when you need someone to talk to, or when you need a little boost of confidence.

Local business owners: Local business owners can also be a great resource. They can offer advice, share their experiences, and help you meet other people in your field. They can also introduce you to other resources, such as networking groups or business associations.

Mentor: Other people can also help you start your business. A mentor is someone who can teach you about running a business. They can help you make your Business Model Canvas and teach you how to sell your products. Business owners in your area can also help you. They can share their experiences and give you advice.

Friends & family: Did you know that your friends and family members can also be your business partners? It's true! If someone you know also has a great business idea, you can team up and start a business together. This can be a lot of fun, and it can also help you achieve your goals more easily. One of the benefits of working with friends and family members is that you already

know and trust them. This can make it easier to communicate and work together, since you're already familiar with each other's strengths and weaknesses. You can also share your ideas and brainstorm together, which can lead to even better ideas. Another benefit of working with friends and family members is that you can divide up the work. For example, if one person is good at making products, and another person is good at selling, you can each focus on your strengths and work together to make your business a success.

Working with friends and family members can also be a great way to have fun together. You can work on your business idea while also spending time with people you enjoy being around. This can make the process more enjoyable, and can also create some great memories.

As a teacher, one should encourage their students to think creatively and come up with unique ideas for their businesses. They should guide them in developing a marketing plan that includes creating a logo and a name, making posters or brochures, creating videos, giving out samples, participating in local events, and using social media to promote their businesses. It is also important to stress the significance of good manners and being polite to customers when selling their products. Additionally, teachers should advise their students to think about the resources they will need, such as materials, packaging, flyers and posters, social media, business cards, sales tools, and transportation, in order to successfully sell and promote their products.

TEACHER'S PERSPECTIVE

Explain to kids the following information" is a prompt or instruction to provide information to children in a clear and concise manner. When explaining information to kids, it's important to use simple language and examples that they can easily understand. By breaking down complex information into smaller, more manageable pieces, children can grasp the key concepts and gain a better understanding of the topic.

How would you do it?: So, you've got a great business idea and you want to sell it to people. That's awesome! Selling your product or service means telling people about it and convincing them to buy it. This is called marketing, and there are lots of ways to do it. Let's take a look at some key activities you can do to promote your business idea.

Create a logo and a name for your business: A logo is a symbol or picture that represents your business, and a name is what you call your business. For example, the Nike logo is a swoosh, and their name is "Nike." Creating a logo and a name can help people recognize and remember your business. It's important to choose a name and logo that are easy to remember and represent what your business is all about.

Make a poster or brochure: A poster or brochure is a way to show people what your business is all about. You can use pictures and words to explain what you're selling and why people should buy it. You can put these up around your neighborhood, or give them out to people you know.

Tell people about your business: One of the easiest ways to promote your business is to tell people about it. Talk to your friends, family, and neighbors about what you're selling. You can also post about it on social media or create a website.

Create a video: A video is a great way to show people what your business is all about. You can create a short video that shows off your product or service, and post it on YouTube or social media. You can also include the video on your website or in your brochure.

Give out samples: People love trying things before they buy them. Giving out samples of your product is a great way to get people interested in what you're selling. For example, if you're selling cookies, you could give out a free cookie to people who pass by your stand.

Participate in local events: Many communities have local events like fairs, farmers markets, or festivals. These events can be a great opportunity to promote your business. You can set up a stand or booth and sell your product or service, or just hand out brochures and samples.

Partner with other businesses: Partnering with another business can be a great way to promote your own business. For example, if you're selling lemonade, you could partner with a local bakery and sell their cookies along with your lemonade. This way, you both get more customers and you can promote each other's businesses.

Use social media: Social media is a great way to promote your business to a wider audience. You can create a Facebook page, Instagram account, or Twitter profile for your business, and post updates, pictures, and videos about what you're selling. You can also use social media to connect with customers and answer their questions.

Create a referral program: A referral program is a way to encourage your customers to tell their friends about your business. You can offer them a discount or free product if they refer someone who buys from your business. This is a great way to get more customers and keep your current customers happy.

Selling your product: There are many ways to sell a product. One way is to sell it in a store. A store is a place where people go to buy things they need or want. You can ask a store owner if they will let you put your product on their shelves to sell to customers. Another way to sell your product is to set up a table or booth at a market or fair. At a market or fair, many people come to see what other people are selling. You can set up your table or booth and show your product to people who pass by. You can even talk to people and tell them more about your product. If they like it, they may buy it from you.

You can also sell your product online: Online means that you use a computer to show your product to people all over the world. You can create a website or use a website that helps you sell products, such as Amazon or Etsy. You can take pictures of your product and post them online with a description. People can then see your product and decide if they want to buy it. No matter where you sell your product, it is important to have good manners and be polite to customers. When you meet someone who wants to buy your product, you can say "hello" and smile. You can tell them the price of the product and ask if they have any questions. If they decide to buy your product, you can say "thank you" and give them the product. Selling your product is an important part of having a business. It is how you make money and get more people to know about your product. Just remember to be friendly and polite, and have fun showing people what you have created!

What you will need?: If you want to sell and promote your product, there are some resources you might need. It depends on what your business idea is, but here are some **examples of things you might need:**

Product: First, you need to have a product to sell! This could be something you make yourself, like a piece of art or a craft, or it could be something you buy and resell.

Materials: You'll need materials to make your product. For example, if you're making jewelry, you'll need beads, string, and clasps. If you're making art, you'll need paint, brushes, and paper. Make sure to stock up on everything you need so you don't run out in the middle of making your product!

Packaging: Once you've made your product, you'll need to package it up so it looks nice and is easy to transport. This could be a box, a bag, or a container. Make sure to label your packaging with your business name and any other important information.

Flyers and posters: You'll need to let people know about your product, and one way to do that is with flyers and posters. These can be colorful and eye-catching, with pictures of your product and your business name and contact information. You can hang them up around your neighborhood or at local stores.

Social media: Another way to promote your product is through social media. This is where you can share pictures and information about your product, as well as any updates or events. You can also use social media to connect with potential customers and other businesses in your community.

Business cards: If you're talking to people about your business in person, it can be helpful to have a business card to give them. This should have your business name, your name, and your contact information on it.

Sales tools: Depending on what you're selling, you might need some tools to help you make the sale. For example, if you're selling food, you might need a table, chairs, and a cash box. If you're selling art, you might need easels and lighting to display your work.

Transportation: If you're going to be selling your product in person, you'll need a way to transport your product and any other materials you need. This could be a wagon, a backpack, or a car. Remember, these are just some examples of resources you might need to sell and promote your product. It all depends on what your business idea is. Make sure to think about what you'll need ahead of time, so you can be prepared and make your business a success!

Tools for teachers

Teachers can be an excellent resource for children who want to start their own businesses. They can offer guidance and advice on how to run a business, and teach children new skills that will help them succeed. Teachers can also offer advice and feedback on children's business ideas. They can help children refine their ideas and come up with a plan for how to execute them. They can also offer suggestions on how to improve products or services, or how to make them more appealing to potential customers.

In some cases, teachers may even be able to help children connect with other people who can assist them with their businesses. For example, a teacher might know a local business owner who can offer advice or mentorship to a child. They might also be able to introduce children to other students who are interested in starting their own businesses. One example of how a teacher helped a child with their business idea is the story of 11-year-old Mikaila Ulmer. Mikaila had a passion for bees and honey, and wanted to start a business selling lemonade sweetened with honey. Her teacher encouraged her to enter a children's business competition, and she ended up winning a \$60,000 investment in her business. With the help of her teacher, Mikaila was able to turn her love for bees into a successful business called Me & the Bees Lemonade.

Another example is the story of 9-year-old Cory Nieves, who wanted to start a business selling cookies. His teacher helped him research recipes and come up with a business plan. She also helped him create a marketing strategy and develop a logo for his business, which he called Mr. Cory's Cookies. With the support of his teacher, Cory was able to turn his passion for baking into a successful business that he still runs today.

2.4. HOW MUCH?

A. How much will it cost?

The COST structure refers to the expenses that a business incurs in order to operate and generate revenue. Understanding the cost structure is important for businesses as it helps them to identify areas where they can reduce costs and increase profitability. The cost structure can be divided into two main categories: **fixed costs** and **variable costs**.

- **FIXED costs**: these are costs that do not change regardless of the volume of goods or services produced. Examples of fixed costs include rent, salaries, insurance, and equipment maintenance. These costs are usually incurred *on a regular basis*, and businesses must pay them regardless of whether or not they are generating revenue;
- **VARIABLE costs**: these are costs that vary depending on the volume of goods or services produced. Examples of variable costs include raw materials, production costs, and sales commissions. These costs *increase or decrease in direct proportion to the level of production or sales*.

In addition to fixed and variable costs, businesses also need to consider other expenses such as **marketing and advertising costs**, **research and development expenses**, and **taxes**. These costs are important for businesses to consider when setting prices for their products or services and developing their overall strategy.

By understanding the cost structure, businesses can identify ways to reduce costs and increase profitability. Ultimately, a well-designed cost structure is essential for the long-term success and sustainability of a business.

TEACHER'S PERSPECTIVE

To explain the **cost structure** of the Business Model Canvas to kids, it's important to use simple and relatable examples that they can understand. Here are some tips for explaining the concept to kids:

- Start with the **basics**: before introducing the cost structure, it's important to ensure that kids have a basic understanding of what a business is and what it does. You can explain that *a business is an organization that sells products or services to customers in order to make money*.
- Use creative **examples**: to help kids understand the different costs that businesses incur, you can use creative examples that relate to their own experiences. For example, you could use *a lemonade stand* as an example of a business and explain how each cost structure applies to it.
- Explain **fixed costs**: fixed costs are expenses that do not change, regardless of how much the business sells. Examples of fixed costs include rent, equipment, and utilities. You can explain to kids that *these are costs that the business has to pay even if it doesn't sell any lemonade*.

- Explain **variable costs**: variable costs are expenses that change depending on how much the business sells. Examples of variable costs for a lemonade stand could include *the cost of lemons, sugar, and cups*. You can explain to kids that these costs increase as the business sells more lemonade.

- Encourage critical thinking: as kids get older, you can encourage them to think more critically about the cost structure and how it can be optimized to make the business more profitable. You can ask questions such as, "*How could you reduce the cost of lemons for your lemonade stand?*" or "*What are some ways to reduce the cost of cups?*"

- Keep it fun: learning about business concepts can be serious, but it's important to keep it engaging and fun for kids. You can make a game out of identifying fixed and variable costs for a lemonade stand, or challenge kids to come up with creative ways to reduce costs and increase profits.

Overall, explaining the cost structure of the Business Model Canvas to kids can help them *develop important life skills and an understanding of how businesses operate*. By simplifying the concepts and using relatable examples, you can help kids grasp the basics of business planning and strategy.

B. What will you gain from it?

REVENUES are the amount of money a business earns from selling goods or services. A revenue stream can come from a variety of sources, such as:

- Sales of products or services: this is the most common revenue stream for businesses. Companies earn money by selling products or services directly to customers. For example, a lemonade stand earns revenue by selling lemonade to customers;
- Subscription fees: Some businesses charge customers a recurring fee for access to their products or services. For example, a streaming service like Spotify earns revenue by charging customers a monthly subscription fee;
- Licensing or franchising: some businesses earn revenue by licensing their products or services to other companies or individuals. For example, a fast-food chain like **McDonald's** earns revenue by franchising its brand and allowing other entrepreneurs to open their own McDonald's locations;
- Advertising: some businesses earn revenue by selling advertising space on their platforms or in their products. For example, a social media platform like Facebook earns revenue by selling advertising space to businesses;
- Commission-based sales: some businesses earn revenue by taking a commission on sales made through their platform or by their sales team. For example, an e-commerce platform like **Amazon** earns revenue by taking a percentage of sales made by third-party sellers on its platform.

In order to be successful, businesses need to identify one or more revenue streams that align with their overall strategy and market conditions. By understanding their revenue

streams, businesses can make informed decisions about how to allocate resources and optimize their operations to generate more revenue.

TEACHER'S PERSPECTIVE

To explain the **revenue stream** of the Business Model Canvas to kids, it's important to start with the basics. Here are some tips for explaining the concept to kids:

- Start with what a business is: before introducing the revenue stream, explain to kids what a business is and what it does. You can explain that a business *is an organization that sells products or services to customers in order to make money*.

- Use relatable examples: to help kids understand the concept of revenue streams, use examples that are relatable to their own experiences. For example, you could use *a lemonade stand* as an example of a business and explain how it generates revenue.

- Explain what revenue is: *revenue is the money that a business earns from selling its products or services*. You can explain to kids that the revenue for a lemonade stand is the money that it earns from selling lemonade.

- Discuss different revenue streams: there are different ways that businesses can generate revenue, and you can explain some of these to kids. For example, a lemonade stand could have different revenue streams by offering *different sizes of cups*, or by *selling other products like cookies or brownies*.

- Encourage creativity: encourage kids to think creatively about how a business can generate revenue. For example, they could come up with different products to sell at their lemonade stand, or they could think of ways to attract more customers to increase their revenue.

- Make it fun: learning about business concepts can be serious, but it's important to keep it engaging and fun for kids. You can make a game out of identifying different revenue streams for a lemonade stand, or challenge kids to come up with creative ways to increase revenue.

Overall, explaining the revenue stream of the Business Model Canvas to kids can help them develop important life skills and an understanding of how businesses operate. By using relatable examples and encouraging creativity, you can help kids grasp the basics of business planning and strategy.

3. GAMES & ACTIVITIES

3.1. WHAT

How to proceed in the class

To explain the **value proposition** of the Business Model Canvas to kids, it's important to use simple and relatable examples that they can understand. Here are some tips for explaining the concept to kids:

- Start with the **basics**: before introducing the cost structure, it's important to ensure that kids have a basic understanding of what a business is and what it does. You can explain that *a business is an organization that sells products or services to customers in order to make money.*

- Use creative **examples**: to help kids understand the value proposition, you can discuss examples with kids so they understand the basic concept that relates to their own experiences. For example, you could use an example of *a lemonade stand* as an example of a business and ask kids what “problem” it can solve for customers (satisfy thirst, bring pleasure after a great drink, place to meet and sit down with friends). The kids should understand that they should know what benefit is there for the customer.

- Explain to kids that they should think about the **key features** or properties of their product and services.

- Explain to kids that they should be **thinking from the perspective of the potential customers**. What Needs or Wants or/and Fears of potential customers are concerned by proposed product and service.

- Explain to kids that they should be **thinking from the perspective of the potential customers**. What Needs or Wants or/and Fears of potential customers are concerned by proposed product and service.

After you explain to the kids the basic concept of value proposition, give them an assignment to come with **their own business idea**. They can work on their own or in groups.

To encourage them you can ask them questions such as: Do you have a solution for any problem that someone would pay for? Think of what serves your or anyone’s need or desire that you (or anyone else) would be willing to pay for?

Then the best way to test the value proposition is to **let the kids present the value proposition** (the product and services) in front of the class. Before presentations limit them in time (give them 1, 2 or 3 min to shortly present the business idea). And remind them of the key aspects of the value proposition (by their presentation the listeners should in basic get answers to the questions mentioned above – see the questions to validate the value proposition).

Then **encourage the pupils in class to ask** what they would like to know more about the value proposition (if any key aspect was missing in the presentation, ask/encourage the discussion about this topic). Encourage the kids in class to ask questions that would challenge the business idea BUT still remember to create a welcoming **atmosphere** and do not shame anybody for whatever “crazy” idea they might come with. The goal is to lead the presenter to think about his/her/theirs idea in more depth, from different points of views (different potential customers' perspectives).

During the discussion you can ask kids **if they would be interested in this product** (imagining that they are in the role of the potential customer group). Based on their answers, ask them Why they would be interested or Why they would not be interested. You can also let the kids say what would be their recommendations to make the value proposition (the product and

services) better. In this way all from the class can participate and help to better the value proposition.

(Optional) Validation of the business idea with the potential customers:

To get a better and relevant answer to the question: Is there a desire for your product and services?

You should assign kids to meet their potential customers (it could be other pupils, adults as teachers, parents, family friends) and ask them about their value proposition.

Would they be interested in the product and services?

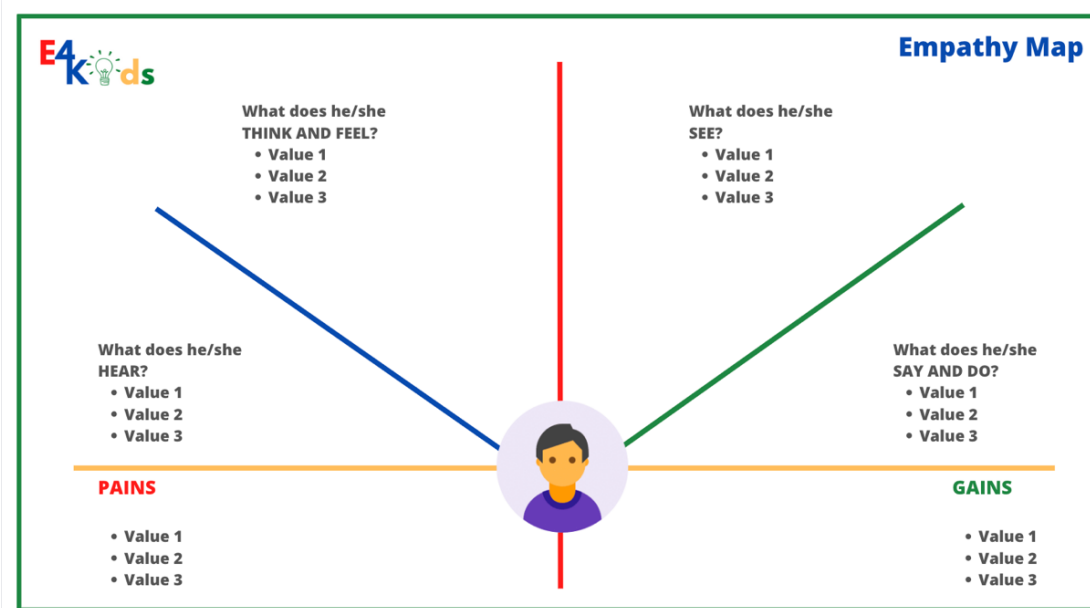
Would they buy it (this is important)?

What would be important aspects/features that the product and service should have for them to buy it?

In the real world scenario this might be considered to be the most important part of developing a viable business model. Validation of the idea with potential customers always brings very important and often crucial imputes for designing the business model.

3.2. WHO

ACTIVITY 1: EMPATHY MAP



- **Activity Goal:** To teach students to understand and empathize with clients, using the empathy map.
- **Materials needed:**
 - Large sheets of paper for empathy maps.
 - Markers, pencils, and colors for drawing and writing on the maps
 - Glue or tape to stick the maps on walls or whiteboards.
- **Activity Instructions for the teacher:** introduce students to the concept of an empathy map and explain that it is used to understand clients' needs, wants, thoughts, and feelings. Provide them with some concrete examples, such as:
 - Example 1: Imagine you are a toy store and you want to know what children want to play with. What do they like to do. What are their favorite toys. How do they feel when they play with their toys?
 - Example 2: Imagine you are a restaurant and you want to attract more families. What do families care most about when they eat out? What kind of food do they like? How do they feel when they are together in a restaurant?

- **Group formation:** Divide students into groups of 3 to 5 people. Each group should choose a product or service they like or have used before.
- **Creating Empathy Maps:** Give each group a large sheet of paper and ask students to draw an empathy map for their product or service. Ask students to complete each section of the map with information relevant to their product or service:
 - What does the customer **SEE** (Draw the product or service)?
 - What does the customer **FEEL** (Write or draw the customer's feelings)?
 - What does the customer **THINK** (Write or draw the customer's thoughts)?
 - What does the customer **HEAR** (Write or draw what the customer says or what others say about the product or service)?
 - What does the customer **SAY** (Write or draw what the customer would say about the product or service)?
 - What does the customer do (Write or draw the customer's actions)?
- **Empathy Map Presentation:** Ask each group to present their empathy map to the class. Make sure each student has a chance to talk about his or her part of the map and answer questions from classmates.
- **Final Reflection:** Conclude the activity by asking students to reflect on what they learned. Ask them how they can use the empathy maps to improve their understanding of clients and how they can apply this knowledge in future projects or activities.

ACTIVITY 2: ROLE PLAYING



- **Activity Objective:** To teach students decision-making and critical thinking skills by acting as different types of customers and making purchasing decisions.
- **Materials needed:**
 - Sheets of paper and pencils for role-playing preparation.
 - Products or pictures of products so students can choose what they want to buy.
 - Play money (optional)
- **Activity instructions for the teacher:** Explain to students that they are going to learn about decision making and critical thinking through role plays in which they act as different types of customers and have to make purchasing decisions.
- **Role-play preparation:** Ask students to work in pairs or small groups to prepare the roles. Provide them with some examples of customer types, such as:
 - A customer who is looking for the best price.

- A customer who values product quality and durability.
 - A customer who is looking for a fun and exciting shopping experience.
 - A customer who needs a specific product for a task or project.
- **Activity development:** Ask students to act out their roles to the rest of the class. Post the products or pictures of products available for students to choose what they want to buy. Make sure each student has the opportunity to act as different types of customers and make purchasing decisions.

Some product examples:

- Toys: toy carts, stuffed animals, board games, etc.
- School supplies: pencils, notebooks, erasers, etc.
- Clothing: T-shirts, caps, socks, etc.
- Sporting goods: balls, rackets, cones, etc.

You can provide play money so students can simulate the purchase transaction.

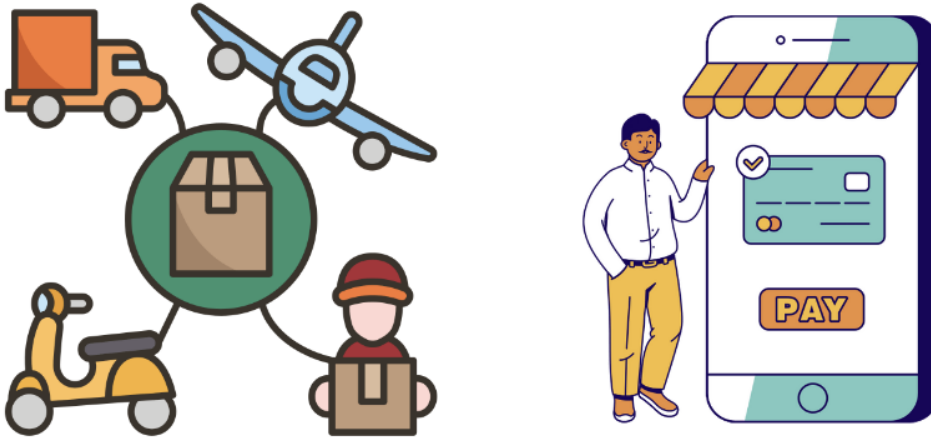
Encourage students to interact with each other and negotiate the price or terms of the purchase.

Observe and take note of how students make their purchasing decisions and how they interact with each other.

- **Final Reflection:** Conclude the activity by asking students to reflect on what they learned. Ask them how they made their purchasing decisions, how they interacted with others, and how they felt during the activity.

Encourage students to think about situations where they have had to make purchasing decisions in real life and how they might apply what they learned in those situations.

ACTIVITY 3: DISTRIBUTION CHANNELS



- **Objective of the activity:** The objective of this activity is to teach elementary school students about the different distribution channels that exist to get products from manufacturers to end consumers.
- **Materials needed:**
 - o Example products such as toys, canned foods, books, etc.
 - o Cards with the names of the different distribution channels (direct sales, retail stores, wholesalers, intermediaries, online stores, etc.).
 - o Whiteboard and markers.
- **Activity instructions for the teacher:** begin the activity by explaining to the students what distribution channels are, what they are and why they are important. Use concrete examples of products that children can recognize, such as toys, canned food, or books.
- **Developing the activity:**

After students have gained an understanding of the different distribution channels, it is time for the actual activity.

Divide students into groups of 3 or 4 and give each group some sample products.

Give some sample products to each group and ask them to identify the different distribution channels that are used to get the product from the manufacturer to the end consumer.

Students should write the different distribution channels on the cards provided.

Once the groups have completed the task, select one student from each group to present the different distribution channels they have identified for their products and explain how they work.

- **Final reflection:**

After the activity, ask students to reflect on what they have learned. Some questions they can ask are:

- What is a distribution channel?
- Why are distribution channels important?
- Which distribution channels were used for the products we analyzed?
- What is the most common distribution channel you know of?
- What would happen if there were no distribution channels for the products we use on a daily basis?

3.3. HOW

Activities

There are several activities, quizzes, and tools that teachers can use to help kids understand how to sell and promote their products and the resources needed.

Sales Pitch Practice Activity: One activity that teachers can use to help kids understand how to sell and promote their products is a sales pitch practice activity. In this activity, students can work in groups or individually to create a sales pitch for their product. The teacher can provide a list of key features and benefits of the product, and students can use this information to create their sales pitch. Then, students can present their sales pitch to the class, and the teacher can provide feedback on how to improve the pitch.

Marketing Quiz: A marketing quiz can be a fun and interactive way for teachers to help kids understand the basics of marketing. The quiz can cover topics such as branding, target audience, and advertising. Teachers can create the quiz using online tools like Kahoot or Quizlet, or they can create a paper-based quiz. Students can take the quiz individually or in groups, and the teacher can provide feedback and explanations for the correct answers.

Resource Scavenger Hunt: A resource scavenger hunt is a fun activity that can help students understand the resources they need to sell and promote their product. The teacher can create a list of resources needed for a specific business idea, such as a lemonade stand, and students can work in pairs or small groups to find the resources in the classroom or school. For example, students may need to find cups, a pitcher, lemons, sugar, a sign, and a table. The teacher can provide a time limit for the scavenger hunt, and students can report back to the class on the resources they found.

Role-playing: Role-playing is a fun and interactive activity that can help kids understand the process of selling and promoting products. Teachers can assign roles to students, such as a seller, a buyer, and a promoter, and have them act out different scenarios. For example, the seller can try to convince the buyer to purchase their product, while the promoter can create an advertisement for the product. This can help kids understand the different roles involved in selling and promoting a product, as well as how to communicate effectively with customers.

Business plan template: A business plan template can be a useful tool for kids to understand the resources needed to start and grow a business. Teachers can provide a template that outlines the different sections of a business plan, such as the executive summary, market analysis, and financial projections. Students can then use this template to create their own business plan, which can help them identify the resources they will need to start and grow their business. This can include things like materials, tools, and supplies, as well as marketing and advertising costs.

These activities, quizzes, and tools can help teachers engage students in learning about how to sell and promote products and the resources needed. By making the learning process fun and interactive, teachers can help students develop the skills and knowledge they need to succeed in their business ventures.

The class activities are available here:

https://drive.google.com/file/d/1hYKrD7i3Jeq3Z0dG7IqGYve7rCpm3UQF/view?usp=drive_link

3.4. HOW MUCH

The LEMON STAND

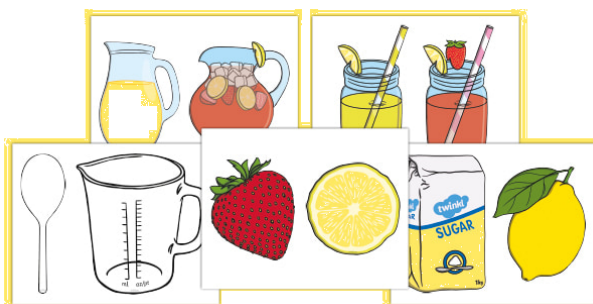
If we set up a lemonade stand and the **REVENUES** of our business project is directly generated by the selling of **lemonade cups**, therefore if the *selling price* is € 1 per cup the total revenues generated by our business project are equal to € 1 multiplied for the number of cups we sell.

But revenues in a lemonade stand can vary depending on several factors, including location, pricing, weather, and demand. Also in the case of a simple lemonade stand there are some potential **revenue streams** such as:

- Lemonade sales: This is the primary revenue source for a lemonade stand. Depending on the size of the cup and the price charged, a single cup of lemonade could sell for anywhere between 50 cents to a few euros;
- To enrich the business we could also consider to sell additional items, such as cookies or brownies;
- In addition we could promote the sales to our relatives and friends hoping to gain some extra revenues by 'tips' or 'donations'.



On the other hand the running of a lemon stand generates different **COSTS** which includes:



- Ingredients: first of all we need lemons, water and sugar to produce the lemonade and then to make cookies and brownies we need ingredients such as flour, sugar, eggs, butter, chocolate chips, and other flavorings;
- Supplies: we surely need paper plates, napkins, cups, and possibly straws for serving the lemonade and baked goods;
- Equipment: we may need baking equipment, such as mixing bowls, measuring cups, and baking sheets, as well as a pitcher and cups for serving the lemonade;
- Labor: if we are not making the baked goods yourself, you may need to pay someone to bake them for you. Additionally, we to manage the stand, take orders, and serve customers;

- Marketing and advertising: we may also need to invest in marketing or advertising to attract customers, starting from the printing of handouts or leaflets to distribute in the district;
- Permits and licenses: we may also need to obtain permits and licenses to sell the products, which could involve fees.

At the end of the day if we have received more money than the one we spent to cover all the costs we have a **profit**. On the contrary if we have spent more money than the one that we have received we will have a **loss**. Of course in case we have not sold all the lemonades and cookies in one day we will count those left overs as revenues for the following day.

Clearly given that the total revenues generated by our business project are equal to the unit cost of our products (*the cup of lemonade and the cookies*) multiplied for the number of units we sell (*cups of lemonade and cookies*) the final result of our business activities (profit v/s loss) depends not only by the number of products we sell but by the unit price we allocate to the products.

To define then the unit price (**pricing policy**) we need to consider several factors:

- the costs for the production of the lemonade and the cookies,
- the time we spend to produce and sell the products,
- the prices charged by competitors, being the other stands nearby selling lemonades and cookies: to use a price higher than the competitors we need to demonstrate the higher quality of our products.

TEACHER'S PERSPECTIVE

Explaining **PROFITS OR LOSSES** to kids can be a great way to introduce them to the concept of money and financial responsibility. Here are some tips for explaining these concepts to kids:

- Start with the basics: before diving into the concept of profits and losses, it's important to ensure that kids have a basic understanding of money. You can explain the value of different coins and bills, how they are earned through work or given as gifts, and how they can be used to buy things.

- Use simple examples: to explain profits and losses, you can use examples that are easy for kids to understand. For example, if a lemonade stand earns € 10 from selling lemonade but spends € 5 on lemons and cups, they have a profit of € 5. Alternatively, if they spend € 15 on supplies but only earn € 10, they have a loss of \$5.

- Emphasize the importance of **budgeting**: to make a profit, it's important to carefully budget and manage expenses. You can explain to kids how they can plan ahead, set a budget for their lemonade stand or other activities, and make smart decisions about what they buy and how much they charge.

- Encourage **critical thinking**: as kids get older, you can encourage them to think more critically about profits and losses. You can ask questions such as, "What could you do differently to make more money next time?" or "How could you reduce your expenses to make a bigger profit?"

- Keep it fun: learning about money can be a serious topic, but it's important to keep it engaging and fun for kids. You can make a game out of budgeting or challenge kids to come up with creative ways to make more money.

Overall, explaining profits and losses to kids can help them develop important life skills and financial literacy that will serve them well in the future.

Explaining **PRICING POLICIES** to kids can be a great way to teach them about basic economic principles and help them understand why different products cost different amounts. Here are some tips for explaining pricing policies to kids:

- Start with the basics: before diving into pricing policies, it's important to ensure that kids have a basic understanding of money and how it is used to buy goods and services. You can explain the concept of *supply and demand*, which is the idea that the price of a product is influenced by how much of it is available and how many people want it.

- Use simple examples: to explain pricing policies, you can use examples that are easy for kids to understand. For example, you could explain that *a lemonade stand might charge more for lemonade on a hot day when more people want to buy it*, or that a store might charge less for a product that is going out of season and needs to be sold quickly.

- Emphasize the value of a product: when setting prices, businesses consider how much it costs to produce or acquire a product, as well as how much people are willing to pay for it. You can explain to kids how the *quality and usefulness* of a product can influence its price, and encourage them to think about the value of products they want to buy.

- Talk about discounts and sales: kids may be familiar with the idea of sales and discounts, but it's important to explain why businesses offer these promotions. You can explain that businesses may offer discounts *to attract more customers or to sell products that aren't selling well*.

- Encourage **critical thinking**: as kids get older, you can encourage them to think more critically about pricing policies. You can ask questions such as, "*Do you think this product is priced fairly?*" or "*Why do you think this product costs more than another product that looks similar?*"

Overall, explaining pricing policies to kids can help them develop a better understanding of how the economy works and how businesses set prices. By teaching kids to think critically about pricing, you can help them become more informed consumers and make smarter purchasing decisions.

The GARAGE SALE

Organizing a garage sale with kids can be a fun and educational activity.

Here are some steps to help the kids organize a successful garage sale:

- Plan the sale: help the kids plan the garage sale by deciding on a *date and time*, determining the *items* that will be sold, and selecting a *location* for the sale;
- Sort and price items: go through the items that will be sold and *sort* them into categories. Then, work with the kids to determine *prices* for each item. You can also create *signs or price tags* to make it easier for customers to see the prices;
- Advertise the sale: help the kids create *flyers or posters* to advertise the garage sale. Hang them up around the neighborhood or community, and *share them on social media* if possible;
- Set up the sale: on the day of the garage sale, help the kids set up the items in an organized and attractive way. Make sure to display items in a way that is easy to see and accessible for customers;
- Manage the sale: encourage the kids to greet customers and practice their customer service skills. They should be prepared to answer questions about the items for sale, negotiate prices, and handle transactions;
- Wrap up the sale: at the end of the garage sale, help the kids count the money they made and determine the profits. You can also talk about any lessons learned and discuss what could be improved for future garage sales.



By involving the kids in each step of the process, you'll not only help them learn about the basics of running a business, but also develop their *communication and social skills*.

4. E4KIDS METHODOLOGY IN SCHOOL

In general terms the action with the kids should be interactive as much as possible to keep them interested at any step of the process: commitment and interest can be raised with frequent socialization loops where the same kids will be asked to share with their mates their ideas / evolution of the business model and to consequently provide inputs to the others' elaborations.

Anyway the E4KIDS Methodology consists of a series of some structured activities to allow the kids to better exploit all their business potential.³

1 – Class activity

The whole action starts in class where the teachers first share with the kids the basic notions on entrepreneurship and business modelling and the E4KIDS model canvas is introduced and then explored in details. A series of class laboratories (*with an average duration of 1 hour each*) are run consecutively:

- I. Introduction to the basic concept of entrepreneurship and the E4KIDS model canvas, definition of the business ideas to process and the group of kids elaborating the ideas.

Concepts will be simple and based on the guidelines and tools provided. Groups should consist of 4 or 5 kids to better organize the work implementing the canvas.

- II. The first part of the canvas: **WHAT**
- III. The second part of the canvas: **WHO**
- IV. The third part of the canvas: **HOW**
- V. The fifth part of the canvas: **HOW MUCH**

All these workshop will be based on the contents, examples and suggested class activities reported in the previous chapters using the E4KIDS model canvas as reference. Purposes of these activities are the sharing with the kids the basic notions in structuring a business idea and immediately put into practice the basic theory with the proposed activities and games. Right after each workshop the kids will be asked to work out their model canvas as homework activity using the provided template.

³ These activities have been defined and structured according to the mix of expertise gathered by the partners. This methodology will be then tested with a group of classes in all the involved countries and all the steps will be evaluated to feed the second Project Result being the *Toolkit validation and Guidelines setting*.

- VI. Group activity for the definition of the common vision as result of the individual work by the single members.⁴
- VII. Final group activity in class to adopt the feedbacks and inputs collected via the forum / chat and then prepare the final version for both the school and the transnational pitching.⁵

2 – Home activity

The class workshops are followed by individual activities as home-work where the kids will be asked to apply the notions acquired during the workshop (*including the practical hints resulting from the game based activities*) working on each single part of the model canvas following the provided template. Each component of the group is working on its own on all the 4 parts of the model and a final class workshop will allow the group to create a common vision.⁶

The template is based on a Power Point document to allow the kids to better mix texts and images / pictures in processing the information as relevant per each single part. A simple page will be required per each single part to allow an easy and fast implementation by the kids.

Part of the home activity is also the use of the E4KIDS platform⁷ where interactive and easy sources can be found to deep the knowledge on specific issues or simply to recap some of the necessary information to proceed with the work.

The “forum / chat” section of the platform will enable the kids to post their canvas to receive feedbacks and inputs from the other participants (*both in the other classes of the school and in the other partner countries*) as well as to provide feedbacks and inputs to the other canvas catching interesting hints for the proper model [peer review & peer learning].⁸

At the end of the process a game based self-assessment tool will allow the kids to better evaluate their knowledge and in case to define the areas for improvement.

3 - Pitching

In the business world, pitching refers to the act of presenting a product, service, or idea to potential investors, clients, or customers. It involves delivering a persuasive and compelling presentation or proposal with the intention of convincing others to support,

⁴ See the next § for explanation.

⁵ Depending on the school schedule and the possible limited time to dedicate at the class activities the II – III – IV – V ones can be eventually grouped trying anyway to guarantee the effectiveness of the activity and the implementation of the practical part [*being the one with the highest appeal for the kids*]

⁶ This final class workshop will promote a team work attitude and brainstorming techniques in the kids where the need of reaching a shared synthesis from the different position and the will to promote the personal view will have to reach a compromise.

⁷ <https://www.kidsentrepreneurs.eu/e4kids-toolkit/>

⁸ See the following § for the precise definition of this activity.

invest in, or purchase the offering. More closely, pitching exercises for kids can offer several benefits such as:

- Discipline and Focus: pitching requires discipline and focus. Children learn the importance of concentration, mental resilience, and maintaining composure in high-pressure situations.
- Teamwork and Communication: pitching exercises often involve working closely with teammates. Kids learn to communicate effectively, develop trust, and collaborate to execute successful pitches. These skills promote teamwork and cooperative play, fostering positive social interactions and relationships.
- Confidence and Self-Esteem: as kids improve their pitching skills through practice and training, they gain a sense of accomplishment and build confidence in their abilities. Positive experiences and achievements in pitching can enhance self-esteem and encourage a growth mindset, motivating children to set and pursue goals.

Moreover socialization and peer learning are closely interconnected and mutually beneficial processes. Some of the links relate to:

- Knowledge sharing: peer learning involves the exchange of knowledge, skills, and information between individuals of similar age or experience level. Through socialization, individuals interact with their peers, engage in conversations, and share their perspectives, insights, and ideas. This facilitates the process of peer learning, as individuals learn from one another's experiences and knowledge.
- Collaboration and cooperation: socialization provides opportunities for collaboration and cooperation among peers. When individuals engage in social interactions, they can work together on tasks, projects, or problem-solving activities. This collaborative environment fosters peer learning, as individuals contribute their unique perspectives, learn from each other's strengths, and collectively develop new understandings and skills.
- Feedback and support: socialization enables peers to provide feedback and support to one another. Through interactions and relationships, individuals can offer constructive feedback, suggestions, and encouragement. This feedback loop enhances the peer learning process, as individuals can reflect on their performance, make adjustments, and improve their understanding or skills based on the input received from their peers.
- Role modeling: peers serve as role models for one another. Socialization allows individuals to observe and learn from their peers' behaviors, attitudes, and approaches. By witnessing the successes and challenges of their peers, individuals can gain insights and learn valuable lessons. Positive role models can inspire and motivate others to strive for improvement, while negative examples can highlight potential pitfalls to avoid.

According to the E4KIDS methodology the pitching will be arranged in 3 different and consecutive moments following the evolution of both the class and the individual home-based activities:

1. Sharing the draft version of the canvas model via the platform forum / chat

After the completion of activity VI (i.e. the definition of the common vision as result of the individual work by the single members) the canvas model will be posted into the forum / chat section of the E4KIDS platform to collect feedbacks and inputs from the other participating pupils.⁹ The teachers will push the kids to actively participate to the forum / chat insisting on the great *peer review & learning* opportunity provided.

2. School pitching

This second step will bring the students to share their final work resulting from activity VII (i.e. the final group activity in class to adopt the feedbacks and inputs collected via the forum / chat) with mates in the school also with the purpose of 'instilling the curiosity' even on other pupils whose class has not participated to the action. A 2 hour workshop gathering other classes in the school will allow all the business idea / models to be presented leaving enough time for the feedback loop from all the other pupils.

According to a series of parameters, which include the same pitching abilities and skills,¹⁰ the 5 best ideas / models will be selected to represent the school on the E4KIDS transnational pitching online fair. This should increase the competitive spirit in the kids and their commitment to the action. Anyway during the event all the ideas / models will be shortly presented.

3. E4KIDS transnational pitching online fair

The very last activity will be the socialization with the other participating schools in the partner countries during a dedicated "E4KIDS transnational pitching day" consisting of a 'virtual' fair to be arranged using dedicated platforms [such as VFairs, Hopin, ...]. In a structured on line event the best ideas / models from each school will be presented ¹¹ and all the other pupils will provide their feedbacks. An international jury¹² will then evaluate all the ideas / models, according to a series of parameters which include the same pitching abilities and skills, to define the most valuable ones in the 4 categories: 1) better green impact, 2) better social impact, 3) highest level of creativity in the presentation and 4) highest accuracy in the analysis.

⁹ For that and English version of the model resulting from activity VI must be prepared.

¹⁰ The detailed parameters will be set according to the number of ideas / models prepared in the school to reach the target number required by the transnational pitching.

¹¹ For that and English version of the model resulting from activity VII must be prepared.

¹² Consisting of one expert per partner

ANNEXES

- I. E4KIDS model canvas template**
- II. E4KIDS glossary**
- III. E4KIDS library**