APPENDIX.
Training Course Programme

Module 1. MODEL OF IDEAL ENTREPRENEUR

Topic 1. The entrepreneurial mindset, skills & character traits

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
1.1.1	*Mind-mapping of ideal entrepreneur profile* How? Students will prepare a mindmap presenting ideal entrepreneur with regard to her/his character traits and skills	Miro
1.1.2	*Checking Entrepreneurial Aptitude* How? Students will take personality test and check if his/her personality type will make it easier to be an entrepreneur or it will require an additional effort to be made.	Lecturer is fully responsible for preparation of the task, recommended website with personality tests is [here](#)

Additional Assignments

ID	Assignments	Recommended tool/s
1.1.3	*Writing short essay* How? Students will write short essay answering the question provided by the teacher, e.g. *What does it mean to be entrepreneurial?, How to develop entrepreneurial mindset?*	Google docs – recommended type: Microsoft Word

Topic 2. Fundamental business related concepts for entrepreneurs

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
1.2.1	*Infographics development* How? Students develop infographic presenting the lifecycle of business.	Canva – graphic design: Infographic
1.2.2	*Preparing a pitch* How? Students are preparing a pitch explaining why specific entrepreneurial path is best suited for him/her.	Canva – graphic design: presentation; Prezi Pitch should be organised F2F if not possible use communication platforms (e.g. Webex, MS Teams, Zoom, etc.)

Additional Assignments

ID	Assignments	Recommended tool/s
1.2.3	*Summarizing the paper* How? Students are reading the selected classical paper on strategy and write short paper summary with most important points learnt.	Google docs - recommended type: Microsoft Word

Topic 3. Practical skills useful for every entrepreneur

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
1.3.1	*Organizing a meeting* How? Students prepare a plan for first meeting regarding the new enterprise.	Development of the meeting agenda: Canva – graphics design: Planner, Poster or Infographic Scheduling a meeting: Doodle
1.3.2	*Presentation development* How? Students are developing presentation on interests/passion and the vision on how these can be the foundation for business.	Canva – graphic design: presentation; Prezi

Additional Assignments

ID	Assignments	Recommended tool/s
1.3.3	*Preparing an interview questions* How? Students are preparing a list of questions that prospect employee should answer when applying for specific job position. List of job positions for which the interview questions should be developed is provided by the teacher.	Google Forms – questionnaire

Module 2. FIND YOUR WHY IN BUSINESS

Topic 1: PERSONAL DISCOVERY

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
2.1.1	*Reflection AEIOU* activity (Source: [1]) How? Students will make detailed and accurate observations answering the following questions: A = Activities: "What have you been doing? Was this a structured or an unstructured activity? Did you have a specific role to play or were you just a participant?"; E = Environments: Notice where you were when you were involved in the activity. What kind of a place was it, and how did it make you feel?"; I = Interactions: "What were you interacting with—people or machines? Was it a new kind of interaction or one you are familiar with? Was it formal or informal?"; O = Objects: "Were you interacting with any objects or devices? What were the objects that created or supported your feeling engaged?";U =	Miro: sample template here

	Users: "Who else was there, and what role did they play in making it either a positive or a negative experience?" Sample template [here](#)	
2.1.2	*Personal SWOT* analysis How? Students will analyze their strengths and weaknesses as well as the opportunities and threats that they face. This helps them to focus on their strengths, minimize weaknesses, and take the greatest possible advantage of opportunities available to them.	Canva – graphic design: SWOT analysis
2.1.3	Reflection: *Personal Discovery Process* - The "*My Fit*" quadrant How? Students will list out all their passions, hobbies, skills, and experiences gathered. The exercise is designed to summarize what the student has learned about himself/herself in the previous exercises.	Mentimeter Canva – graphic design: presentation
2.1.4	Reflection: *ACTION PLAN - Critical areas needing improvement and growth, things to do.* In previous exercises, students completed a pre-assessment (figured out where they stand), analyzed their strengths, weaknesses, and abilities, clearly defined and prioritized their goals. The final exercise in this module is to prepare the *Action Plan* - detailing the actions that they intend to take to achieve goals identified (trainings & courses, additional activities to undertake, meeting people, reading additional books etc.).	Canva –graphic design: presentation, infographic

Additional Assignments

ID	Assignments	Recommended tool/s
2.1.5	*Mind map of student's dream list (goals, aspirations)* exercise How? Students will prepare the mind map representing his goals and aspirations. They need to analyze: why are they passionate about that goals? What are the ways to achieve the goals, what are obstacles that they might face and ways to overcome those obstacles. Then they can picture themselves having accomplished goal (e.g. in the form of poster, story, journal article)	Xmind
2.1.6	Work with simple *List of skills needed to succeed in business* How? Students will prepare the simple List of skills needed to succeed in business.	Canva – graphic design: List
2.1.7	Work with simple table *Interest Discovery* How? Students will prepare the Interest Discovery table	Canva
2.1.8	Mind map - *Personal network* How? Students will create the map of network of people/institutions that could help and support them in building their business. They will analyze how to foster a community of support through peers and the surrounding business community.	Xmind
2.1.9	*Hero persona* exercise How? Students will prepare the persona describing their super strengths, things they have done, accomplishments, and how they can use them as business foundation	Miro

ID	Assignments	Recommended tool/s
2.1.10	*The Good Time Journal* activity (Source: [1]) How? Students will be provided with the template for *The Good Time Journal* activity to identify and analyze the specific activities that made them feel engaged and energized, and those that didn't.	Miro: sample template here
2.1.11	*Energy engagement* activity (Source: [1]) How? Students will analyze energy patterns: energy giving or draining regular activities and engagements.	Miro: sample template here
2.1.12	*What Matters the Most?* exercise How? Students will list out the things that she/he care about and analyze what are her/his values and priorities.	Canva – graphic design: List
2.1.13	*My friends about ME* exercise How? Students will collect feedback on their strengths and weaknesses from their friends	Google forms – Questionnaire
2.1.14	*Learning from mistakes* exercise How? Students will analyze some mistakes they've made and what they've learned from them	Google docs

Topic 2: BUSINESS IDEAS GENERATION

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
2.2.1	*List of identified problems* How? Students will take the scratchpad and write down things they had a problem with and problems they noticed when observing others	Xmind
2.2.2	*How I will find the answer – keep asking* exercise How? Students will take one (or more) problem from the *list of identified problems* and design the question *"Why isn't there a faster/better/longer way to do…?"*. Then they have to point out how they want to find answers to.	Slido
2.2.3	Reflection: *Mind Map with the best business ideas* How? Students will prepare Mind Map with the best business ideas.	Miro
2.2.4	Reflection: *Business idea Description* How? Students will describe the best business ideas answering the following questions: *Which need will business fulfill? What good/service will provide? To whom will I sell? How will I sell?* (3 min. presentations)	Canva – graphic design: Presentation, Prezi

Additional Assignments

ID	Assignments	Recommended tool/s
2.2.5	*QUORA searching* How? Students will search/add questions on *Quora platform* www.quora.com (Quora is a platform to ask questions, share	www.quora.com

ID	Assignments	Recommended tool/s
	knowledge and connect with people who contribute unique insights and quality answers).	
2.2.6	*Opportunity seeking - SCAMPER* activity How? Students will apply SCAMPER method to generate business ideas. They can simply take product or service or process that already exists or problem identified in the previous steps and use that as a starting point in SCAMPER activity.	Miro
2.2.7	*Local business opportunities survey* How? Students will survey the local community to find out what type of businesses are operating in. Then they need to identify gaps in the market.	Google forms – Questionnaire
2.2.8	Reflection: *My personal short list of ideas that should be consider* exercise How? Students will prepare the personal short list of ideas that should be consider.	Miro, Canva – graphic design: Letter

Additional Assignments

ID	Assignments	Recommended tool/s
2.2.9	*Creativity Booster* - warm up exercise (e.g. "This is not…" exercise) How? Students will make up some object and then write down a description starting with "This is not…" (how object could be used in different ways)	Google docs
2.2.10	*The 5 W's* activity How? Students will take one (or more) problem from the *list of identified problems.* They need to ask and answer questions using the five W's (who, what, when, where, why) to show understanding of the problem	Google docs
2.2.11	*Industry interview* How? Students will talk to a random person from local/national industry and ask question *"What are top problems or difficulties they experience frequently throughout the day?"* Then, they should make a list of collected problems and research them to get more information.	Google forms – Questionnaire

MODULE 3. PLANNING AND DESIGNING BUSINESS MODELS

Topic 1: WHAT IS BUSINESS MODEL?

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
3.1.1	*Understanding Business Model Elements and Interrelationships – simple template* Identification of business model components for selected business. Describing and discussing business model elements – mini case study. How? The teacher provides short description of specific company including information about all the aspects	Miro garyfox.co: click here

	needed and simple template with named components of business model. Students identify, name and discuss all the business model components elements as well as interconnections between elements. During the discussion teacher can ask questions *"What would happen if…?"* suggesting the change in specific component and students try to explain how this change may affect other elements of business model.	
3.1.2	*Developing Business Model Canvas from scratch – understanding and improving business models of existing companies* How? The teacher selects one well known company (e.g. Pinterest, Bolt, Spotify) and asks students for mapping its business model with the use of canvas. Students have to identify, name and assign the elements to specific segments on business model canvas. After business model canvas is completed students are requested to brainstorm ideas on how the business model can be improved with regard to current value proposition. From the ideas generated one is selected and used to redesign business model by adding/deleting/modifying elements on canvas. Improved business model is presented to the audience and discussed.	Miro garyfox.co: click here Canvanizer

Additional Assignments

ID	Assignments	Recommended tool/s
3.1.3	*Business Model as a Puzzle with Canvas* Creating business model canvas of existing company – business model canvas in puzzle activity. How? The teacher provides business model canvas template and set of cards with short phrases describing elements of different business model components. After the context is set up what means that information about core of business is provided students put the cards into selected segments on canvas. After the activity is finished teacher can provide new cards and asks about consequences of adding them to current business model (e.g. new elements of value proposition, new elements of customer segments, new elements of resources).	Miro garyfox.co: click here

Additional Assignments

ID	Assignments	Recommended tool/s
3.1.4	*Understanding Business Model Elements and Interrelationships – Mind-mapping Business Model* How? The teacher provides short description of specific company including information about all the aspects needed and students develop a mind-map for business model. After initial mind-map is ready teacher can ask questions "What would happen if…?" suggesting the change in specific component and students create new version of business model mind-map. Finally different versions of mind-maps can be compared, discussed and conclusions drawn. This will enable to understand the	Miro garyfox.co: click here Canvanizer

	dynamics of business models and the need for constant redesign according to market changes.	

Topic 2: BUSINESS MODEL DEVELOPMENT – THE CUSTOMER FACING PART

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
3.2.1	*Creating minimum viable personas with template provided* How? Based on information collected on business idea, students develop simple persona for identified customer segments according to template provided by the teacher.	Miro personas template garyfox.co
3.2.2	*Identifying and describing value proposition for selected businesses* How? Students are provided with list of possible dimensions for value proposition analysis with short description of every list item (e.g. price, product features, community etc.). Then the teacher selects 2-3 well-known companies and students identify the value proposition elements and shortly describe them from the perspective of benefits for target group of customers.	Miro www.garyfox.co
3.2.3	*Identifying and describing value proposition for business under development* How? Students are provided with list of possible dimensions for value proposition analysis with short description of every list item (e.g. price, product features, community etc.). For every dimension students generate ideas for value proposition elements and shortly describe them from the perspective of benefits for selected target group of customers described in personas prepared for selected business idea.	Miro garyfox.co
3.2.4	*Designing offer architecture and its relationships with value proposition.* How? Students are provided with simple template that should be filled with names of products/product features/services and comprehensive description of how every item of offer architecture is related to customers' needs – problems to be solved. Finally students are assessing the uniqueness of value proposition through benchmarking with competitors' offer architectures.	Miro www.garyfox.co
3.2.5	*Designing Offer Architecture with Value Proposition Canvas. How the problems will be solved or benefits created by the products/services offered?* How? Students are provided with value proposition canvas template. The activity is being done according to multi-step process in iterative manner. After a first job to be done is identified and put on customer profile in canvas, ideas for pains/gains related to the job under consideration are listed. For every pain and gain possible solutions are brainstormed and put on product map in canvas. Then each solution is described as pain reliever or gain generator in terms of vision how it'll work to reduce	Miro www.garyfox.co

ID	Assignments	Recommended tool/s
	pain or create gains. The process is repeated for all jobs to be done identified. Completed value proposition canvas is presented to the audience and discussed.	
3.2.6	Minimum viable product (MVP) exercise How? Students will develop the Minimum viable product (MVP) – a list of main features of product or service business will offer to customer segments	Canva course specific tools Proto.io, figma.com
3.2.7	Questionnaire building for feedback conversation – prototyping, presentation and feedback gathering	Google forms – type: Questionnaire
3.2.8	Product Box Development How? Student will present the business model to other students and asks them to design a product box that represents the value proposition they'd want to buy from them. This enables to learn what matters to others and which features they get excited about.	Preparation of business presentation: Prezi Canva Activity should be organised F2F if not possible use communication platforms (e.g. Webex, MsTeams, Zoom, etc.)
3.2.9	Setting the goals for every stage in channel. Planning the channels for business. How? The teacher provides students with channel canvas template. Students are setting the business goals at every stage and generate the ideas on how these goals could be achieved with specific channels and activities undertaken. For example on Awareness stage the goal is to raise awareness about our company's products and services. The channel would be social media, and the activity would be to develop product profiles of Facebook and Instagram platforms.	Miro
3.2.10	Designing the customer relationships building mechanisms for the business. How? The teacher provides students with the list with short description of typical mechanisms used for customer relationship building process (e.g. community, co-creation, automated services etc.). Students are selecting mechanisms best suited for business under development and prepare justification of decisions made.	Prezi Canva

Additional Assignments (with higher degree of difficulty)

ID	Assignments	Recommended tool/s
3.2.11	Describing target groups with demographic segmentation How? Based on business idea selected during the activities done in Topic 2 students prepare short description of target group by taking into consideration demographic dimension. The teacher provides a simple template with characteristics names related to demographic segmentation and students fill the template in with information on prospect customers.	Canva
3.2.12	Describing target groups with psychographic segmentation How? Based on business idea selected during the activities done in Topic 2 students prepare short description of target group by taking into consideration psychographic dimension of segmentation. The teacher provides a simple template with characteristics names	Canva

	related to psychographic segmentation and students fill the template in with information on prospect customers.	
3.2.13	*Creating comprehensive personas with template provided* How? Students develop comprehensive persona *for customer segments* according to template provided by the teacher.	Miro: free templates click <u>here</u> garyfox.co
3.2.14	*Developing value proposition from the perspective of efficiency, product features and niche* How? Students are provided with 3 mind maps including only main topic – efficiency, product and niche. The mind-maps should be developed with ideas related to planned offer architecture of business with regard to every perspective set by answering questions – How *typical processes done by customers on daily basis can be improved with regard to number of steps, time required or usability?, How the products I'd like to offer may be enriched by new product features, additional services or information products?, How can I build the community around the product or service I'd like to offer, and what value added elements of my offer can be developed by community members? After I'll have the community built what products/services I can offer to its members?*	Miro garyfox.co: click <u>here</u>
3.2.15	*Minimum viable product (MVP)* exercise How? Students will develop the Minimum viable product (MVP) – a list of main features	*Canva*
3.2.16	*Building the prototype* activity How? Students will build the prototype/prototypes of product/service offered by business.	Real life activity - if not possible use Proto.io, figma.com

Additional Assignments (with lower degree of difficulty)

ID	Assignments	Recommended tool/s
3.2.17	Describing the mechanisms for customer relationships building for selected businesses. How? The teacher provides students with mini case study describing activities done by specific company. Students explain how these activities support building relationships with customers.	Prezi Canva

Topic 3: BUSINESS MODEL DEVELOPMENT – THE BACKSTAGE

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
3.3.1	*Identifying and describing required activities for business under development – Gap Matrix Analysis* How? Students are provided with a matrix. The matrix can be oriented on offer architecture or value proposition. In case of offer architecture the matrix includes on one dimension offer architecture elements (*every element of offer architecture has already been connected with value proposition in previous assignments*) and students are requested to identify and name activities that have to be done in order to provide	Miro

	customers with specific offer element (product/service). In case of value proposition the matrix includes on one dimension value added elements (*every element of value proposition has already been connected with offer architecture in previous assignments*) and students are requested to identify and name activities that have to be done in order to provide customers with specific benefits. The process is being done until all gaps are filled with activities names. Final step is to make decision for every activity identified if it is a part of business core processes or should be outsourced to business partners.	
3.3.2	*Key resources identification – what types of resources are needed to start planned business?* How? Students are provided with list of key activities needed for creating and delivering value proposition elements and name the resources required for every activity in terms of human resources, physical resources, financial resources and intangible resources.	Miro
3.3.3	*Designing value net structure for business under development* How? Students are provided with matrix including on one dimension the activities identified for the business under development. Then they will decide which activities should be outsourced and what role of business partner will be responsible for specific activity. The final step is to do on-line research and find prospect business partners that can play the roles identified. The final step will be to develop mindmap showing the value net of business planned.	Preparation of the List of activity that should be outsourced and role of business partner: Canva On-line research: Quora Development of mindmap: Xmind

Additional Assignments (with higher degree of difficulty)

ID	Assignments	Recommended tool/s
3.3.4	*Key activities identification for selected businesses* How? Students are provided with list of value proposition elements for 3 selected well-known companies and students name the activities/processes related to every value proposition element.	Prezi
3.3.5	*Analysis of value net structure of selected businesses – mini case study* How? Students are provided with short description of 3 well-known companies as well as typical roles played by business partners in value nets (e.g. *Outbound logistics - Fedex, UPS; Payments – Citibank, Paypal; Advertisement – yahoo.com, TV Channel, Facebook* etc.). Students are requested to describe the value net of every company in the form of mindmap. In the center of each mindmap should be the names of activities that constitute the core of the company under consideration and on the branches will be the names of roles and typical responsibilities of business partners.	Xmind

Topic 4: BUSINESS MODEL DEVELOPMENT – FINANCIAL SUSTAINABILITY

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
3.4.1	*Identifying and describing revenue generation model for business under development* How? Students will analyze the offer architecture (products/services) from the perspective of possible pricing mechanisms and revenue sources models and fill in the revenue generation model template for business under development.	Miro
3.4.2	*Planning the cost structure for business* How? Students will analyze the possible costs sources from the perspective of key activities identified as well as cooperation with key partners, channels and customers relationships building process. The costs sources will be named and put into the template provided.	Miro
3.4.3	*Creating Business Model Canvas for planned business* How? This is an assignment that combines the results of analysis, planning and design processes conducted throughout previous assignments. Students will be requested to put it all together and prepare business model canvas for planned enterprise. The business model developed should be presented to the audience and discussed from the perspective of all nine segments. The presentation should follow the best practices introduced as a part of the assignment's additional materials (short movie with hints how to present *Business Model Canvas*).	Miro Canvanizer Canva
3.4.4	*The most risky assumption* activity How? Students will look for the riskiest assumptions in their business model and in all the information they have gathered so far. The ones absolutely necessary validating business idea to become a reality, should go to the bottom, afterword those less important.	Xmind Slido
3.4.5	*Seven Questions to Assess Your Business Model Design* How? Students will score business model design by answering seven questions related to such aspects as: switching costs, recurring revenues, earnings vs. spending, game-changing cost structure, others who do the work, scalability, protection from competition.	Slido

Additional Assignments

ID	Assignments	Recommended tool/s
3.4.6	*Identifying and describing revenue generation model for selected businesses – mini case study.* How? The teacher provides students with the table template including such columns as market mechanism for pricing products/services, revenue generation source model and selects 5 well-known companies operating on the market. Students should propose the elements of revenue generation model for every company and explain their choices from the perspective of how it works.	Prezi Canva

ID	Assignments	Recommended tool/s
3.4.7	*Hypothesis formulation* activity How? Students will formulate a hypothesis regarding of *The most risky assumptions*. They need to answer the questions: what does assumption really mean for their business? how can they measure it? They need to describe the simple prototype/s that will test hypothesis.	Xmind
3.4.8.	*Role playing planning* activity How? Students will plan role playing workshop simulating the real context of the user's life	Activity should be organised F2F if not possible use Communication platforms (e.g. Webex, MsTeams, Zoom, etc.)

Additional Assignments

ID	Assignments	Recommended tool/s
3.4.9	*LEAN CANVAS exercise* How? Students will develop the Lean Canvas template	Miro garyfox.co

Module 4. FUNDRAISING

Sample Assignments *(*computer classroom desired)*

Mandatory Assignments

ID	Assignments	Recommended tool/s
4.1.1	*Various funding opportunities* How? Students will prepare simple as a table/visual summary of characteristics, advantages and disadvantages of different types of investors	Canva/Prezi
4.1.2	*The process that should be followed to obtain funding* How? Students will prepare a visual description of the process of raising funds from one of the selected types of investors (VC, business angel networks, business incubators, crowdfunding portals)	Miro
4.1.3	*List of chosen types of investors that fit to student's business idea* How? Students will prepare the short lists of potential suitable investors (including the name of the investor, webpage, investor's needs). Then, the list should be prioritized.	Google docs

Additional Assignments

ID	Assignments	Recommended tool/s
4.1.4	*Well known investors* How? Students will prepare the information regarding the famous investors (e.g Robert Lewandowski *who* is involved in many investments.	Canva Prezi
4.1.5	*How to find and apply?* How? Students will prepare the leaflet summarizing the information how to find and apply chosen type of investor	Canva – graphic design: leaflet, infographic

Topic 2: FINDING THE RIGHT INVESTOR MATCH

Sample Assignments *(*computer classroom desired)*

Mandatory Assignments

ID	Assignments	Recommended tool/s
4.2.1	*Investment Proposal for business idea* How? Students will prepare the Investment Proposal for their business idea with use of the template for chosen type of investor (downloaded from the proper website)	Google Docs

Topic 3: NEGOTIATE WITH INVESTORS – IDEA PRESENTATION

Sample Assignments

Mandatory Assignments

ID	Assignments	Recommended tool/s
4.3.1	*Key slides* How? Students will choose from a various parts of Investment Proposal template (previous assignment) those, they think are the most important for a potential investor and should be included in the pitch deck	Slido Canva – graphic design: Infographic
4.3.2	*Investor Pitch Decks* How? Students will prepare the Investor Pitch Decks with 10/20/30 rule (10 slides, be no more than 20 minutes long, and should only include up to 30 points).	Canva – graphic design: Presentation Prezi Pitch should be organised F2F if not possible use communication platforms (e.g. Webex, MsTeams, Zoom, etc.)
4.3.3	*Pitch in formula of Dragon's Den* How? Students will present the business idea following some rules: must start the meeting by stating the name of the business, the amount of money they are pitching for and the percentage of equity they are willing to give away in their company. They must follow this with a pitch of up to three minutes. In next part they have to answer all the questions asked. Each student should present.	Canva – graphic design: Presentation Prezi Pitch should be organised F2F if not possible use communication platforms (e.g. Webex, MsTeams, Zoom, etc.)

Additional Assignments

ID	Assignments	Recommended tool/s
4.3.4	*Common mistakes in pitch deck* - infographic How? Students will prepare in a visual form (e.g. infographic) presentation on common mistakes in pitch deck preparation	Canva – graphic design: Infographic
4.3.5	*One-Sentence Pitch Format* How? Students will explain what they are going to offer within their business idea in a few simple words. Example template for the sentence:	Google docs Prezi Canva

	"Because we believe [in this ambitious vision], [company] [is building/is bringing to market/has launched/is] [2-3 words defined offering] to [enable/empower/offer/help] [a specific persona] to [achieve a defined outcome] [by leveraging this unique asset/by adopting this innovative approach]"	
4.3.6	*Get To Know Your Audience* How? Students will prepare the description/persona of the audience for her/his pitch deck presentation (answering the following questions: Who is the audience for pitch? What are they thinking as they sit in the audience?, What action would you like the audience to take as a result of your pitch?	garyfox.co Google docs Prezi Canva

Additional Assignments

ID	Assignments	Recommended tool/s
4.3.7	*Explain it like I am six years old* exercise How? Students will prepare an explanation of the business idea in such a way as to remove its complexity.	Canva- graphic design: Presentation Prezi Pitch should be organised F2F if not possible use communication platforms (e.g. Webex, MsTeams, Zoom, etc.)
4.3.8	*40 words pitch* exercise How? Students will present their business idea in 40 words or less. They can continue only when their viewer asks them a question. Then students will only have 40 words to answer it.	Google docs Pitch should be organised F2F if not possible use communication platforms (e.g. Webex, MsTeams, Zoom, etc.)
4.3.9	*The 3-act pitch* exercise How? Students will prepare the pitch in form of the three act story, using no more than 40 words for each act. The pitch should consist of three acts: Act 1. They meet the hero. Act 2. They discover a problem. Act 3. The hero finds the solution.	Canva Prezi Pitch should be organised F2F if not possible use communication platforms (e.g. Webex, MsTeams, Zoom, etc.)
4.3.10	*The Review* exercise How? Students will prepare the review from the potential client's point of view of their business idea and its products	Iforgam Canva/Prezi

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