



# WELCOME TO MOOW CODE

## PLAYBOOK OF MOOW ACTIVITIES



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2022 – 2024

MOOW PLAYBOOK

# TABLES OF CONTENTS

1. Introduction to EntreComp
2. Introduction to Moow Playbook
3. Empathy map
4. Decision Trees
5. Customer Journey Map
6. Entrepreneurial Traits & Case Study
7. 9 Dots Challenge
8. Pitch Deck
9. Exploring Creativity
10. Discover Digital Creativity
11. Emotional Diary
12. Emotion Recognition
13. Mindfulness-based Training to Cope with Stress
14. Mindfulness-based Mobile App
15. The 'What If' Ideation Method
16. Low-fidelity Prototype
17. The Hook Framework
18. Online quiz
19. Watching Video Online
20. Role Play and Recording (Online)
21. Short Presentations
22. 365 Brainwitting



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# TABLES OF CONTENTS

- 23. Creative Storytelling
- 24. New People, New Ideas
- 25. 100 Shades of Grey
- 26. Consumer Trend Analysis
- 27. The Wacky Invention Game
- 28. Course Introductions
- 29. Brainstorming (Divergent Thinking Phase)
- 30. De Bono Hats
- 31. Kano Methodology
- 32. Systematic Literature Review
- 33. Business Model Canvas
- 34. Entrepreneurial Mindset Cards
- 35. MashUp Innovation
- 36. Team Memory Game
- 37. Mind mapping
- 38. Design Thinking Mini Workshop
- 39. Business Model Mini Workshop



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# YOUR GUIDE TO MOOW CODE

2022 – 2024  
MOOW PLAYBOOK

By  
HELIXconnect Europe



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# 01

## INTRODUCTION TO ENTRECOMP

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## What is EntreComp?

We live in a rapidly changing society where it is essential that everyone has the capacity to act upon opportunities and ideas, to work with others, to manage dynamic careers and shape the future for the common good.

To achieve these goals we need people, teams and organisations with an **entrepreneurial mindset**, in every aspect of life.

The European Commission has developed EntreComp: the **European Entrepreneurship Competence Framework** as a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others.

EntreComp is a **common reference framework** that identifies **15 competences** in **three key areas** that describe what it means to be entrepreneurial.



# Entrepreneurship Competences (1)



<b>1.1. Spotting opportunities</b>	Use your imagination and abilities to identify opportunities for creating value	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
<b>1.2. Creativity</b>	Develop creative and purposeful ideas	Develop several ideas and opportunities to create value including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
<b>1.3. Vision</b>	Work towards your vision of the future	Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
<b>1.4. Valuing ideas</b>	Make the most of ideas and opportunities	Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
<b>1.5. Ethical and sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly

## Entrepreneurship Competences (2)



<b>2.1. Self-awareness &amp; self-efficacy</b>	Believe in yourself and keep developing	Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
<b>2.2. Motivation &amp; perseverance</b>	Stay focused and don't give up	Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure
<b>2.3. Mobilising resources</b>	Gather and manage the resources you need	Get and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
<b>2.4. Financial &amp; economic literacy</b>	Develop financial and economic know-how	Estimate the cost of turning an idea into a value-creating activity Plan, put in place and evaluate financial decisions over time Manage financing to make sure your value-creating activity can last over the long term
<b>2.5. Mobilising others</b>	Inspire, enthuse and get others on board	Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation and leadership



# Entrepreneurship Competences



<b>3.1. Taking the initiative</b>	Go for it	<p>Initiate processes that create value</p> <p>Take up challenges</p> <p>Act and work independently to achieve goals, stick to intentions and carry out planned tasks</p>
<b>3.2. Planning &amp; management</b>	Prioritise, organise and follow up	<p>Set long-, medium- and short-term goals</p> <p>Define priorities and action plans</p> <p>Adapt to unforeseen changes</p>
<b>3.3. Coping with uncertainty, ambiguity &amp; risk</b>	Make decisions dealing with uncertainty, ambiguity and risk	<p>Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes</p> <p>Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing</p> <p>Handle fast-moving situations promptly and flexibly</p>
<b>3.4 Working with others</b>	Team up, collaborate and network	<p>Work together and co-operate with others to develop ideas and turn them into action</p> <p>Network</p> <p>Solve conflicts and face up to competition positively when necessary</p>
<b>3.5 Learning through experience</b>	Learn by doing	<p>Use any initiative for value creation as a learning opportunity</p> <p>Learn with others, including peers and mentors</p> <p>Reflect and learn from both success and failure (your own and other people's)</p>



## Understanding EntreComp

EntreComp is a framework of 15 entrepreneurship competences, broken down further into threads that describe what the particular competence really means in practical terms. These are clearly defined through learning outcomes – what a learner knows, understands and can do. The learning outcomes are mapped across 8 different levels of progression, from beginner to expert.

**There are 5 key building blocks to understanding EntreComp:**

- ✓ definition,
- ✓ areas,
- ✓ competences,
- ✓ threads
- ✓ and progression levels.

# EntreComp Steps

## 1. Definition

EntreComp defines entrepreneurship as:

The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.

## 2. Areas

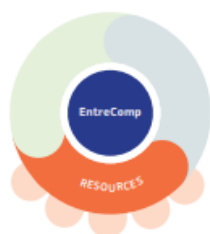
EntreComp identifies 3 competence areas:



## 3. Competences



Competences per area  
**IDEAS & OPPORTUNITIES**

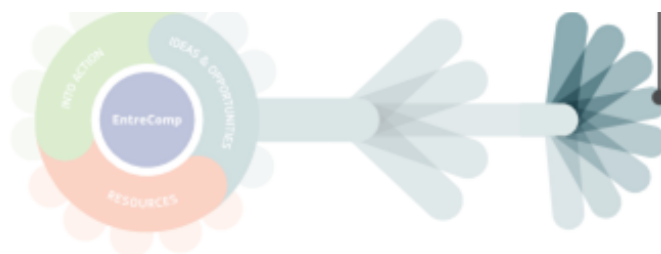


Competences per area  
**RESOURCES**

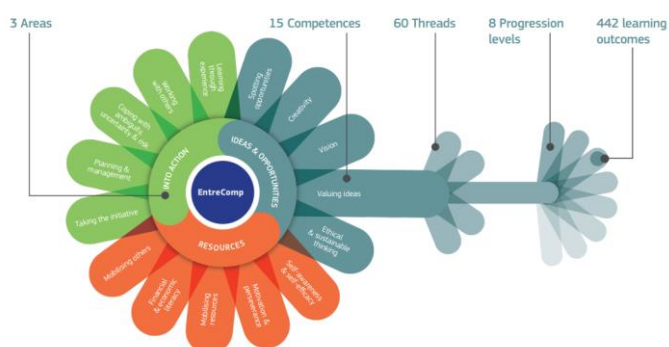


Competences per area  
**INTO ACTION**

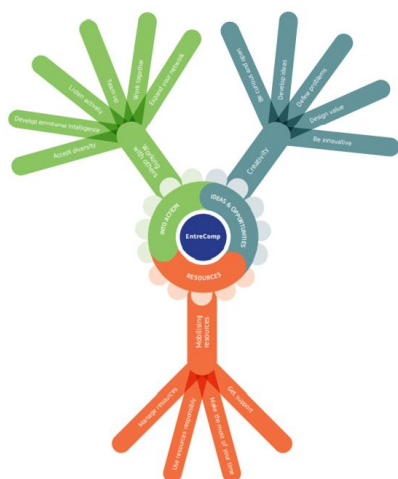
## 5. Progression levels



Summary



## 4. Threads





## Using EntreComp

EntreComp is a free, flexible reference framework that can be adapted to support the development and understanding of entrepreneurial competence in any setting.

EntreComp has the potential to be **used in a variety of ways** including:

- supporting policy and practice to develop entrepreneurial skills
- assessing entrepreneurial skills
- supporting training of educators, trainers and teachers to deliver entrepreneurial skills
- to design programmes and learning opportunities
- to recognise and certify skills

EntreComp can be used **across sectors** and be a **key support for collaboration and development work** by educators, trainers, employers, professional bodies and policy-makers.





## EntreComp in Action

EntreComp can be used by different actors, and is relevant to those interested and working in formal education, non-formal learning and inclusion activities as well as in organisations and businesses of all sizes, for example:

**education and training**, you may use EntreComp to:

- tailor entrepreneurial learning outcomes to a specific context
- create new or enhance existing teaching and learning activities to develop entrepreneurial competences
- design assessment of entrepreneurial learning

**young people outside of formal education**, you may use EntreComp to:

- design activities that provide practical entrepreneurial experiences
- help young people understand how entrepreneurial they are
- recognise your own entrepreneurial competences

**start-ups and entrepreneurs**, you may use EntreComp to:


- understand how existing activities contribute to entrepreneurial competences
- help entrepreneurs map their own entrepreneurial competences
- design new training to support business creation or business growth mapped to EntreComp competences

**recruiting and managing human resources**, you may use EntreComp to:

- help define job-specific competency requirements
- plan organisational learning and development strategies and activities
- build entrepreneurial teams

# 02

## INTRODUCTION TO MOOW PLAYBOOK

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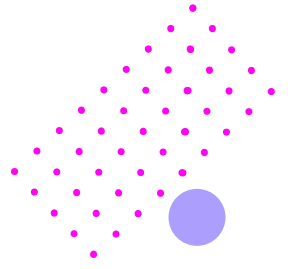
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# 02

## INTRODUCTION TO THE MOOW PLAYBOOK

The Playbook of MOOW Activities is the second element of the MOOW Framework and contains 37 ready-to-use model activities (exercises, drills, games, tasks) to be deployed during MOOW Bootcamps. The proposed activities are covering a range of transferable entrepreneurial skills with a focus on product ideation and prototyping. Each activity is accompanied by support materials (scenarios, templates, tools, study aids, visuals).





# PLAYBOOK ROADMAP

## Step 1

First, you should focus on:

- ✓ Spotting opportunities: Identify and seize opportunities by exploring the social, cultural and economic landscape.
- ✓ Creativity: Develop several ideas to create value, including better solutions to existing and new challenges.
- ✓ Vision: Imagine the future. Develop a vision to turn ideas into action.
- ✓ Valuing ideas: Judge what value is in social, cultural and economic terms.
- ✓ Ethical and sustainable thinking: Assess the consequences of ideas that bring value.





# PLAYBOOK ROADMAP

## Step 2

Secondly, focus on:

- ✓ Self-awareness & self-efficacy: Reflect on your needs, aspirations and wants in the short, medium and long term.
- ✓ Encouraging creative thinking and a variety of interpretations amongst group members
- ✓ Mobilizing resources: Gather and manage the resources you need.
- ✓ Mobilizing others: Inspire, enthuse and get others on board.
- ✓ Mobilizing others: Inspire, enthuse and get others on board.



# PLAYBOOK ROADMAP

## Step 3

And last, but not least:

- ✓ Taking the initiative: Go for it.
- ✓ Planning and management: Prioritize, organize and follow-up.
- ✓ Coping with uncertainty, ambiguity and risk: Make decisions dealing with uncertainty, ambiguity and risk.
- ✓ Working with others: Team up, collaborate and network.
- ✓ Learning through experience: Learn by doing.

# Entrepreneurial skills-exercises matrix

Exercises	Entrepreneurial skills														
	1.1.	1.2.	1.3.	1.4.	1.5.	2.1.	2.2.	2.3.	2.4.	2.5.	3.1.	3.2.	3.3.	3.4.	3.5.
Empathy Map	x	x													
Decision Trees												x	x		
Customer Journey map	x	x			x										
Entrepreneurial Traits & Case Study			x			x								x	
9 Dots Challenge		x												x	
Pitch Desk								x		x					
Exploring Creativity		x													
Discover Digital Creativity	x	x												x	
Emotional Diary		x				x	x								
Emotion Recognition	x				x										
Mindfulness-based Training to Cope with Stress						x									
Mindfulness-based Mobile App			x			x	x								
The "What if" Ideation Method	x		x												
Low -fidelity Prototype									x	x	x	x	x	x	x
The Hook Model Canva	x		x	x	x					x					
Online Quiz		x		x					x						
Watching Video Online	x								x						x
Role Play and Recording						x									
Short Presentations		x		x					x	x					x
635 Brainwriting		x	x	x										x	
Creative Storytelling		x													
New People, New Ideas		x					x								
100 Shades of Grey	x			x	x										
Consumer Trends Analysis	x			x	x										
The Wacky Invention Game	x	x													
Course Introduction										x				x	
Brainstorming	x	x	x			x									
De Bono Hats				x	x		x	x		x	x		x	x	x
Kano Methodology	x			x								x	x		x
Systematic Literature Review	x		x	x	x		x	x					x		
Business Model Canvas	x		x	x	x			x	x	x		x	x	x	x
Entrepreneurial Mindset Cards	x	x				x	x	x					x		
Mash-Up Innovation	x	x													
Team Memory Game						x				x				x	x
Mind-mapping			x		x					x				x	
Design-Thinking Mini-Workshop	x	x	x	x	x			x	x	x	x	x	x	x	x
Business Model Mini Workshop			x	x	x					x	x	x	x	x	x





# 03

## Empathy Map

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## Empathy Map

**Description:** Empathy Maps enable people to think deeper about their business idea and fast-forward the competencies in spotting opportunities. Empathy maps can be used whenever you find a need to immerse yourself in a user's environment. They can be helpful, for example, when:

- diving into the customer segments of a business model canvas,
- elaborating on user personas capturing behaviors when interviewing a customer,
- or building out the “user” in a user story.

Participants will watch explanatory video on the link below and will be introduced to the template through the link below.

Participants are divided into several groups. In each team there will be appointed one person to lead.

Assemble your team and have them bring any personas, data, or insights about the target of your empathy map.

Teams are provided with online (or printed) empathy map templates (<https://miro.com/templates/empathy-map/>).

Each person should type their thoughts on the map. Ideally everyone would add at least one thought or observation to every section.

Start with the GOAL section, by defining WHO will be the subject of the Empathy Map and a goal: something they need to DO. This should be framed in terms of observable behavior. Once they have clarified the goal, work their way clockwise around the map in page below, until they have covered Seeing, Saying, Doing, and Hearing.

After teams have made the full circle around the map from 1 to 6, they focus on what's going on inside their head at number 7. The large head in the center is one of the most important aspects of the map's design. The whole idea is to imagine what it's like to be inside someone else's head.

### Short objective

- To visualize attitudes and behaviors in an empathy map;
- To help teams align on a deep understanding of end users;
- To reveal any holes in existing user data.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** none.

## Required material for participant/learner:

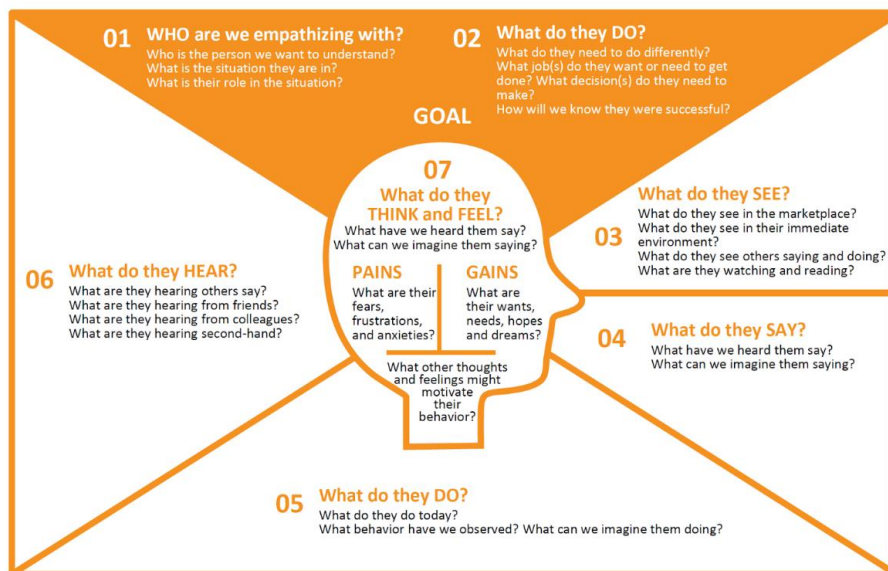
- Access to the internet,
- Tablet, Mobile phone,
- Printed or online empathy map templates.

## Specific entrepreneurial skills addressed:

1.1 Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value.

1.2 Creativity: Develop creative and purposeful ideas.

**Duration:** 90 mins.



**Support materials - scenarios, templates, tools, study aids, visuals**


<https://miro.com/templates/empathy-map/>

<https://gamestorming.com/wp-content/uploads/2017/07/Empathy-Map-Canvas-006.pdf>

<https://www.youtube.com/watch?v=Qz7EwkprvFE>

# 04

## Decision Trees

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## 04

### Decision Trees

#### Description:

Decision making is a skill necessary to cope with challenges. It sets you forward, and moving forwards, taking action is key to overcoming challenges. Decision Trees are excellent tools for helping you to choose between several courses of action.

Participants learn more information using the links below.

#### Short objective:

To help participants to choose between several courses of action.

To lay out options and investigate the possible outcomes of choosing those options.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** none.



## 04

### **Required material for participant/learner:**

Access to the internet, Tablet, Mobile phone.

**Duration:** 80 mins.

### **Specific entrepreneurial skills addressed:**

- 3.2. Planning & management: Prioritise, organise and follow up
- 3.3 Coping with uncertainty, ambiguity and risk: Make decisions dealing with uncertainty, ambiguity and risk.

### **Support materials - scenarios, templates, tools, study aids, visuals:**

<https://www.mindtools.com/dectree.html>

[https://www.youtube.com/watch?v=4D\\_tyoJU1qo](https://www.youtube.com/watch?v=4D_tyoJU1qo)

# 05

## Customer Journey Map

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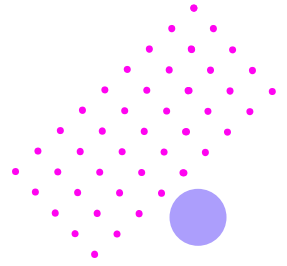
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## Customer Journey Map

### Description:

A customer journey map is a visual representation of the customer journey. It helps you tell the story of your customers' experiences with your brand across all touchpoints. Mapping out the customer journey is a prerequisite for creating a shared understanding of what your customers think, feel, and struggle with as they interact with your brand. A customer journey map can help your teams align around solving known problems, identifying new user pain points, and removing barriers to your customer's (and therefore your company's) success. This exercise will enable you and your team to develop a product/service/business that accurately meets the needs of your target group through a better understanding of how customers react.

Watching the video on YouTube (Link #2)  
Participants are divided into 4 groups and reading more about a customer journey on Link #1.



Participants are asked to think of a famous international company/business and work on creating its customer journey from their perspective. Into the group each person takes 1 or 2 sections out of 8 and works on it.

### Task: Create a Customer Journey Map

1. Set clear objectives for the map.
2. Profile your personas and define their goals.
3. Highlight your target customer personas.
4. List out all the touchpoints.
5. Identify the elements you want your map to show.
6. Determine the resources you have and the ones you'll need.
7. Take the customer journey yourself.
8. Make necessary changes.

### Short objective

- To visualize quickly how different stages of customer reactions when interacting with product or service
- To improve one's business in a cost and time effective manner.



## 05

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** none.

**Required material for participant/learner:**

Access to the internet, Tablet, Mobile phone.

**Duration:** 120 mins.

**Specific entrepreneurial skills addressed:**

1.1 Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value.

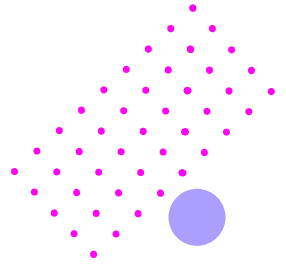
1.2 Creativity: develop creative and purposeful ideas.

1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

**Support materials - scenarios, templates, tools, study aids, visuals:**


<https://blog.hubspot.com/service/customer-journey-map>

<https://www.youtube.com/watch?v=X7iXcP-wlkk>



# 06

## ▼ Entrepreneurial Traits & Case Study

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## Entrepreneurial Traits & Case Study

### Description:

Although there is no set profile of an entrepreneur; they can be young or old, male or female and they come from all sorts of backgrounds, research shows entrepreneurs have certain qualities and characteristics in common. Having entrepreneurial characteristics can increase the chances of business success. While some characteristics are inherent i.e., hardworking, others can be developed i.e., motivated.

Participants explore the 10 Common Traits of an Entrepreneur through [this link](#).

Participants write down 3 characteristics out of those 10 and explain in written form how this can help when running a business.

Groups discuss these people, their success story and the roles of Resilience, Rejection & Failure on their ways and answering the questions:

- What are the major challenges that this person faced?
- What were his/her achievements?
- What are the causes for his/her success?
- What do we learn from the story of this person?

They also discuss their personal experience in terms of these aspects.

## Short objective

To consider one's own strengths, weaknesses and type of characteristics

- To identify the areas of development
- To explore one's interesting and proper areas of business
- To discuss a case study

**Required knowledge (if any):** none

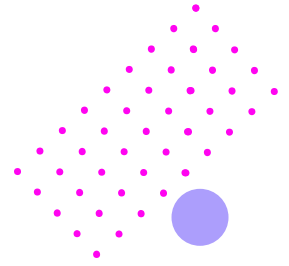
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**Required material for speaker/trainer:** none.

**Required material for participant/learner:**

Access to the internet, Tablet or Mobile phone.

**Duration:** 120 min.



## Specific entrepreneurial skills addressed:

1.3. Vision: Work towards your vision of the future.

2.1 Self-awareness & self-efficacy: Reflect on your needs, aspirations and wants in the short, medium and long term.

3.4 Working with others Team up, collaborate and network


**Support materials - scenarios, templates, tools, study aids, visuals:**

<https://startupnation.com/start-your-business/successfulentrepreneurs-traits/https://www.business.com/articles/never-giving-up-9-entrepreneurs-and-millionaires-who-failed-at-least-once/>



# 07

## 9 Dots Challenge

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## 9 Dots Challenge

### Description:

This is an individual activity, and it aims to develop problem solving techniques.

Show participants nine dots arranged in a set of three rows in [this link](#).

Challenge: Draw four straight lines which go through the middle of all of the dots without taking the pencil off the paper. They must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.

Once the allotted time is up, participants show their solutions to the group.

15 Minutes Review: Ask the participants to think back to how they were solving the puzzle. Did they solve it by trial and error, or did they think through a strategy?

Ask them to spend 30 seconds thinking about how they solved it and what changes in their thought process they needed to have to get there.

The most frequent difficulty people have with this puzzle is that they try to draw all the lines within the dots, and they do not initially want to draw lines outside it because:

- There is nothing outside the set of dots to associate to. There are no dots to join a line to outside the puzzle, so they assume a boundary exists.
- It is assumed that doing this is outside the scope of the problem, even though the problem definition does not say you are not allowed to.
- You are so close to doing it that you keep trying the same way but harder.

Lessons to be learned from this puzzle:

- Look beyond the current definition of the problem.
- Analyze the definition to find out what is allowed and what is not.
- Are there any real rules to the problem anyway? (especially valid in human related problems - there are only perceptions, not physical rules)
- Look for other definitions of problems.
- Do not accept other people's definitions of problems. They may be either wrong or biased.
- If a problem definition is wrong, no number of solutions will solve the real problem.

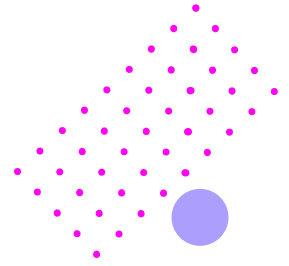

### **Short objective**

To increase understanding of the problem-solving process and support the development of problem-solving skills

**Required knowledge (if any):** none.

## Required material for speaker/trainer:

The beauty of this nine-dot puzzle is that you literally must "think out of the box" to solve the puzzle.

**Investigate the boundaries**

- What are the boundaries which the solution must fit into?
- Are the boundaries your own perceptions or reality?
- What are the possibilities if you push the boundaries?
- What are the benefits of small boundary changes?

**Hard work is not the solution**

- Repeating the same wrong process again and again with more vigor does not work.
- You can be very close to a solution while not getting any closer to it.
- Thought is the solution; physical hard work will not work.

**Solution**  
The picture below will show you a solution to this problem.

## Required material for participant/learner:

Access to internet, phone or tablet.

**Duration:** 20 - 30 mins.

## Specific entrepreneurial skills addressed:

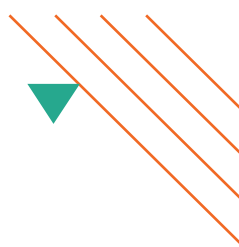

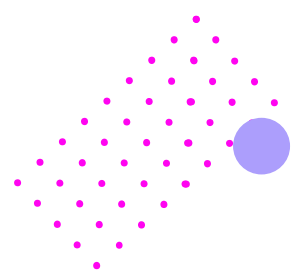
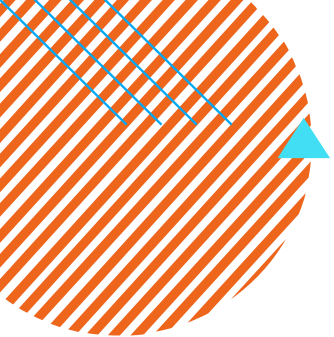
1.2 Creativity: Develop creative and purposeful ideas.

3.4 Working with others: Team up, collaborate and network.


**Support materials - scenarios, templates, tools, study aids, visuals:**

<https://www.permadi.com/fpcgi/9dots/index.php?sa=mkpage&framed=0&ga=new>






# A MULTIFACETED, SYNERGISTIC FORMAT OF DIGITAL AND CO-CREATION IN HIGHER EDUCATION



Click to type

# 08

## Pitch Deck

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## Pitch Deck

### Description:

A pitch deck is a brief presentation, often created using PowerPoint, Canva or Prezi, used to provide your audience with a quick overview of your business plan. You will usually use your pitch deck during face-to face or online meetings with potential investors, customers, partners, and co-founders.

People use the Pitch Deck to present who they are, what their idea is about, why it is relevant and who needs it helps, to explain how their business does that and why it is sustainable and why it pays off. Starting off with storytelling is a good way to go.

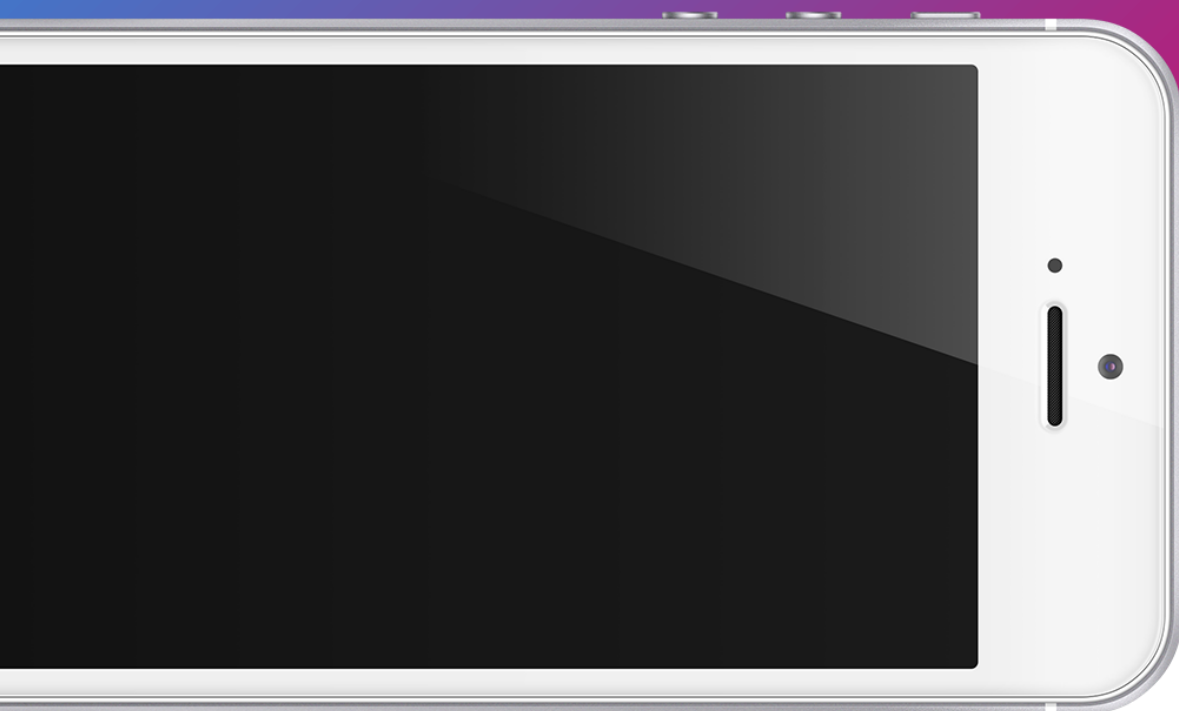
In this exercise, participants are asked to think about one idea they have and “Sell” it to the investors. Investors will be all the other participants.

# 08

## Pitch Deck

### Task:

1. Open a free Canva account.
2. Research how to pitch, here is a [good example](#).
3. Use [Canva template](#) Link to create your maximum 5 minutes long presentation.
4. Explain your idea in your presentation to engage people emotionally:
5. Prepare to make a great first impression: First impressions are powerful. Believe it.
6. Show the people behind your idea: Focus on a significant, relevant accomplishment for each person in a team that identifies that person as a winner.



## Short objective

To learn how to provide your audience with a quick overview of your project idea or business plan.

To learn how to use your pitch deck during face-to-face or online meetings with potential investors, customers, partners, and cofounders.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** none.

**Required material for participant/learner:**

Access to the internet, Laptop, Tablet, or Mobile phone, A free Canva account.

**Duration:** 90 - 120 mins.

**Specific entrepreneurial skills addressed:**

2.3 Mobilizing resources: Gather and manage the resources you need.

2.5. Mobilising others: Inspire, enthuse and get others on board

**Support materials - scenarios, templates, tools, study aids, visuals:**


<https://visme.co/blog/what-is-a-pitch-deck/>

<https://www.youtube.com/watch?v=P2LwuF7zn9c>

[www.shorturl.at/bdftJ](http://www.shorturl.at/bdftJ)

# 09

## Exploring Creativity

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## Exploring creativity

**Description:** Development of an app with creativity-based contents and on the use of creativity as problem solving skills and management of unexpected and stressful solutions. The development is based on the theorization of Little-c creativity, which focuses on the use of creativity in everyday life. The app offers exercises in which situations of everyday life are proposed that pose challenges and questions that can be solved with creativity. The app offers a learning path and strengthening the ability to identify solutions.

### Short objective:

To develop creativity skills.

**Required knowledge (if any):** none

### Required material for speaker/trainer:

For online session - slides with presentation and explanation; app.

For f2f session – device, internet connection.

# Exploring creativity

## Required material for participant/learner:

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – none.

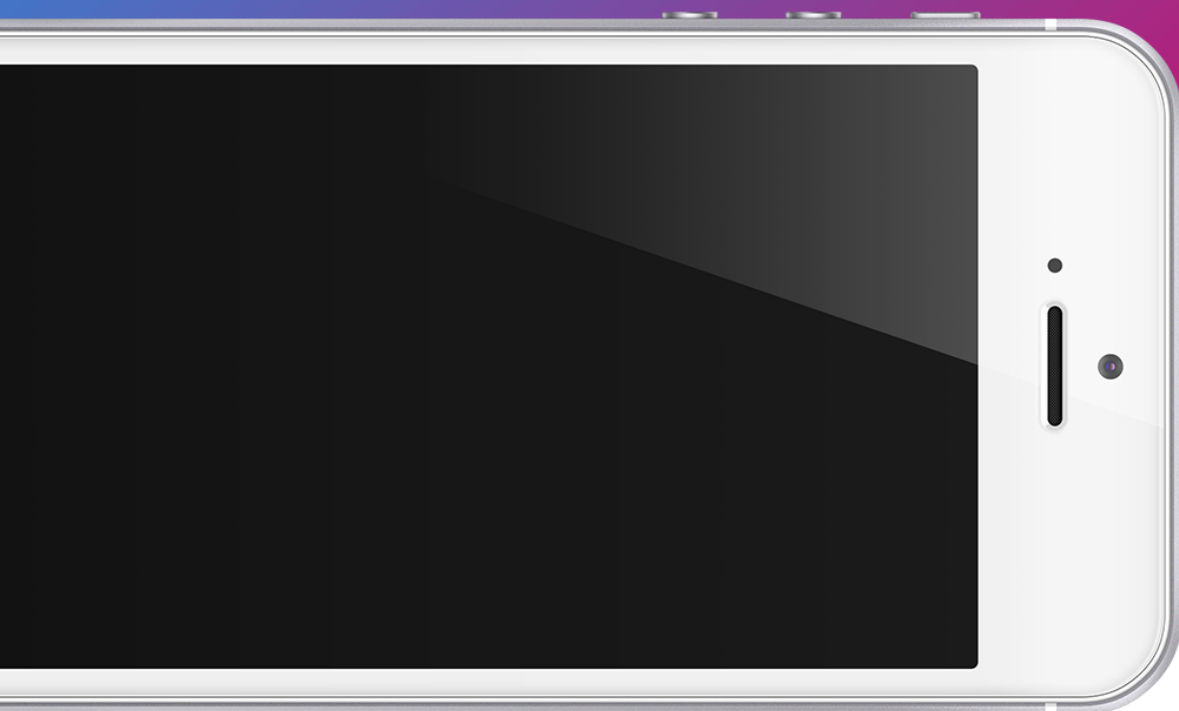
**Duration:** 1-2 hours.

## Specific skills addressed:

1.2. Creativity: Develop creative and purposeful ideas

## Support materials - scenarios, templates, tools, study aids, visuals:

The app developed





# YOUR GUIDE TO MOOW CODE

2022 – 2024  
Document Name


By  
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# 10

## Discover Digital Creativity

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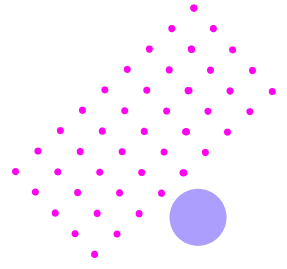
## Discover digital creativity

### Description:

Use of a serious game developed in the European Docent project for the assessment and enhancement of digital creativity. The DoCENT Serious Game (DSG)<sup>2</sup> has the structure of a role-playing game that allows teachers to test and train himself/herself in a safe environment in order to learn the best strategies for the application of digital creativity in school. The context is the classroom where participants try to use digital tools and the teacher takes the role of a facilitator in order to elicit the application of these technologies in a creative way. The Serious Game developed proposes scenarios for teacher in three main field, namely: 1) coding activities for children (i.e. Scratch), 2) tangible user inter-faces applications, 3) STEM application with digital; supporting new frontiers of application that are a novelty for teachers. The game is downloadable from the project website, available for Microsoft. (The DoCENT project (Digital Creativity ENhanced in Teacher education) is co-funded by the Erasmus+ programme of the European Union, in the call Key Activity 2 – Strategic Partnership and runs between October 2017 and September 2019.)

### Short objective:

To enhancement of digital creativity



**Required knowledge (if any):** none.

**Required material for speaker/trainer:**

For online session - slides with presentation and explanation; serious games.

For f2f session – device, internet connection

**Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes, access code.

For f2f session – none.

**Duration:** 1-2 hours

**Specific skills addressed:**

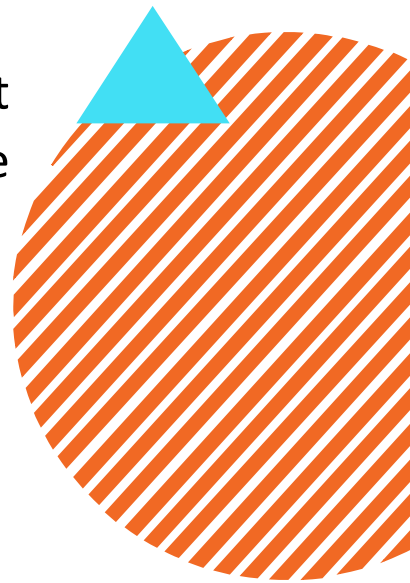
1.1. Spotting opportunities

1.2. Creativity: Develop creative and purposeful ideas

3.4 Working with others

**Support materials - scenarios, templates, tools, study aids, visuals:**

Serious games scenarios.





# 11

## Emotional Diary

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## Emotional diary

**Description:** This kind of diary is a widely used tool that, even in its simplicity, helps to increase one's emotional competence in terms of greater awareness of one's emotions, recognition and expression, distinction of emotion and thought, and management of emotions, especially negative ones. When the individual experiences something, he or she must record the emotion felt, the situation experienced and the thought connected to it in the diary. Development of an app inspired by that tool.

### Short objective:

To increase one's emotional competence.

**Required knowledge (if any):** none.

### Required material for speaker/trainer:

For online session - slides with presentation and explanation.

For f2f session – printed diary template.

# Emotional diary

## Required material for participant/learner:

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – pen and paper. The rest will be provided by the trainer.

**Duration:** 1-2 hours.

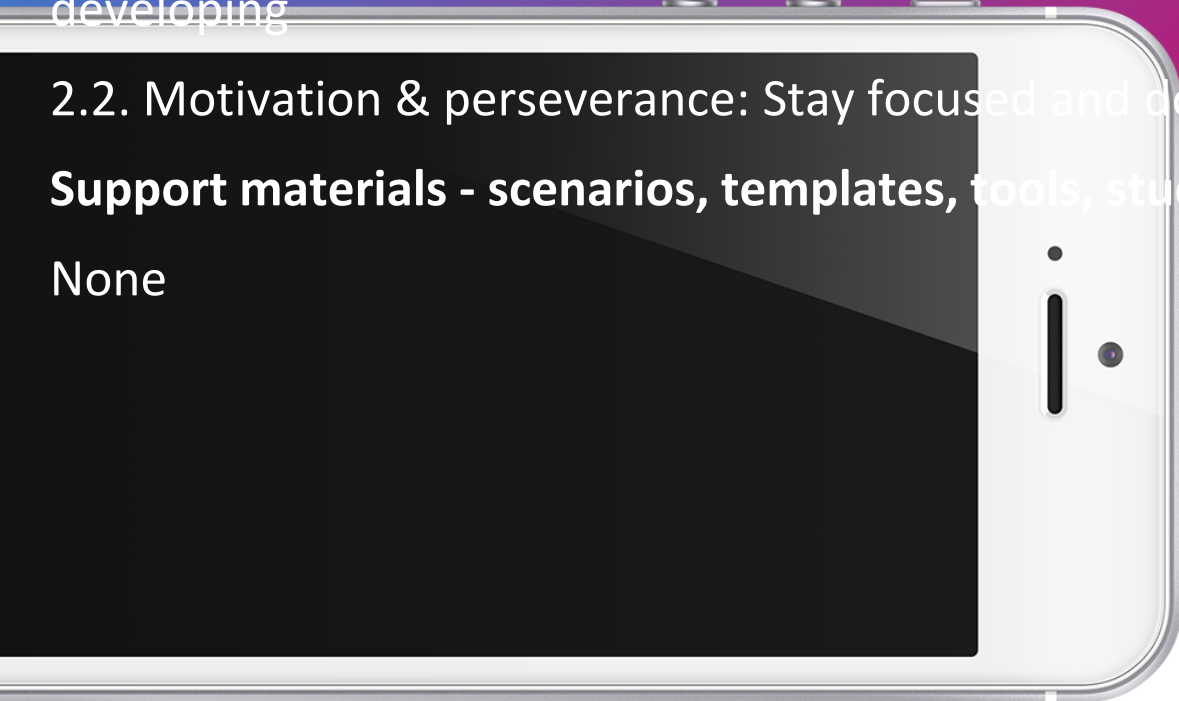
## Specific skills addressed:

2.1. Self-awareness & self-efficacy : Believe in yourself and keep developing

2.2. Motivation & perseverance: Stay focused and don't give up


**Support materials - scenarios, templates, tools, studies**

None



# 12

## Emotion Recognition

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## Emotion Recognition

### Description:

On the base of previous experiences in developing of Serious Games (see EU Project Docent) use of them in order to improve emotional competence. The scenarios created in serious games would reproduce social situations in order to exercise the ability to recognize each other's emotions and regulate one's own, the latter being a fundamental requirement for good social functioning.

### Short objective:

To improve emotional competence.

**Required knowledge (if any):** none.

### Required material for speaker/trainer:

For online session – presentation video and serious game platforms.

For f2f session – device and internet connection.



# Emotion recognition

## Required material for participant/learner:

For online session – device and internet connection, access code.

For f2f session – none.

**Duration:** 1-2 hours.

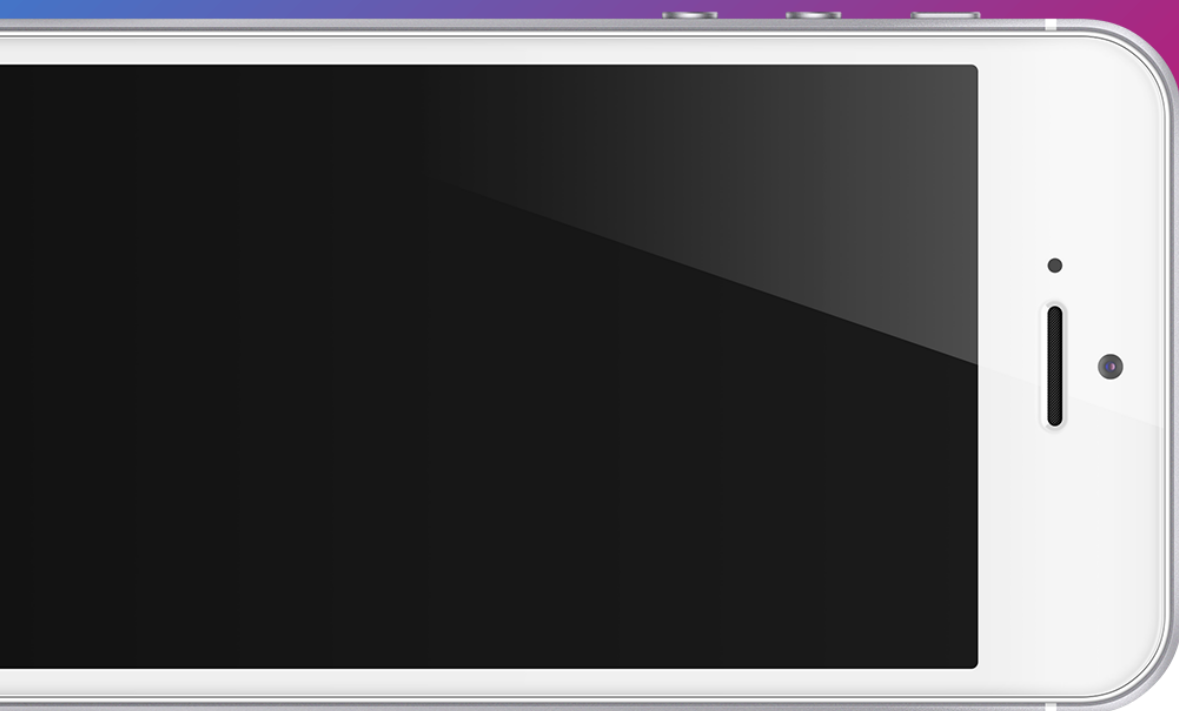
## Specific skills addressed:

1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value

1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

## Support materials - scenarios, templates, tools, study aids, visuals:


Platform serious games.





# 13

## Mindfulness-based Training to Cope with Stress

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## Mindfulness-based training to cope with stress

**Description:** A web platform where it is possible to access live sessions of a mindfulness-based program, with the possibility of sharing experiences, opinions and problems with other people belonging to the university community. The role of the mindfulness instructor is not only to teach mindfulness skills to manage stress and emotions, but also to keep this space free from aspects that can compromise a welcoming and supportive atmosphere. Skills related to the management of stress and emotions could also be integrated (see e.g. <https://dialecticalbehaviortherapy.com>). That could be also integrated with in-person sessions where participants can share what they are learning and their experiences and are open to all participants and self-administered as a self-regulation group experience.

### Short objective:

To foster student's ability to manage stress through mindfulness exercises in online sessions and to share their experience and build a community of mindfulness apprentices in in-person sessions.

### Required knowledge (if any):

There is not needed any previous knowledge on the topic.

**Required material for speaker/trainer:**

Handouts to distribute to participants, PC and a stable internet connection. In addition, the trainer must have experience as a mindfulness instructor.

**Required material for participant/learner:**

A device that can connect to the internet to attend the sessions of the program.

For f2f session there is no need for specific material, since they can be conceptualized as open group where participants can share their feelings and emotions about learning mindfulness and its impact on coping with stress.

**Duration:** 8 weekly sessions with a duration of 2 hours each + weekly self-administered groups made by participants (optional for each learner).

**Specific entrepreneurial skills addressed:**

2.1. Self-awareness & self-efficacy: Believe in yourself and keep developing

# 13

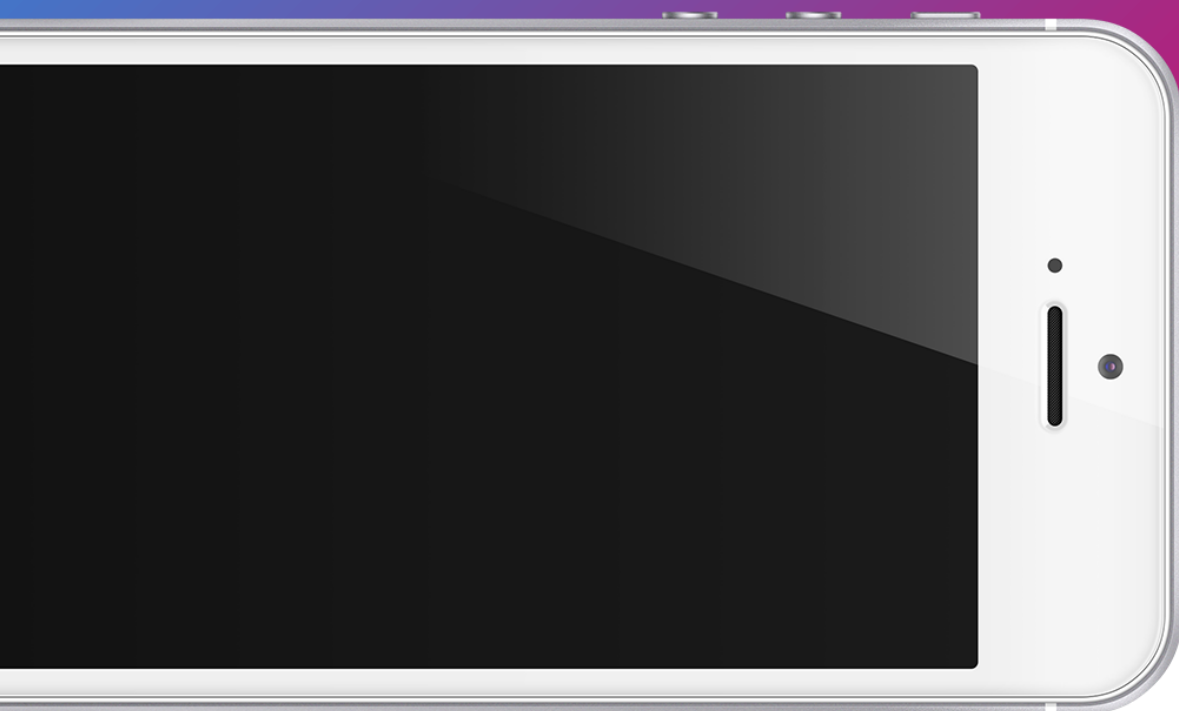
## Mindfulness-based training to cope with stress

**Support materials - scenarios, templates, tools, study aids, visuals:**

Handouts prepared by the trainer to be distributed online.

Questionnaires to be given at the beginning and at the end of intervention (FFMQ, MAAS and DERS).

An online meeting service to make group sessions online (e.g. Zoom, Google Meet).



# 14

## Mindfulness-based Mobile App

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## Mindfulness-based mobile app

**Description:** Development of an app with mindfulness-based content and CBT protocols for emotional regulation. The app contains both audio and video guided mindfulness exercises, relaxation exercises and short cognitive restructuring exercises to manage mild symptoms of anxiety and depression. Also included are psychoeducational content on stress, anxiety, depression and mindfulness. The app is a simple and cost-effective way to always have help in managing stress and difficult emotions. The app could also be easily integrated with brief weekly online counseling sessions and two in-person sessions at beginning and at the end of the intervention.

### Short objective:

To develop and empower student's ability to manage stressful situations, anxiety and mild stress symptoms through mindfulness and CBT exercises.

### Required knowledge (if any):

There is not needed any previous knowledge on the topic.



**Required material for speaker/trainer:**

For in app session – A smartphone or tablet running Android or iOS systems and internet connection.

For in person sessions - During the encounter it will only be necessary slides and a short presentation to introduce the session, and a short questionnaire on awareness and stress management to evaluate the pre and post intervention.

**Required material for participant/learner:**

For in app session – device and internet connection.

For f2f session – To have the app installed on the device while demonstrations and tutorial of exercises are performed.

**Duration:** 4 weeks of app usage + weekly brief counselling sessions on request of participants + 2 hours meeting at beginning and at the end.

**Specific entrepreneurial skills addressed:**

1.3. Vision: Work towards your vision of the future

2.1. Self-awareness & self-efficacy: Believe in yourself and keep developing

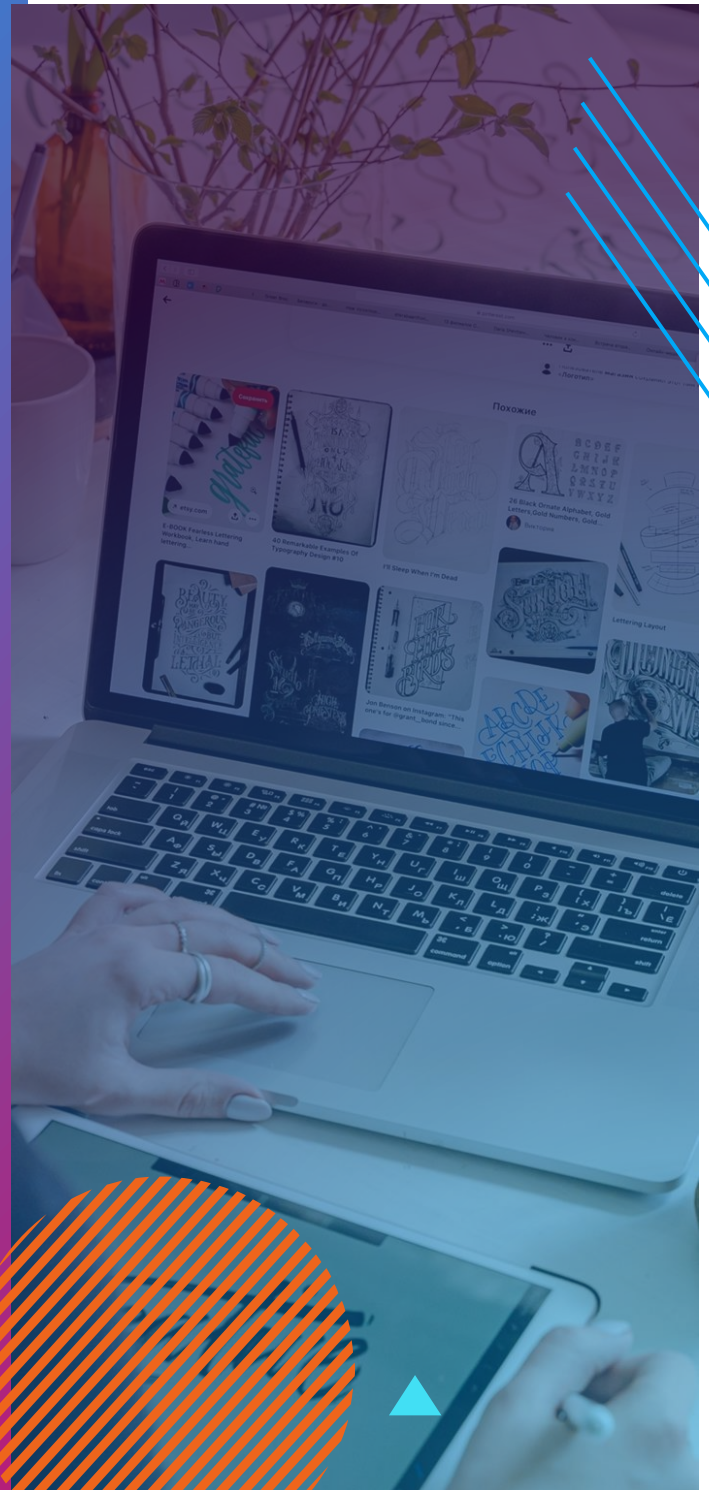
2.2. Motivation & perseverance: Stay focused and don't give up

**Support materials - scenarios, templates, tools, study aids, visuals:**

The smartphone/tablet mobile app to be developed specifically for the project.

Handouts prepared for the first in-person session.

Questionnaire to be given at the beginning and at the end of intervention (FFMQ, MAAS and DERS).



# 15

## The 'What If' Ideation Method

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## The 'What If' Ideation Method

### Description:

Participants answer open-ended questions within a certain amount of time. Teams will work together to rapidly generate a volume of ideas that can then be grouped and prioritized.

To the right of this panel is a simple four step process for you and your team to follow. The method requires you to ask questions. There is no pressure to come up with ideas. By asking a volume of interesting questions, ideas will come to the surface.

For starters, it's important that you bring an open and inquisitive mindset. From here the best questions are often specific musings that can inspire a breakthrough thought. Sometimes a big philosophical question can also crack something open. The only 'what ifs' to avoid are those that frame negative outcomes (they tend to result in dead ends) or those that concern things out of your control.

### Short objective:

This technique has been designed to help teams break through creative blocks and generate breakthrough ideas. It enables teams to generate a sheer volume of ideas that can then be distilled and prioritized.

# 15

**Required knowledge (if any):** basic knowledge about studied phenomenon.

**Required material for speaker/trainer:**  
Online business canvas template – Miro.

**Required material for participant/learner:**  
device and internet connection; physical or digital notebook to take notes.

**Duration:** 60 mins.

**Specific entrepreneurial skills addressed:**

1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value

1.3. Vision: Work towards your vision of the future

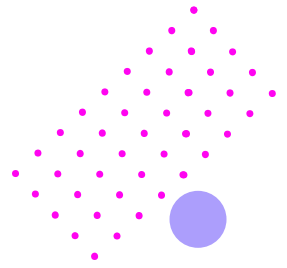
**Support materials - scenarios, templates, tools, study aids, visuals:**

template:

[https://miro.com/app/board/uXjVPN5qxlA=](https://miro.com/app/board/uXjVPN5qxlA=/)


visuals:

<https://www.youtube.com/watch?v=fNWp-AZh4yU>



# 16

## Low-fidelity Prototype

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## Low-fidelity prototype

### Description:

Low-fidelity prototype is used to create an early vision product or service. It helps teams study the functionality of their product or service. It allows both designers and non-designers to participate in the design and ideation process. Instead of producing linked interactive screens, Low-Fidelity Prototype Template focuses on insights about user needs, designer vision, and alignment of stakeholder goals.

### Short objective:

Allow teams to quickly and inexpensively test ideas, so the teams can validate their hypotheses and improve solutions. Low-fidelity prototypes let test ideas quickly and cheaply, which makes them useful during the early divergent stages of the design process.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** Online business canvas template – Miro.

**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** 2h.

**Specific entrepreneurial skills addressed:**

2.4. Financial & economic literacy: Develop financial and economic know-how

2.5. Mobilising others: Inspire, enthuse and get others on board

3.1. Taking the initiative: Go for it

3.2. Planning & management: Prioritise, organise and follow up

3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

3.4 Working with others: Team up, collaborate and network

3.5 Learning through experience: Learn by doing

**Support materials - scenarios, templates, tools, study aids, visuals:**


Study aids to be read before the session:

<https://blog.adobe.com/en/publish/2017/11/29/prototyping-difference-low-fidelity-high-fidelity-prototypes-use>

template: <https://miro.com/templates/low-fidelity-wireframes/>

# 17

## ▼ The Hook Model Canva

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## The Hook Model Canva

### Description:

This exercise is based on the idea that service or a product can become a habit for a user. The hook canvas is based on four main components: trigger for an action, activity, reward, and investment.

Short objective: understand what users see, feel or think of; what actions users need to take, how to reward them and how to improve the product / service through subsequent investments.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** template, study aids.

**Required material for participant/learner:** template, study aids.

**Duration:** 2h.

## Specific entrepreneurial skills addressed:

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 1.3. Vision: Work towards your vision of the future
- 1.4. Valuing ideas: Make the most of ideas and opportunities
- 1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions
- 2.5. Mobilising others: Inspire, enthuse and get others on board

## Support materials - scenarios, templates, tools, study aids, visuals:

templates:

<https://app.mural.co/t/uekatowice0422/m/uekatowice0422/1666547555261/a20ff84b7e2987d1e81af6fa901b537adb5fc44d?sender=u89c93eb653abe255ed451977>

study aids:

<https://www.alexandercowan.com/the-hook-framework/>

visuals:

<https://www.coursera.org/lecture/uva-darden-agile-analytics/designing-user-habits-the-hook-framework-zHuoN?redirectTo=%2Flearn%2Fuva-darden-agile-analytics%3Faction%3Denroll>

# 18

## Online quiz

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## Online quiz

### Description:

A set of questions for students that are asked on the digital platform like Mentimeter or Kahoot.

It can be used as a competition or fast survey to discuss its results later. To create a questionnaire and show its results a teacher can use also Google Forms or MS Forms.

Quiz can be run for example as a summary of the classes or at the beginning of the classes to stimulate students toward the topic.

### Short objective:

To involve students during classes, to get opinions on particular issue or to decide about the preferable option.

**Required knowledge (if any):** None.

**Required material for speaker/trainer:** Access to the platform ie. Mentimeter, Kahoot, Google Forms, MS Forms, or similar.

**Required material for participant/learner:** a link and code to access the quiz.

**Duration:** up to 15 minutes.

**Specific entrepreneurial skills addressed:**

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 1.4. Valuing ideas: Make the most of ideas and opportunities
- 2.4. Financial & economic literacy: Develop financial and economic know-how

**Support materials** - scenarios, templates, tools, study aids, visuals:

tool: [www.mentimeter.com](http://www.mentimeter.com),

tool: [www.kahoot.it](http://www.kahoot.it),

tutorials:

<https://www.youtube.com/watch?v=xX1BG3WwRvM>

<https://www.youtube.com/watch?v=lpmbiEQOlo>

<https://www.youtube.com/watch?v=lpmbiEQOlo>

[https://www.youtube.com/watch?v=5d\\_QYhloWLg](https://www.youtube.com/watch?v=5d_QYhloWLg)

# 19

## ▶ Watching Video Online

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## Watching video online

### Description:

Students watch selected videos on platforms such as Youtube or similar (Ted.com).

Videos can be used to show examples of situations, events, etc. After watching them, students can discuss, answer questions.

### Short objective:

To get inspiration, to refer to particular examples, to experience the situation.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** none.

**Required material for participant/learner:** none.

**Duration:** up to 20 minutes.

**Specific entrepreneurial skills addressed:**

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 2.4. Financial & economic literacy: Develop financial and economic know-how
- 3.5 Learning through experience: Learn by doing

**Support materials - scenarios, templates, tools, study aids, visuals:**

Films to watch: <https://ed.ted.com/>, <https://www.ted.com/>

Tutorials:

<https://web.asu.edu/newblog/benefits-using-youtube-your-online-education>

<https://alanspicer.com/can-i-use-youtube-videos-in-my-online-course/>

<https://waterbearlearning.com/tips-for-using-videos-in-elearning/>

<https://elearningindustry.com/tips-for-engaging-effective-elearning-videos>




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# 20

## Role Play and Recording (Online)

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## **Role play and recording (online)**

### **Description:**

Students play roles according to the scenario. The scene is recorded and played. After watching it students can discuss it, share their feelings, opinions etc.

To record the scene, a teacher can use the Google Meet, ZOOM or MS Teams platform.

### **Short objective:**

To practice methods and techniques learnt during classes, to present analysis results and problem solutions.

**Required knowledge (if any):** how to record the scene.

**Required material for speaker/trainer:** none.



**Required material for participant/learner:** access to application to record or options to record on platforms like MS Teams, Google Meet, Zoom etc.

**Duration:** 30 minutes to 1 hour.

**Specific entrepreneurial skills addressed:**

2.1. Self-awareness & self-efficacy: Believe in yourself and keep developing

**Support materials - scenarios, templates, tools, study aids, visuals:**

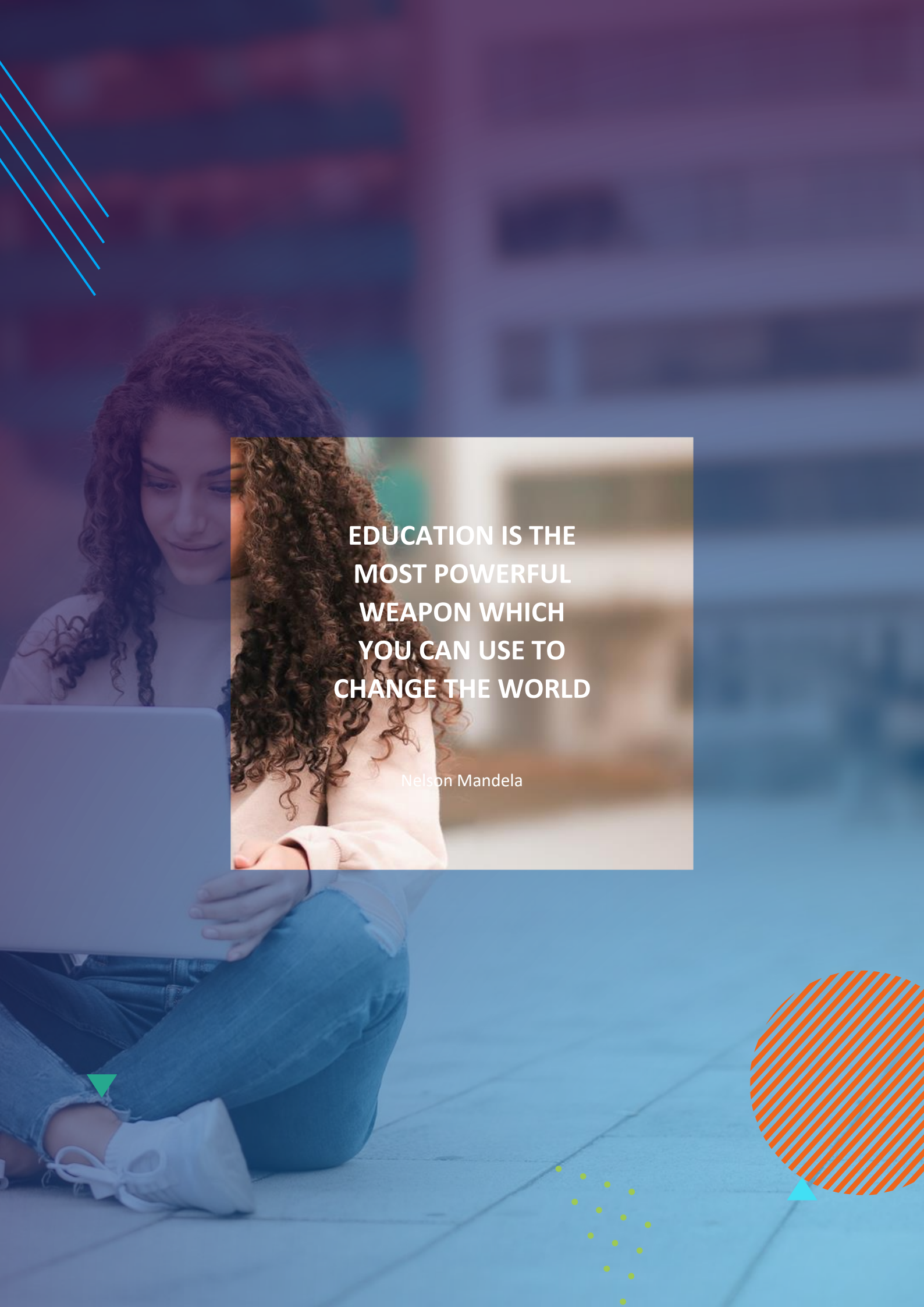
Tool: <https://charactersheetonline.com/>

Tool and templates: <https://www.canva.com>

Tutorials:

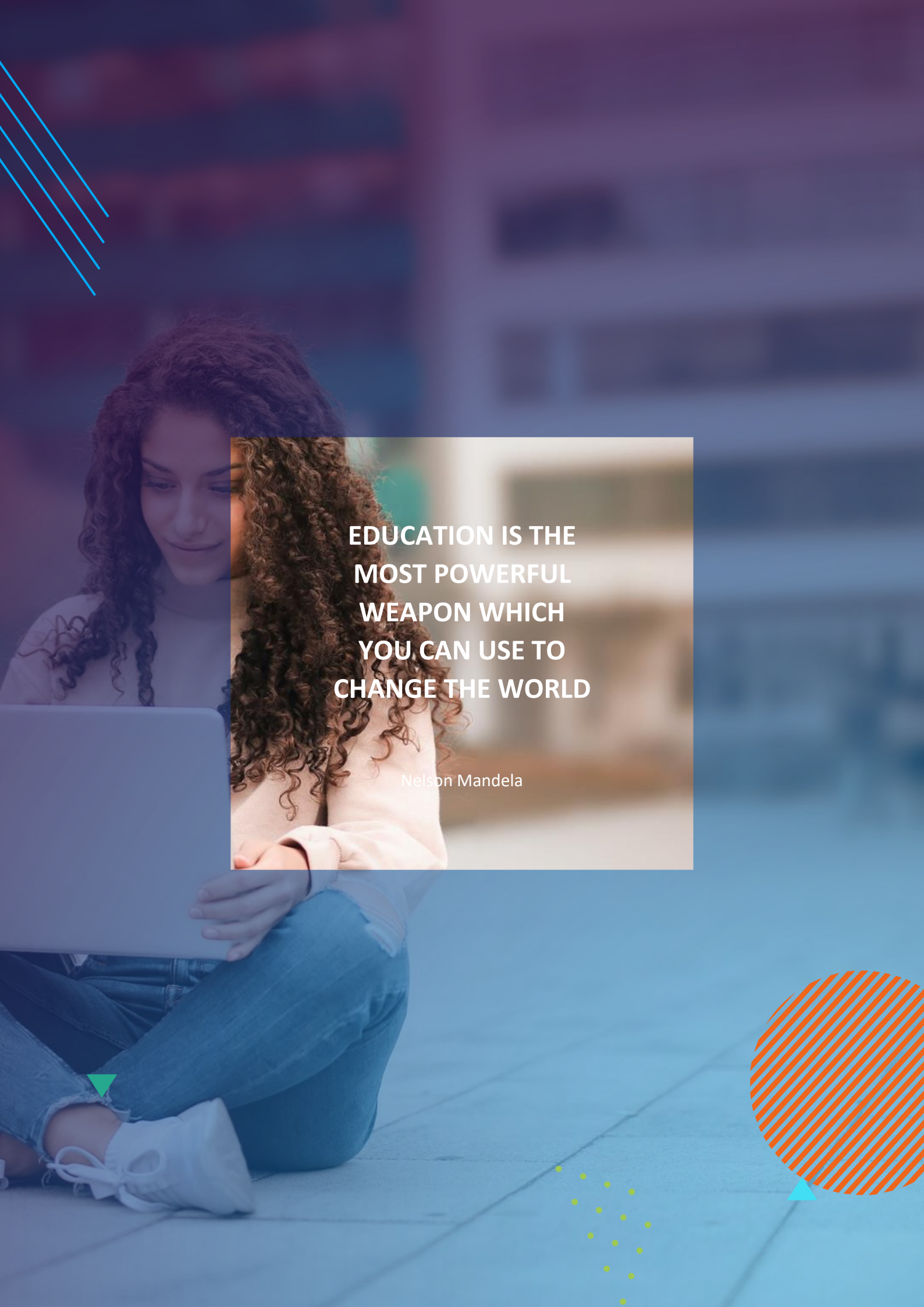
<https://www.youtube.com/watch?v=ztCYENO1ydA>

<https://www.youtube.com/watch?v=kF4qKbVFR0s>

A young woman with curly hair is sitting on the ground, looking down at a laptop. The background is a blurred city street. A quote is overlaid on the image in white text.

**EDUCATION IS THE  
MOST POWERFUL  
WEAPON WHICH  
YOU CAN USE TO  
CHANGE THE WORLD**

Nelson Mandela

Decorative elements include a green triangle on the left, a cluster of yellow dots at the bottom center, and a large orange and white striped circle on the right.

# 21

## Short Presentations

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## Short presentations

### Description:

Students prepare presentations to share them with their mates and / or teachers. It can be prepared with the usage of the Canva or Genially.

There is also a possibility to record the slideshow and share it on social media platforms.

### Short objective:

To prepare and present group work results.

**Required knowledge (if any):** knowledge on applications to make presentation ie. MS PowerPoint, Google Slides, Canva.

**Required material for speaker/trainer:** none.

**Required material for participant/learner:** none.

**Duration:** 1 – 2 hours.

### Specific entrepreneurial skills addressed:

1.2. Creativity: Develop creative and purposeful ideas

1.4. Valuing ideas: Make the most of ideas and opportunities

2.4. Financial & economic literacy: Develop financial and economic know-how



2.5. Mobilising others: Inspire, enthuse and get others on board

3.5 Learning through experience: Learn by doing

**Support materials** - scenarios, templates, tools, study aids, visuals – templates available in applications.

Tool and templates:

<https://www.canva.com/designschool/tutorials/>

<https://www.visme.co/presentation-maker/>

<https://pitch.com/presentations>

<https://www.adobe.com/express/create/presentation>

<https://genial.ly/create/presentations/>

**Tutorials and study aids:**

<https://www.youtube.com/watch?v=LOS5WB75gkY>

<https://www.youtube.com/watch?v=ADJAcyTq1us>


<https://www.youtube.com/watch?v=V8eLdbKXGzk>

<https://blog.hubspot.com/sales/elevator-pitch-examples>

<https://asana.com/resources/elevator-pitch-examples>

# 22

## 365 Brainwriting

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**Description:**

Six participants each write three proposed solutions to the task on the virtual board/ template. After every five minutes, the students start working on another problem. Each participant follows the proposals already listed and adds new ideas (further development of the proposals). Each participant writes a further solution to each basic idea. This step is repeated until each participant has processed each problem once. The fifth time the paper arrives at the original author again. The generated ideas and proposed solutions are analyzed and evaluated. The best ones are processed during the project.

**Short objective:**

To generate ideas referring to a particular problem with support of others.

**Required knowledge (if any):** 365 brainwriting rules

**Required material for speaker/trainer:** questions for the brainstorm session.

**Required material for participant/learner:** none.

**Duration:** up to 40 minutes.

### **Specific entrepreneurial skills addressed:**

- 1.2. Creativity: Develop creative and purposeful ideas
- 1.3. Vision: Work towards your vision of the future
- 1.4. Valuing ideas: Make the most of ideas and opportunities
- 3.4. Working with others: Team up, collaborate and network

**Support materials** - scenarios, templates, tools, study aids, visuals:

visuals:

<https://www.youtube.com/watch?v=TR1i1PPd8ZU>

study aids:


<https://www.mindtools.com/ak3qj17/brainwriting>

templates:

<https://online.visual-paradigm.com/app/diagrams/#diagram:proj=0&type=Brainwriting&width=11&height=8.5&unit=inch&gallery=/repository/4ae57583-eb82-4ccb-a51d-f307708d942b.xml>

# 23

## Creative Storytelling

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## Creative storytelling

### Description:

Students are divided into small groups. Then, each of the groups is asked to identify three words (nouns) without knowing the following parts of the exercise. Then the groups are presented with a slide with pictures. The goal of each group is to create three completely different stories based on the same set of photos and referring to previously selected words. Conclusions from the exercise should inform a joined discussion.

### Short objective:

To generate ideas and encourage creative thinking, and show a range of outcomes (i.e. stories) deriving from the same task.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** a slide with a set of pictures:



**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** approximately 1 hour.

**Specific entrepreneurial skills addressed:**

1.2. Creativity: Develop creative and purposeful ideas

3.4 Working with others: Team up, collaborate and network

**Support materials -**

<https://www.youtube.com/watch?v=YXZamW4-Ysk>

<https://www.youtube.com/watch?v=bEusrD8g-dM>



# 24

## New people, new ideas

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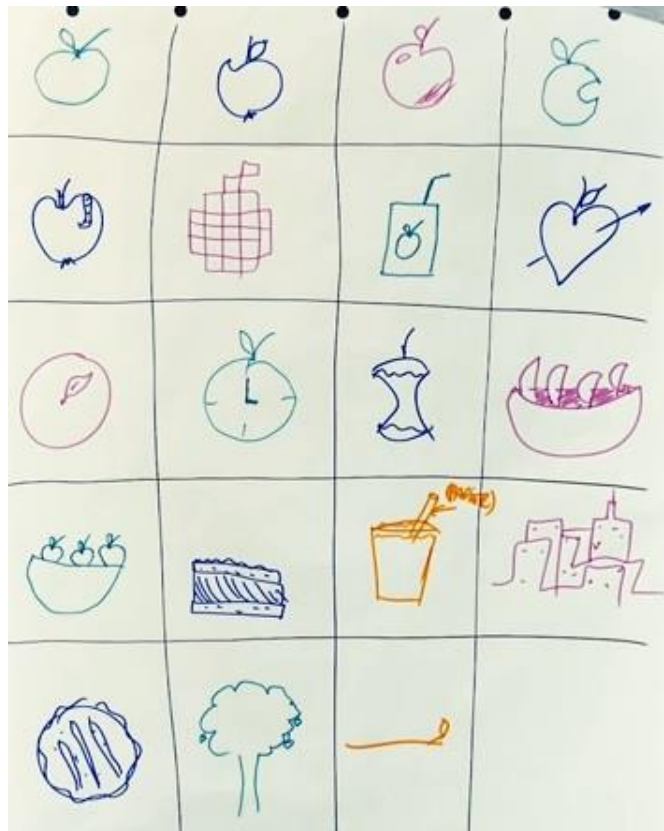
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## New people, new ideas

### Description:

The first person in the group draws one picture, and each subsequent person in the group should follow up by drawing the same thing, but in a different form. Then, the outcome of the groups' exercise is jointly analyzed to discuss the topic of creativity. The task can be completed using Mural or Google Jamboard.

Example: an apple



Each group can have a different picture (it can be assumed that the first person decides what will be drawn) or all groups have the same main word.

**Short objective:**

To develop creative thinking and a variety of interpretations amongst group members.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** example above.

**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** approximately 1 hour.

**Specific entrepreneurial skills addressed:**

1.2. Creativity: Develop creative and purposeful ideas


**Support materials:**

<https://www.youtube.com/watch?v=cYhgllTy4yY>

[https://www.ted.com/talks/tim brown tales of creativity and play](https://www.ted.com/talks/tim_brown_tales_of_creativity_and_play)

# 25

## 100 Shades of Grey

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## 100 shades of grey

### Description:

Students are asked to find as many applications as possible for one item indicated by a trainer. Each group develops its own set of applications for this specific item. The trainer can give the same item to all groups or to each group can be give a different item for consideration. Ideas may be similar but should not repeat. The working time of the groups is limited: it can be 10 minutes, 12 minutes or 15 minutes. Conclusions from the exercise should inform a joined discussion.

### Short objective:

To generate ideas and encourage creative thinking, and develop creative thinking.

**Required knowledge (if any):** none.

**Required material for speaker/trainer:** Examples of items for which students should find as many uses as possible: a sheet of paper, an office clip, a pen, an empty box

**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** 40 minutes - 1h.

**Specific entrepreneurial skills addressed:**

- 1.2. Creativity: Develop creative and purposeful ideas
- 2.2. Motivation & perseverance: Stay focused and don't give up


**Support materials:**

<https://www.youtube.com/watch?v=cYhgllTy4yY>

[https://www.ted.com/talks/tim brown tales of creativity and play](https://www.ted.com/talks/tim_brown_tales_of_creativity_and_play)

# 26

## Consumer trends analysis

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## Consumer trends analysis

### Description:

This activity helps participants gather and analyze insights about consumer trends and transform them into innovation and business opportunities. By noting trends, participants can figure out the best way to leverage them into their consumer-facing business products and services. The task can be completed using Mural.

### Short objective:

The aim of the consumer trends analysis is to understand consumers needs, motivations, choices and decisions. By knowing how consumers behave, participants can create effective marketing campaigns.

**Required knowledge (if any):** basic knowledge about current trends.

**Required material for speaker/trainer:** online consumer trends template:

**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** 60 mins.

**Specific entrepreneurial skills addressed:**

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 1.4. Valuing ideas: Make the most of ideas and opportunities
- 1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

**Support materials:**

template: \_

<https://www.mural.co/templates/consumer-tends-canvas>

Visuals:

[2022 Trend Report Webinar - 2022 Trends, Opportunities & Consumer Insights - YouTube](#)

# 27

## The Wacky Invention Game

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## The wacky invention game

### Description:

This activity inspires creativity through play and curiosity. Consider two different ordinary objects, then combine them to make a brand new product. Entrepreneurs can use play and their curiosity about the world around them to explore and innovate products and services. To create something new that does not exist requires the use of imagination.

### Short objective:

This technique has been designed to help teams break through creative blocks and generate breakthrough ideas. It enables teams to generate a sheer volume of ideas that can then be distilled and prioritized.

**Required knowledge (if any):** basic knowledge about studied phenomenon .

**Required material for speaker/trainer:** a slide with a set of pictures:



**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** 60 mins.

**Specific entrepreneurial skills addressed:**

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 1.2. Creativity: Develop creative and purposeful ideas

**Support materials:**

visuals: <https://www.youtube.com/watch?v=bEusrD8g-dM>

<https://www.youtube.com/watch?v=yjYrxcGSWX4>

<https://www.youtube.com/watch?v=g-YScywp6AU>

# 28

## Course Introductions

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## Course Introductions

### Description:

The course is dedicated to familiarization of participants with the MURAL tool utilizing a virtual museum floorplan. With this tool teacher can create an intimate exhibition space for students (and himself) to get to know their soon-to-be-classmates and share their expectations of the course. Not only will this template help deepen connections between students, it creates an artifact that teacher can reference and reflect upon as he moves forward through the course. The process of asynchronously completing the museum gives students the opportunity to learn the basics of MURAL and set them up for success when they begin to visually collaborate as part of their course.

### Short objective:

The aims of the course are (1) to get started with MURAL and make learning more collaborative, inclusive and interesting, (2) to elaborate common vision of the course.

**Required knowledge (if any):** none .



**Required material for speaker/trainer:** online course introduction template.

**Required material for participant/learner:** device and internet connection; physical or digital notebook to take notes.

**Duration:** 30 mins

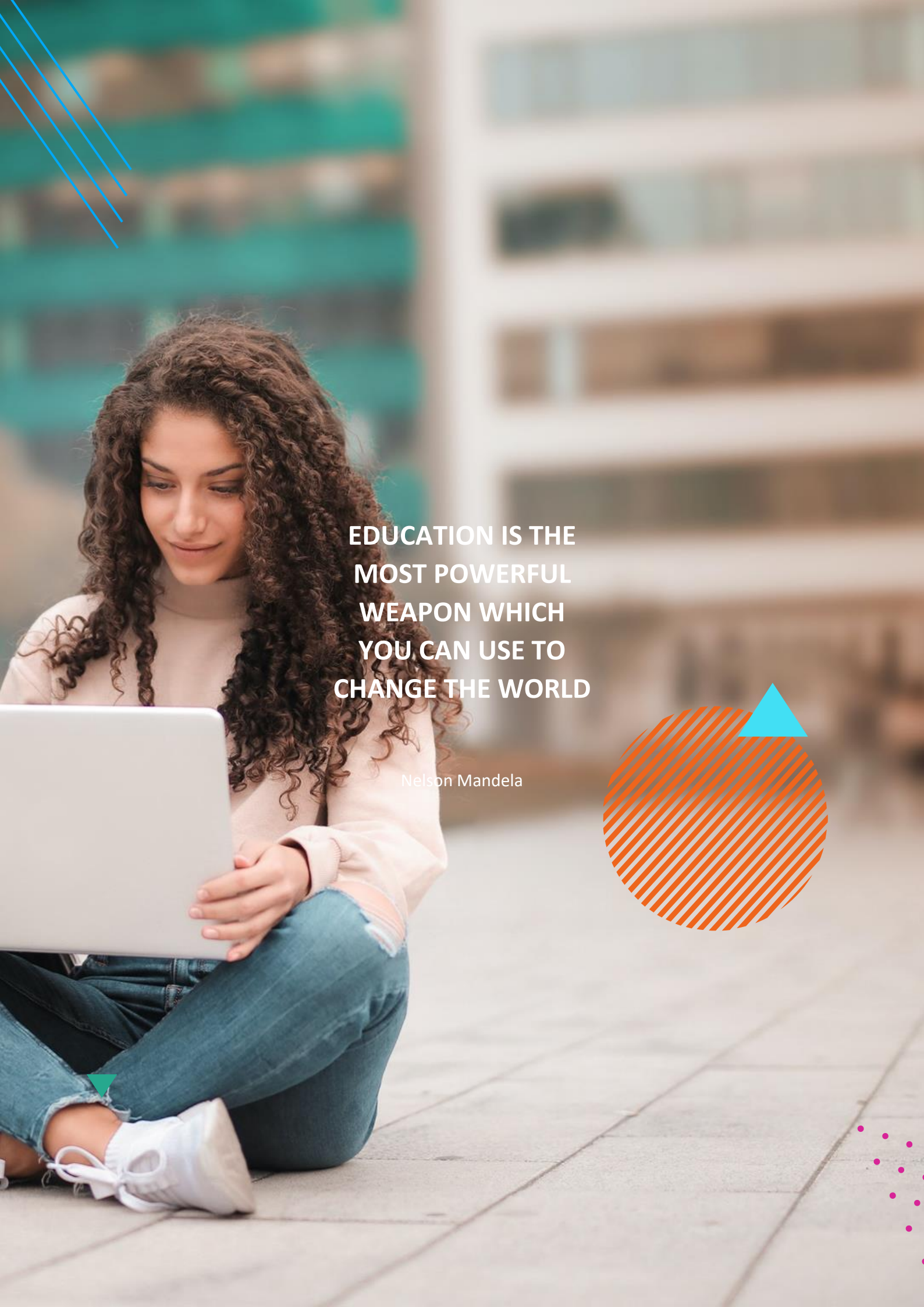
**Specific entrepreneurial skills addressed:**

2.5. Mobilising others: Inspire, enthuse and get others on board

3.4 Working with others: Team up, collaborate and network

**Support materials:**

Template: <https://www.mural.co/templates/course-introductions>




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WEAPON WHICH  
YOU CAN USE TO  
CHANGE THE WORLD**

Nelson Mandela

# 29

## Brainstorming (divergent thinking phase)

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## Brainstorming (divergent thinking phase)

### Description:

it enables people to come up with thoughts and ideas, including crazy ones. The goal of this phase (divergent thinking) is to **come up with as maximum ideas as possible**. During this session, it is vital to avoid criticism and assessment of ideas. To reach the maximum potential of divergent thinking, it is suggested to set Brainstorming (divergent thinking phase) a goal (e.g., at least 30 different ideas depending on the time allotted) and to write down the ideas. At the end of this session, participants can **choose one or more ideas or a combination of ideas for further exploration** (convergent thinking, e.g., assessment of ideas using de Bono hats). For illustration purposes, the ideas could be summarized using mind mapping. For more advanced results, brainwriting could be applied – each participant of the group passes their ideas to the next person who then adds to and expands on, those ideas.

Brainstorming is a universal technique that allows finding the answers to the stated questions or solutions to the stated problems. It can also help to list the variety of possible causes of something. So, it is very important to state the question and/or describe the problem as clearly as possible to collect the answers as relevant as possible. It could be done completely alone or in teams of 5-7 people. Participants are provided with the adapted version of this description of the technique.

### Short objective

- To generate as many ideas as possible.
- To choose one or more ideas or a combination of ideas for further exploration (assessment).

**Required knowledge (if any):** an open mind; icebreaker if the participants are together for the first time.

**Required material for speaker/trainer:** adapted version of the description of the technique.

### Required material for participant/learner:

- Group facilitator recommended (so the group follows the rules);
- Depending on the stated question, access to the internet and a device;
- Paper and pen or device to write down the ideas;
- Shared document (Google Drive or other platforms) to share and choose the ideas.

**Duration:** 30-45 mins.

## Specific entrepreneurial skills addressed:

1.1 Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value.

1.2 Creativity: Develop creative and purposeful ideas.

1.3 Vision: Work towards your vision of the future.

2.1 Self-awareness and self-efficacy: Believe in yourself and keep developing.

## Support materials - scenarios, templates, tools, study aids, visuals:

<https://www.mindtools.com/brainstm.html>

<https://www.wrike.com/blog/techniques-effective-brainstorming/>

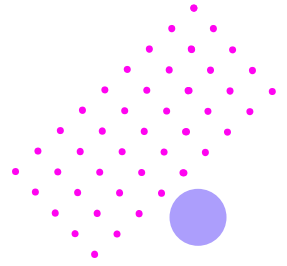
[https://www.youtube.com/watch?v=R4M\\_X5xP4BY](https://www.youtube.com/watch?v=R4M_X5xP4BY)

template: <https://miro.com/guides/online-brainstorming/how-to-brainstorm>

template: <https://ideascale.com/blog/twelve-free-brainstorming-tools-for-2020/>

visual:

<https://www.youtube.com/watch?v=hwPEozfZzdk>





# 30

## De Bono hats

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## De Bono hats

### Description:

It is a critical thinking tool introduced by De Bono and enables the exploration and evaluation of ideas. The method is based on a metaphorical six hats representing different human thinking types (different roles). The team uses these hats (roles) to address situations based on sequenced thoughts rather than chaotic discussions:

- The White Hat calls for information known or needed (facts, arguments, logic).
- The Yellow Hat symbolizes brightness and optimism. Under this hat, participants explore only the positives and probe for value and benefit.
- The black hat (looking for problems and risks, potential difficulties) – probably the most powerful Hat; a problem however if overused; spots difficulties where things might go wrong, why something may not work, inherently an action hat with the intent to point out issues of risk with intent to overcome them.

- The Red Hat signifies feelings, hunches, and intuition. When using this hat participants express only emotions and feelings and share fears, likes, dislikes, loves, and hates.
- The Green Hat focuses on creativity; possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.
- The Blue Hat is used to manage/coordinate the thinking process (rules, including time).

There are different ways how to apply the method – e.g., each participant can wear a different hat or all of the participants can wear the same hat at the same time and then wear the next hat. Anyway, there should always be the blue hat owner who makes sure that the rules are considered.

### Short objective

- To explore and evaluate generated ideas.
- To find the best idea, combine concepts and understand what additional research should be done.

**Required knowledge (if any):** an open mind; successful experience in role plays is mandatory (or should be acquired before the application).

**Required material for speaker/trainer:** adapted version of the description of the technique.

**Required material for participant/learner:**

- Experienced group facilitator (The Blue Hat);
- Depending on the stated question, access to the internet and a device;
- Paper and pen or device to write down and summarize the information;
- Shared document (Google Drive or other platforms) to share and choose the ideas.

**Duration:** 15-60 mins (depending on the chosen approach and complexity of the ideas).

**Specific entrepreneurial skills addressed:**

It addresses the following Entrecomp Entrepreneurial Competences:

1.4 Valuing ideas: Make the most of ideas and opportunities.

1.5 Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions.

2.2 Motivation and perseverance: Stay focused and don't give up.

2.3 Mobilizing resources: Gather and manage the resources you need.

2.5 Mobilizing others: Inspire, enthuse and get others on board.

3.1 Taking the initiative: Go for it.

3.3 Coping with uncertainty, ambiguity and risk: Make decisions dealing with uncertainty, ambiguity and risk.

3.4 Working with others: Team up, collaborate and network.

3.5 Learning through experience: Learn by doing.

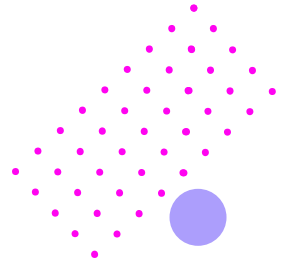
**Support materials - scenarios, templates, tools, study aids, visuals:**

[https://www.mindtools.com/pages/article/newTED\\_07.htm](https://www.mindtools.com/pages/article/newTED_07.htm)

<https://www.youtube.com/watch?v=rZ3bqcjivVI>


<https://www.debonogroup.com/services/core-programs/six-thinking-hats/>

<https://www.designorate.com/the-six-hats-of-critical-thinking-and-how-to-use-them/>



# 31

## Kano Methodology

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## Kano methodology

### Description:

It is a tool for prioritizing factors and particularly customer needs. Before the application of the tool, there should be a few assumptions made about what could be the possible customer needs and there is a need to understand which one of them could be considered as the most important one, which ones are actually no important and which ones are even reversed (fulfillment of those actually make customers dissatisfied).

The methodology of the Kano model prescribes formulating the research aspects into two groups – functional and dysfunctional. The functional is a positively formulated assumption, i.e., the given aspect applies, while the dysfunctional is a negatively formulated assumption, i.e., the given aspect does not apply. Different possible options for the answers are available, however, the following formulations are suggested:

- 1) I like it
- 2) I expect it
- 3) I am neutral
- 4) I can tolerate it
- 5) I do not like it at all

The importance (category) of any given aspect can be determined according to a modified evaluation matrix of the Kano methodology.

Answers		Dysfunctional form of the question				
		1. I like it very much	2. I expect it	3. I am neutral	4. I can tolerate it	5. I do not like it at all
Functional form of the question	1. I like it very much	Q	A	A	A	P
	2. I expect it	R <sub>A</sub>	Q	I	I	M
	3. I am neutral	R <sub>A</sub>	I	I	I	M
	4. I can tolerate it	R <sub>A</sub>	I	I	Q	M
	5. I do not like it at all	R <sub>P</sub>	R <sub>M</sub>	R <sub>M</sub>	R <sub>M</sub>	Q



The following designations have been used in the table:

- M (must-be) – in case this criterion is met, the satisfaction of the respondents does not increase, while in the case if the criterion is not met the dissatisfaction of the public increases. This is believed to be a so-called hygiene factor that is necessary to be present.
- P (performance) – in case this criterion is met, the satisfaction of the respondents increases proportionally, meanwhile if it is not, the dissatisfaction increases proportionally. This is believed to be both hygiene and an attractive factor.
- A (attractive) – a criterion that is not expected to be met by default (excitement factor). If this criterion is met, the satisfaction of the respondent's increases, while if it is not met, the dissatisfaction, however, does not increase. This is believed to be an important aspect, however, it gains importance only after the must-be and performance criteria are met.
- R (reverse) – criterion is proportionally inversed – its fulfillment causes a decrease in respondents' satisfaction.
- I (indifferent) – the criterion according to the respondents is believed to be relatively unimportant.
- Q (questionable) – the answers provided by the respondents concerning the given criterion were contradictory.

It is suggested to test not more than 5-10 factors at once because giving answers can be quite frustrating for the respondents. Therefore, it is important for testing to choose the customer needs that are least clear regarding the category (e.g., there is no sense in testing the importance of free wi-fi in the coffeeshop among the locals in the country where mobile network infrastructure is developed and widely used, though it could be an important need for foreigners). Also, the respondents' segment(s) should be carefully chosen, otherwise, there will be contradictory answers and will not give a clear understanding on the category.

### Short objective

To test the assumptions and categorize the factors (e.g., customer needs).

**Required knowledge (if any):** experience in doing interviews and particularly using Kano the questionnaire is preferable.



### Required material for participant/learner:

- Experienced facilitator needed;
- Face-to-face access to potential respondents who share the same characteristics (at least 12, but preferably 30-40 persons per segment);
- Access to the internet and a device;
- Paper and pen or device to write down the information;
- Shared document (Google Drive or other platforms) to share the information and results.

**Duration:** 30-60 mins for the formulation of questions, at least a few hours for collecting answers (interviews), and an hour for interpreting the results.



**Specific entrepreneurial skills addressed:**

It addresses the following Entrecomp Entrepreneurial Competences:

- 1.1 Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value.
- 1.4 Valuing ideas: Make the most of ideas and opportunities.
- 3.2 Planning and management: Prioritize, organize and follow-up.
- 3.3 Coping with uncertainty, ambiguity and risk: Make decisions dealing with uncertainty, ambiguity and risk.
- 3.5 Learning through experience: Learn by doing.

**Support materials - scenarios, templates, tools, study aids, visuals:**

[https://www.mindtools.com/pages/article/newCT\\_97.htm](https://www.mindtools.com/pages/article/newCT_97.htm)

<https://www.qualtrics.com/uk/experience-management/research/kano-analysis/?rid=ip&prevsite=en&newsite=uk&geo=LV&geomatch=uk>

[https://www.researchgate.net/publication/240462191\\_The\\_Kano\\_Model\\_How\\_to\\_Delight\\_Your\\_Customers](https://www.researchgate.net/publication/240462191_The_Kano_Model_How_to_Delight_Your_Customers)

# 32

## Systematic Literature Review

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## Systematic Literature Review

### Description:

Literature review is a comprehensive summary of previous research on a topic. In general, it can be a full research or part of it, it gives an insight into existing body of knowledge, it allows to discover what is already explored, described and explained (avoid reinventing the wheel) and encourages new idea generation.

A systematic literature review follows a clearly defined protocol or plan where the inclusion and exclusion criteria are clearly stated before the review is conducted. It is a comprehensive, transparent search conducted over one or multiple databases and grey literature that can be replicated and reproduced by other researchers (literature search boundaries are clearly stated).

It involves planning a well-thought-out search strategy that has a specific focus or answers a defined question (e.g., what is the impact of internal R&D work on the acquisition of new knowledge and technologies in the Manufacturing Companies?). The review identifies the type of information searched, critiqued, and reported within known timeframes. The search terms, search strategies (including database names, platforms, dates of search), and limits all need to be included in the review.

It's a good idea to do some rough preliminary searching before you start your systematic approach. This will help with identifying key authors and keywords (including synonyms, e.g., in addition to the acquisition of new knowledge and technologies, technology transfer, knowledge transfer, adoption of knowledge, adoption of technology could be used). If the preliminary articles don't come up when you do your final search, you might need to rethink your final search strategy. For the purposes of the MOOW, it is enough to search the scientific articles using Google Scholar database. However, the facilitator should be familiarized with the method and needs to have done and facilitated systematic review processes before to effectively and efficiently help the participants.

### Short objective

- To understand what has already been found on a topic.
- To summarize existing knowledge and generate new ideas and hypotheses.

**Required knowledge (if any):** understanding of the topic to be explored; ability to collect, analyze and synthesize information; experience in reading and analyzing documents, preferably scientific articles.



**Required material for speaker/trainer:** adapted version of the description of the technique; Booth et al. (2021). Systematic Approaches to a Successful Literature Review, 3rd ed.

**Required material for participant/learner:**

- Experienced facilitator;
- Access to the internet and a device;
- Device and Office software to write down and summarize the information;
- Shared document (Google Drive or other platforms) to share information.

**Duration:** Brief literature review for experienced researchers can take starting from 60-90 minutes up to a few days.

For beginners, it could take starting from 4 x 60 minutes with the facilitator's help up to a few months.

### **Specific entrepreneurial skills addressed:**

It addresses the following Entrecomp Entrepreneurial Competences:

1.1 Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value.

1.3 Vision: Work towards your vision of the future.

1.4 Valuing ideas: Make the most of ideas and opportunities.

1.5 Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions.

2.2 Motivation and perseverance: Stay focused and don't give up.

2.3 Mobilizing resources: Gather and manage the resources you need.

3.3 Coping with uncertainty, ambiguity and risk: Make decisions dealing with uncertainty, ambiguity and risk.

### **Support materials - scenarios, templates, tools, study aids, visuals:**

<https://libguides.csu.edu.au/review/Systematic>


<https://libguides.umn.edu/systematicreviews>

<https://libraryguides.griffith.edu.au/systematic-literature-reviews-for-education/writing-your-systematic-review>

<https://www.youtube.com/watch?v=WUErib-fXV0>

# 33

## Business Model Canvas

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## Business Model Canvas

### Description:

The Business Model Canvas is a strategic management template used for developing new business models and documenting existing ones. 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. To introduce students to the 9 components of the BMC, students are given a set of business model hypotheses and asked to place each one in the appropriate box of the BMC.

### Short objective

Ability to substantially ideate, describe, evaluate and discuss a business model using the Business Model Canvas.

### Required knowledge (if any):

Personas (recommended). Market dimensions, Market behaviour, Budgets (recommended).

### Required material for speaker/trainer:

For online session - Online business canvas template – eg. Templates on Miro, Mural.

For f2f session – printed handouts of business canvas template, one for each student; markers, post-its, other material that spurs creativity. Optional – storyboarding squares.

For either types of session – slides with presentation and explanation.

### **Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – pen and paper. The rest will be provided by the trainer.

**Duration:** 4 hours.

### **Specific entrepreneurial skills addressed:**

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 1.3. Vision: Work towards your vision of the future
- 1.4. Valuing ideas: Make the most of ideas and opportunities
- 1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

2.3. Mobilising resources: Gather and manage the resources you need

2.4. Financial & economic literacy: Develop financial and economic know-how

2.5. Mobilising others: Inspire, enthuse and get others on board

3.2. Planning & management: Prioritise, organise and follow up

3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

3.4 Working with others: Team up, collaborate and network

3.5 Learning through experience: Learn by doing

### **Support materials - scenarios, templates, tools, study aids, visuals:**

Videos to be watched before the session:

<https://www.youtube.com/watch?v=wwShFsSFb-Y>

<https://www.youtube.com/watch?v=wIKP-BaC0jA>

<https://www.youtube.com/watch?v=IP0cUBWTgpY>


Templates, tools:

<https://miro.com/templates/business-model-canvas/>

<https://canvanizer.com/new/business-model-canvas>

# 34

## ▼ Entrepreneurial Mindset Cards

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## Entrepreneurial Mindset Cards

### Description:

Entrepreneurial Mindset Cards is a 24 entrepreneurial mindset cards that help students build entrepreneurship skills. Students can be engaged in one of the 4 suggested ways to play the game including:

Game 1: Each student is dealt 1 card (printed or through the card generator). Students take turns to read the mindset definition and answer the question on the card.

Game 2: Each Student is dealt 2 cards and explains how the mindsets are in some way connected. (If the two cards both have the same mindset, swap a card!)

Game 3: Give the complete deck to 1 student or to a group of Students. Have them arrange and then explain how they perceive the mindsets to be connected.

Game 4: Each student is dealt 1 card. One card is then placed in the middle. Each player must explain how their mindset card is in some way connected to the mindset card in the middle.

**Short objective:**

To Inspire Entrepreneurial creativity through play and curiosity. It will help you think about everyday objects in creative new ways.

**Required knowledge (If any):** None.

**Required material for speaker/trainer:**

For online session – Random Card Generator.

For f2f session – printed Mindset cards, one for each student.

For both types of session – slides with presentation and explanation.

**Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – pen and paper. The rest will be provided by the trainer.

**Duration:** 1 hour.

**Specific entrepreneurial skills addressed:**

1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value

1.2. Creativity: Develop creative and purposeful ideas

2.1. Self-awareness & self-efficacy: Believe in yourself and keep developing

2.2. Motivation & perseverance: Stay focused and don't give up

2.3. Mobilising resources: Gather and manage the resources you need

3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

### **Support materials - scenarios, templates, tools, study aids, visuals:**

Videos to be watched before the session: "#MindsetMonday : Creativity This fun activity inspires creativity through play and curiosity. It will help you think about everyday objects in creative new ways."

Full video:

<https://t.co/BKjgH9kuk8>


<https://t.co/4kdpfHJ8JI>

Templates, tools:

[Entrepreneurial Mindset Cards \(and Random Card Picker!\) - VentureLab](#)

# 35

## MashUp Innovation

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## MashUp Innovation

### Description:

Mash-ups is a collaborative idea generation method in which participants come up with innovative concepts by combining different elements together. In a first step, participants brainstorm around different areas, such as technologies, human needs, and existing services. In a second step, they rapidly combine elements from those areas to create new, fun and innovative concepts. Mash-ups demonstrate how fast and easy it can be to come up with innovative ideas.

### Short objective:

To support Participants in generating innovative ideas fast and easily.

**Required knowledge (if any):** None.

**Required material for speaker/trainer:**

For online session - Digital Whiteboard template – e.g., Google Jamboard and breakout rooms.

For f2f session – Sticky Notes, Markers, A4 Paper, Flipchart Paper.

For both types of session – slides with presentation and explanation.

**Required material for participant/learner:**

For online session – Device and internet connection; physical or digital notebook to take notes.

For f2f session – Pen and Paper. The rest will be provided by the trainer.

**Duration:** 1-2 hours.

1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value

1.2. Creativity: Develop creative and purposeful ideas

**Specific entrepreneurial skills addressed:**

The ability to create a volume of ideas in a short amount of time.

**Support materials - scenarios, templates, tools, study aids, visuals:**


Study aid: <https://toolbox.hyperisland.com/mash-up-innovation>

Templates, tools:

[https://edu.google.com/intl/ALL\\_us/jamboard/](https://edu.google.com/intl/ALL_us/jamboard/)

# 36

## Team Memory Game

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## Team memory game

### Description:

The Team memory game is one of the online team building games and remote team activities designed to provide fun and improve communication while reinforcing a team culture. Each team member is invited to introduce themselves including a random fact about them. After the introduction, players try to recall the random facts and match them with the right person.

### Short objective:

The key is to build a cohesive and interactive environment among the participants of the workshop in the beginning to foster co-creation.

**Required knowledge (if any):** None.

### Required material for speaker/trainer:

For online session - Device and internet connection, Virtual meeting software e.g., Microsoft Teams.

For f2f session – Sheets, one for each student, teacher and other participants.

**Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – To be provided by the trainer.

**Duration:** 10 minutes.

**Specific entrepreneurial skills addressed:**

- 2.1. Self-awareness & self-efficacy: Believe in yourself and keep developing
- 2.5. Mobilising others: Inspire, enthuse and get others on board
- 3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk
- 3.5 Learning through experience: Learn by doing

**Support materials - scenarios, templates, tools, study aids, visuals:**

[The Ultimate List of Online Team Building Games and Remote Activities \(teamazing.com\)](https://teamazing.com)

# 37

## Mind mapping

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## Mind mapping

### Description:

Mind mapping is an effective method for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme/main idea and from that point you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. Participating groups can use Mind mapping for generating, visualizing, organizing, note-taking and decision-making.

### Short objective:

To organize ideas and stimulate creative thinking and creative solutions to problems through Teamwork.

**Required knowledge (if any):** Flowchart (recommended).

### Required material for speaker/trainer:

For online session - Online mind map template – e.g., Templates on Miro, Mind map Art.

For f2f session - A4 Paper Flipchart Paper; markers (preferably different colours).

For both types of session – slides with presentation and explanation.

**Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – Some Markers and paper.

**Duration:** 1-2 hours.

**Specific entrepreneurial skills addressed:**

1.3. Vision: Work towards your vision of the future

1.4. Valuing ideas: Make the most of ideas and opportunities

1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

2.5. Mobilising others: Inspire, enthuse and get others on board

3.1. Taking the initiative: Go for it

3.2. Planning & management: Prioritise, organise and follow up

3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

3.4 Working with others: Team up, collaborate and network

3.5 Learning through experience: Learn by doing

**Support materials - scenarios, templates, tools, study aids, visuals:**

Videos to be watched before the session:

<https://www.youtube.com/watch?v=nMZCghZ1hB4>

Templates, tools: [Mind Map Online](#) | [Free Mind Mapping Software](#) | [Miro](#)

[Mind Map Art](#)

# 38

## Design Thinking Mini Workshop

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## Design Thinking Mini Workshop

### Description:

The Design Thinking is a structured approach to plan a designed strategy and process. It provides an overview of the different elements in a design process and is a systemic technique to collect inputs from a project. This is helpful for internal communication within a project team as well as externally towards stakeholders. A design thinking canvas is used to facilitate ideation. The Canvas contains 8 elements: People, Storytelling, Challenges, Vision, Impact, Management, Problem, and Solution. To introduce students to the 8 components of the Design thinking Canvas, students are given a set of Project hypotheses and asked to design a strategy and process according to the 8 elements.

### Short objective:

To enable innovative teams to collaborate visually and brainstorm solutions to their problems or challenges.

**Required knowledge (if any):** Personas (recommended).

**Required material for speaker/trainer:**

For online session - Online Design thinking Canvas – e.g., Templates on Mural.

For f2f session – printed handouts of Design thinking Canvas, one for each student; markers, post-its, other material that spurs creativity.

For both types of session – slides with presentation and explanation.

**Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – pen and paper. The rest will be provided by the trainer.

**Duration:** 2 hours.

**Specific entrepreneurial skills addressed:**

- 1.1. Spotting opportunities: Use your imagination and abilities to identify opportunities for creating value
- 1.2. Creativity: Develop creative and purposeful ideas
- 1.3. Vision: Work towards your vision of the future
- 1.4. Valuing ideas: Make the most of ideas and opportunities
- 1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

2.3. Mobilising resources: Gather and manage the resources you need

2.4. Financial & economic literacy: Develop financial and economic know-how

2.5. Mobilising others: Inspire, enthuse and get others on board

3.1. Taking the initiative: Go for it

3.2. Planning & management: Prioritise, organise and follow up

3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

3.4 Working with others: Team up, collaborate and network

3.5 Learning through experience: Learn by doing


**Support materials - scenarios, templates, tools, study aids, visuals:**

Videos to be watched before the session: [\(681\) What Design Thinking Could Be - YouTube](#)

Templates, tools: [Design thinking canvas \(mural.co\)](#)

# 39

## Business Model Mini Workshop

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## Business Model Mini Workshop

### Description:

A business model describes how an organization creates, delivers, and captures value in economic, social, cultural or other contexts. Business Model Canvas is used to facilitate this ideation by offering 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. To introduce students to the 9 components of the BMC, students are given a set of business model hypotheses and asked to place each one in the appropriate box of the BMC.

### Short objective:

To substantially ideate, describe, evaluate and discuss a business model using the Business Model Canvas.

### Required knowledge (if any):

To substantially ideate, describe, evaluate and discuss a business model using the Business Model Canvas.

**Required material for speaker/trainer:**

For online session - Online business canvas template – e.g. Templates on Miro, Mural.

For f2f session – printed handouts of business canvas template, one for each student; markers, post-its, other material that spurs creativity. Optional – storyboarding squares.

For both types of session – slides with presentation and explanation.

**Required material for participant/learner:**

For online session – device and internet connection; physical or digital notebook to take notes.

For f2f session – pen and paper. The rest will be provided by the trainer.

**Duration:** 2 hours.

**Specific entrepreneurial skills addressed:**

1.3. Vision: Work towards your vision of the future

1.4. Valuing ideas: Make the most of ideas and opportunities

1.5. Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions

2.5. Mobilising others: Inspire, enthuse and get others on board

3.1. Taking the initiative: Go for it

3.2. Planning & management: Prioritise, organise and follow up

3.3. Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

3.4 Working with others: Team up, collaborate and network

3.5 Learning through experience: Learn by doing

**Support materials - scenarios, templates, tools, study aids, visuals:**

Videos to be watched before the session:

<https://www.youtube.com/watch?v=wwShFsSFb-Y>

<https://www.youtube.com/watch?v=wIKP-BaC0jA>

<https://www.youtube.com/watch?v=IP0cUBWTgpY>

Templates, tools:

<https://miro.com/templates/business-model-canvas/>

<https://canvanizer.com/new/business-model-canvas>





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