



Knowledge is POWER:

**Providing learning and empowering opportunities for young adults
with special educational needs (SEN)**

Project Nr: 2023-1-BG01-KA220-ADU-000156540

WP3: Development of a Training Course

A3: Design and Development of 6 microlearning modules

Coordinated and Edited by Institute of Entrepreneurship Development – iED / March 2025

MODULE NO 3 (IN ENGLISH)

TEACHING ENTREPRENEURSHIP TO YOUTH WITH SEN: WHAT ARE THE CHALLENGES & HOW TO OVERCOME THESE (TATICS)

The “PowerUp!” project 2023-1-BG01-KA220-ADU-000156540, has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

MODULE 3: TEACHING ENTREPRENEURSHIP TO YOUTH WITH SEN – WHAT ARE THE CHALLENGES & HOW TO OVERCOME THESE	4
Module 3: Learning Needs	4
Module 3: Desired Learning Outcomes	4
Module 3: General Theoretical Background	4
Module 3: References	5
Unit 3.1: Adapting Instructional Methods for Diverse Learning Styles	6
Learning Needs of Unit 3.1	6
Specific Theoretical Approaches for Understanding and Support	6
Desired Learning Outcomes of Unit 3.1	7
Suggested feedback question(s) for Unit 3.1	7
Tips for trainers and facilitators	8
Additional Material	8
Unit 3.2: The key role in recognising the youth strengths and valorise in an entrepreneur activity	10
Learning Needs of Unit 3.2	10
Specific Theoretical Approaches for Understanding and Support	10
Desired Learning Outcomes of Unit 3.2	11
Suggested feedback question(s) for Unit 3.2	11
Additional Material	12
Unit 3.3: Realistic representation of professional life and teamwork: role-playing and simulation exercises	14
Learning Needs of Unit 3.3	14
Specific Theoretical Approaches for Understanding and Support	14
Desired Learning Outcomes of Unit 3.3	15
Suggested feedback question(s) for Unit 3.3	15
Tips for trainers and facilitators	16
Additional Material	16
MODULE 3 ACTIVITIES	18
ACTIVITY 1 (M2.A1)	18
ACTIVITY 2 (M3.A2)	20
ACTIVITY 3 (M3.A3)	22
ACTIVITY 4 (M3.A4)	24
ACTIVITY 5 (M3.A5)	26
ACTIVITY 6 (M3.A6)	28

MODULE 3: TEACHING ENTREPRENEURSHIP TO YOUTH WITH SEN – WHAT ARE THE CHALLENGES & HOW TO OVERCOME THESE

Module 3: Learning Needs

This module addresses the learning needs with strategies to foster entrepreneurial skills in diverse groups, including those with varying learning styles and abilities. It emphasizes inclusive approaches that adapt to individual strengths and challenges, ensuring meaningful engagement in entrepreneurial activities.

Key needs addressed include:

- Flexible instruction: adapting methods to different cognitive, social, and behavioural profiles.
- Strength-based approaches: leveraging individual talents to boost confidence and motivation.
- Practical skill development: using role-playing, teamwork, and simulations to explore professional life.

By promoting adaptability and inclusivity, the module prepares participants to engage in entrepreneurship effectively, fostering creativity and resilience while empowering all youth to contribute to a business-oriented environment.

Module 3: Desired Learning Outcomes

Learners will gain a thorough understanding of key entrepreneurial concepts, including adapting instructional methods for diverse learning styles. The course will emphasize the importance of recognizing and valorising youth strengths in entrepreneurial activities. They will also learn how to create realistic representations of professional life through role-playing and simulation exercises, enhancing teamwork and problem-solving skills. A key outcome is the ability to implement differentiated instruction, using adaptive methods and assistive technologies to cater to diverse needs. Participants will develop the skills to foster an entrepreneurial mindset, enabling youth to build self-confidence, autonomy and practical business strategies.

Module 3: General Theoretical Background

The theoretical background of this module is rooted in differentiated instruction, ensuring entrepreneurship education is accessible to all learners. It leverages the VARK model (Visual, Aural, Read/Write, Kinesthetic), which emphasizes adapting teaching methods to cater to diverse learning

styles, improving engagement and comprehension. Visual, auditory, and kinesthetics' approaches support more inclusive learning environments.

The module is also based on the principles of learning-by-doing and situated-learning, focusing on practical, real-world applications of entrepreneurial concepts. These methodologies emphasize hands-on experiences and collaboration, connecting formal education with the non-formal education system. The training process includes the use of project work, simulations, role-playing, and individual/group interviews, which are tools for assessing participants' progress and ensuring learning outcomes are met.

In line with the Entrepreneurship Competence Framework (ENTRECOMP), the module encourages the development of key skills such as creativity, problem-solving, and collaboration. These are vital in entrepreneurial settings, where learners must apply their strengths in real-world contexts. For instance, methodologies like co-design and visual thinking tools are used to solve problems and generate solutions, particularly in collaborative environments, such as agricultural cooperatives working with SEN adults and young people.

The focus on task-based learning and realistic simulations prepares youth for real business challenges, including customer interactions, negotiations, and teamwork. The combination of these approaches ensures that students are not only equipped with entrepreneurial knowledge but also develop resilience, autonomy, and the ability to thrive in high-pressure situations.

Module 3: References

Eu Youth Strategy: https://youth.europa.eu/strategy/employment-entrepreneurship_en

EntreComp: The entrepreneurship competence framework: https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

Moraiti, I., Fotoglou, A., Stathopoulou, A., & Loukeris, D. (2023). Strategies & digital technologies for Autism integration. Brazilian Journal of Science, 2(5), Article 5. <https://doi.org/10.14295/bjs.v2i5.290>

Kitipi, A. (2015). Special Education in Greece and Cyprus – A Comparative Approach. Demokritus University of Thrace (Dissertation in Greek)

Introduction to VARK: for better learning: <https://vark-learn.com/introduction-to-vark/>

Universal Design for Learning: <https://www.aiditalia.org/news/udi-la-progettazione-universale-per-lapprendimento>

European Agency for Special Needs and Inclusive Education website: This organization provides information, resources, and best practices to support the development of inclusive education across Europe. It offers a range of tools and data, particularly related to special educational needs (SEN), and supports policy and legislative developments in inclusive education. <https://www.european-agency.org/country-information>

Unit 3.1: Adapting Instructional Methods for Diverse Learning Styles

Learning Needs of Unit 3.1

The module addresses the diverse learning needs of young people by recognizing different learning styles, including visual, auditory, and kinesthetic. It highlights the importance of flexible teaching strategies to ensure all learners can actively engage with and understand entrepreneurial content. By focusing on practical, task-based learning, the module introduces concrete methods such as video modeling, role-playing and audio guides to make entrepreneurship education accessible and meaningful.

The module emphasizes differentiated instruction, tailoring activities to individual needs and fostering an inclusive learning environment. It promotes a multi-modal teaching approach, combining visual aids, hands-on exercises, and auditory resources, enabling learners to explore entrepreneurial concepts in ways that match their strengths. This flexibility ensures better comprehension and active participation, particularly for those who may face barriers in traditional learning settings.

In addition, the module encourages the application of entrepreneurial skills through real-world scenarios. This includes solving problems, working collaboratively, and using creativity to manage small projects or prototype solutions. These activities are designed to help learners develop confidence, autonomy, and practical skills essential for entrepreneurial success.

Specific Theoretical Approaches for Understanding and Support

The theoretical background of inclusive education emphasizes the importance of adapting teaching methods to accommodate diverse learning styles and abilities. **Multisensory learning**, incorporating **visual, auditory, and tactile elements**, enhances learning for students with cognitive disabilities or autism, improving focus, retention and accessibility. By integrating tactile and kinesthetic methods, this approach taps into the brain's natural processing of sensory information, promoting deeper engagement and skill acquisition. **ICT tools** like **smartphones and tablets** offer significant benefits. Moraiti et al. (2023) demonstrate how the combination of **visual and textual information** helps students with cognitive disabilities and ASD better focus and engage with content. These mobile technologies, due to their **touch interaction, portability and ease of use**, lower barriers for students and provide effective, interactive learning opportunities. Additionally, these tools are valuable in **job placement and education**, where repetitive tasks are supported by digital aids that enhance learning outcomes.

The **Universal Design for Learning (UDL)** framework, introduced by architect **Ronald L. Mace** in 1985, extends the principles of accessibility from architecture and technology to education. UDL focuses on **creating flexible learning environments that remove barriers to learning**, ensuring that all students, regardless of their individual needs, can succeed. By identifying and removing obstacles in teaching materials, UDL provides a pedagogical framework that guides educators in creating more inclusive learning environments for diverse learners.

Desired Learning Outcomes of Unit 3.1

Knowledge

- To know the different types of learning styles (visual, auditory, kinesthetic, etc.) and how they affect student engagement.
- To understand the principles of differentiated instruction and its application in different scenarios.
- To comprehend the importance of multi-modal teaching in addressing varied learning preferences.
- To identify the strengths and challenges associated with various learning styles in a classroom setting.
- To discover evidence-based strategies for adapting instructional methods to diverse SEN needs.
- To discern how to assess and evaluate the effectiveness of different instructional approaches in enhancing learning outcomes.

Skills

- To be able to design learning strategies that allow to multiple learning styles, using differentiated instruction techniques.
- To manage diverse learning environments that promote equity and inclusivity.
- To accomplish the integration of visual, auditory, and kinesthetic teaching methods effectively.
- To perform adjustments in instructional delivery based on ongoing assessment of student learning needs.
- To achieve successful engagement of SEN through varied and adaptive teaching approaches.
- To operate flexible strategies that accommodate individual differences in learning.
- To design assessments that measure progress across different learning styles and modalities.

Attitudes

- To feel confident in adapting teaching methods to diverse learner profiles.
- To believe in the importance of inclusivity and equity in education.
- To expect positive outcomes when implementing differentiated and adaptive instructional methods.
- To regard each student's learning preferences as unique and valuable.
- To appreciate the diverse ways in which SEN learners process information and engage with content.
- To respect the individual learning journeys of SEN learners and their right to personalized education experiences.

Suggested feedback question(s) for Unit 3.1

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<ul style="list-style-type: none"> • The different types of intelligences, such as visual, auditory, and kinesthetic. 	<ul style="list-style-type: none"> • "How did the results of the quiz help you 	M3.A3 Quiz: "What type of learner are you?"

<ul style="list-style-type: none"> • A more inclusive approach to education. • Personalize learning strategies based on students' individual preferences and needs, ensuring better engagement and understanding. 	<p>understand your learning style?"</p> <ul style="list-style-type: none"> • "How can knowing your learning style improve your learning experience?" • "Do you feel that this quiz can help you approach the material in a way that suits you best?" 	
---	--	--

Tips for trainers and facilitators

- Begin your training by having students take the "What type of learner are you?" quiz. This helps identify their preferred learning styles (visual, auditory, or kinesthetic). Based on their results, you can tailor your approach.
- To support learners with different styles, use a mix of teaching tools.
- Encourage students to keep a "learning diary" where they record their progress, reflect on which learning methods work best for them, and note any challenges they face.

Additional Material

U 3.1/1: Vark Questionnaire: How do you learn the best?

What it is?

The VARK Questionnaire is a tool designed to help individuals identify their preferred learning styles based on the VARK model, which categorizes learning preferences into four types: Visual, Aural, Read/Write, and Kinesthetic. The questionnaire asks respondents a series of questions to assess how they best absorb and process information. By understanding their learning preferences, individuals can tailor their study strategies to enhance their learning experience. The VARK model emphasizes that different people have different ways of learning, and using personalized approaches can lead to more effective learning outcomes.

Where can I find it?

<https://vark-learn.com/the-vark-questionnaire/>

Which theoretical elements does it support / refer to?

It aligns with the concept of differentiated instruction, which suggests that teaching strategies should be adapted to meet the diverse learning preferences of individuals. By identifying whether a person is a visual, auditory, read/write, or kinesthetic learner, the VARK model allows for a more personalized and targeted approach to education, thereby improving engagement and retention. Additionally, the

VARK model supports the notion of multimodal learning, emphasizing that using multiple sensory channels (e.g., visual, auditory, and tactile) can enhance comprehension and memory retention.

To be used at the beginning of the session, before the video screening.

References:

VARK® For Teachers and Trainers: <https://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/>

How to use VARK® to improve learning: a guide for teachers. <https://vark-learn.com/using-vark/guide-for-teachers/>

<https://udlguidelines.cast.org/>

Unit 3.2: The key role in recognising the youth strengths and valorise in an entrepreneur activity

Learning Needs of Unit 3.2

This unit emphasizes the importance of recognizing and valuing the **unique strengths of young people** in the context of entrepreneurship. It focuses on identifying individual talents, such as creativity, problem-solving, leadership and communication, which are essential for entrepreneurial success. These strengths may not always align with traditional skills but are highly valuable when applied to launching and managing business ventures. The module highlights the need to **empower youth by helping them recognize their potential and channel their abilities into entrepreneurial activities**. Many young individuals may not fully understand how to leverage their talents to create and sustain businesses. This module provides guidance on developing self-awareness, boosting confidence and encouraging youth to see their strengths as assets in the entrepreneurial world. It aims to **foster an entrepreneurial mindset**, motivating young people to take initiative, innovate, and remain resilient in the face of challenges. The goal is to encourage the practical application of personal skills, such as managing small projects and distinguish this focus from a broader exploration of strengths in other contexts.

Specific Theoretical Approaches for Understanding and Support

This unit supports the development of entrepreneurial skills by focusing on the strengths of young people, such as creativity, problem-solving, leadership, and communication. The course content provides practical guidance on how to recognize opportunities and channel individual strengths into entrepreneurial initiatives. By engaging young people in practical activities, the module encourages the application of personal talents to concrete entrepreneurial projects.

The Council Recommendation on key competences for lifelong learning (European Union, 2018) highlights the importance of promoting entrepreneurial competence, which includes creativity, critical thinking, and initiative. The module integrates these competences through exercises focusing on opportunity recognition, managing small projects and collaborating in teams, directly linking theoretical frameworks to practical activities aimed at stimulating young people's entrepreneurial mindset. **Entrepreneurial competences** are recognized as a fundamental set of skills for success in entrepreneurship (Formicuzzi, Cubico, Ardolino, & Favretto, 2012; Ganesini, Cubico, Favretto, & Leitão, 2018). These competences go beyond technical knowledge and include **personal traits, motivations, self-image, social roles, and relational skills**. According to Kuratko (2005), entrepreneurial competences encompass not only technical know-how but also a wide range of cognitive and emotional skills.

This training course also supports the development of self-efficacy and intrinsic motivation, which are essential in the entrepreneurial journey. By providing guidance on **how to channel personal strengths**

into concrete entrepreneurial activities, the course encourages young people to become proactive, innovative, and resilient in the face of challenges. The goal is to equip them with the tools and mindset necessary to turn their ideas into successful ventures.

Desired Learning Outcomes of Unit 3.2

Knowledge

- To know the various strengths and talents that youth can possess in the context of entrepreneurship.
- To understand the importance of recognizing individual strengths for personal and professional development.
- To comprehend the principles of strengths-based education and its application in entrepreneurial activities.
- To identify effective strategies for valorizing youth strengths in entrepreneurial contexts.
- To discover the relationship between self-awareness and entrepreneurial success.
- To discern how different strengths can be leveraged in various business scenarios.
- To learn about the role of positive psychology in fostering an entrepreneurial mindset.

Skills

- To be able to conduct assessments that identify individual strengths in youth.
- To manage group activities that encourage collaboration and the sharing of strengths.
- To accomplish the creation of personalized entrepreneurial plans that utilize identified strengths.
- To perform mentorship activities that support youth in developing their entrepreneurial skills.
- To achieve effective communication strategies that highlight youth talents.
- To operate workshops that focus on building confidence and resilience in entrepreneurial pursuits.
- To design activities and projects that valorize and engage youth strengths in real-world applications.

Attitude

- To feel empowered to recognize and nurture the strengths of young entrepreneurs.
- To believe in the potential of all youth to succeed in entrepreneurial endeavors.
- To expect positive outcomes when strengths are valorized in entrepreneurial activities.
- To regard individual strengths as valuable assets in the business world.
- To appreciate the diverse talents and abilities that each young person brings to the table.
- To respect the unique paths that youth may take in their entrepreneurial journeys.

Suggested feedback question(s) for Unit 3.2

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case
--	----------------------------------	--

		study, visit, guest, etc)
<ul style="list-style-type: none"> • Experiential learning, problem-based learning, business simulation. • Leadership, communication, negotiation, problem-solving, critical thinking, teamwork. 	<ul style="list-style-type: none"> • What was the biggest challenge in your role, and how did you handle it? • Which skill do you feel you developed the most? 	M3.A3 Role-playing activity

Additional Material

U 3.2/1: The European Startup Show

What it is?

This podcast explores the startup ecosystem in Europe, featuring interviews with startup founders and entrepreneurs who share their experiences and strategies. It's an excellent resource for understanding how young entrepreneurs in Europe tackle challenges and seize opportunities.

Where can I find it?

<https://www.europeanstartupshow.com/>

Which theoretical elements does it support / refer to?

The podcast emphasizes key competencies such as leadership, problem-solving, uncertainty management, resilience and networking, which are essential for the success of startups. It also highlights concepts related to the entrepreneurial mindset and the ability to adapt to market changes.

This resource can equip trainers and facilitators with knowledge. It could be also suggested to the learners they wish to deepen into the entrepreneurial world.

U 3.2/2: How To Find Your Passion - 11 Abilities (Which one is for you?)

What it is?

It is a short video. When it comes to discovering personal passions or choosing a career, everyone has a natural inclination toward certain areas—interests that often emerge from an early age. There are various types of passions and abilities that can guide individuals in selecting the most suitable professional path. By identifying these inclinations, it becomes easier to find the right direction, ultimately helping to uncover one's passion and purpose in life.

Where can I find it?

<https://www.youtube.com/watch?v=bt9VdqvYDSc&t=6s>

Which theoretical elements does it support / refer to?

Everyone possesses different forms of intelligence (logical-mathematical, linguistic, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and existential). Career orientation and the discovery of passions can be guided by understanding which intelligences are predominant in an individual.

This resource can equip trainers and facilitators with knowledge. It could be also suggested to the learners they wish to be further inspired.

References:

European Union (2018). Recommendation on key competences for lifelong learning.

https://rivistedigitali.erickson.it/counseling/archivio/vol-12-n-2/pokret_im_article-12861/
(Formicuzzi, Cubico, Ardolino, & Favretto, 2012; Giancesini, Cubico, Favretto, & Leitão, 2018)

Entrepreneurship Competence Framework (EntreComp). European Commission.

Kuratko, D. F. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges. *Entrepreneurship Theory & Practice*.

Unit 3.3: Realistic representation of professional life and teamwork: role-playing and simulation exercises

Learning Needs of Unit 3.3

This unit addresses the need for **practical business skills and teamwork** by immersing learners in **realistic professional scenarios**. It prepares youth for key workplace challenges such as **customer interactions, negotiations and decision-making under pressure**. By simulating real-world situations, participants develop essential **problem-solving abilities, adaptability and resilience**.

A core focus is on **teamwork and collaboration**, enabling learners to experience **group dynamics, role distribution and conflict resolution** in a business setting. Through structured exercises, they enhance **communication, leadership and interpersonal skills**, which are crucial for professional success.

Additionally, the module supports **critical thinking and decision-making** by encouraging learners to analyze situations, assess risks and develop strategies in response to challenges. These skills are vital for navigating complex work environments and fostering a proactive, solutions-oriented mindset.

Finally, the module promotes **self-awareness and reflection**, helping participants recognize their **strengths, areas for growth, and contributions to a team**. This holistic approach ensures they gain **confidence, professionalism and adaptability**, key competencies for thriving in real-world business environments.

Specific Theoretical Approaches for Understanding and Support

Several theoretical approaches support this module's understanding and enrichment. **Jean Piaget's constructivist theory** (Switzerland) highlights how learners actively build knowledge through experience, reinforcing the importance of **simulations and teamwork** in developing problem-solving, negotiation, and leadership skills. Additionally, **Kurt Lewin's experiential learning model** (Germany) underscores the role of real-world practice in professional development, advocating for active participation in simulations to enhance adaptability and decision-making.

In **Italy**, business simulation is a core component of **PCTO (Percorsi per le Competenze Trasversali e l'Orientamento)**, which integrates **entrepreneurship training in secondary schools**. These programs help students bridge the gap between school and work, fostering **practical skills** through enterprise visits, field research, and project work. An example from **Austria** highlights the value of role-playing in education. A collaborative project across schools used **drama, role plays, and project-based learning** to develop critical thinking and inclusion strategies, benefiting both teachers and students.

A structured approach to business simulation is provided by the **Business Model Canvas** (Osterwalder, 2005). This strategic framework enables learners to **break down the complexity of business creation into nine key components**, covering aspects such as value proposition, customer segmentation,

revenue streams, and operational structure. By using a **visual and iterative approach**, Business Model Canvas helps participants develop a **holistic understanding of entrepreneurship**, guiding them in decision-making and risk assessment. It also fosters an **adaptive mindset**, as students can easily test, adjust, and refine their business ideas in response to simulated market conditions.

Desired Learning Outcomes of Unit 3.3

Knowledge

- To know the key concepts and principles of teamwork and professional collaboration.
- To understand the dynamics of group interactions and their impact on team performance.
- To comprehend the various roles and responsibilities in a professional setting.
- To identify effective communication strategies that enhance teamwork.
- To discover the importance of critical thinking and problem-solving in real-world scenarios.
- To discern the value of self-reflection in personal and team development.
- To learn about different simulation techniques and their applications in professional training.

Skills

- To be able to apply role-playing techniques to simulate professional scenarios effectively.
- To manage team dynamics and facilitate productive group discussions.
- To accomplish specific tasks within a team, demonstrating accountability and cooperation.
- To perform critical analysis of team processes and outcomes during simulations.
- To achieve effective communication and collaboration in diverse team settings.
- To operate simulation exercises that enhance learning outcomes for participants.
- To design and implement realistic role-playing scenarios that reflect professional life.

Attitude

- To feel confident in navigating professional interactions and teamwork.
- To believe in the importance of collaboration and collective problem-solving.
- To expect positive outcomes from participating in role-playing and simulations.
- To regard teamwork as a critical component of professional success.
- To appreciate the diverse perspectives and skills that each team member brings.
- To respect the learning process involved in simulations and the value of constructive feedback.

Suggested feedback question(s) for Unit 3.3

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)

<ul style="list-style-type: none"> • Integrative application of prioritization (Eisenhower Matrix), negotiation strategies, and customer care principles. • Collaboration in group settings. • Critical thinking and synthesis of diverse business elements. 	<ul style="list-style-type: none"> • How well does your team's plan reflect the integration of prioritization, negotiation, and customer care principles? • What challenges did you encounter while collaborating, and how did you overcome them? 	<p>M3.A6. Eisenhower Matrix</p> <p>M3.A5. Group Activity: Drafting a Business Model Plan</p>
---	---	--

Tips for trainers and facilitators

Use visual aids and templates: leverage the provided templates (Business Model Canva) as visual aids. Guide participants through how to use these tools step-by-step to ensure understanding before they engage in activities.

Additional Material

U 3.3/1: Teaching entrepreneurship in upper secondary education institutions

What it is?

This manual is designed as a teaching resource for educators and trainers to use practical methods and tools to help students develop and implement their business ideas. It is aimed at guiding, training, or supporting young people and job seekers in cultivating an entrepreneurial mindset, empowering them to enter the job market as qualified employees or self-employed entrepreneurs. We believe young people have the potential to successfully tackle current and future challenges, provided they receive support and guidance through a practical, experiential approach.

Where can I find it?

https://ec.europa.eu/programmes/erasmus-plus/project-result-content/87dc2c3a-7438-401c-adf4-e5bf1e001792/IO2_Teaching_materials_for_teachers_and_learning_workbook_for_student_EN.pdf

Which theoretical elements does it support / refer to?

Encourages people to develop an entrepreneurial mindset, fostering the skills needed to recognize opportunities, take risks, and innovate in business.

This additional material can be used by the trainers and facilitators as additional preparation.

U 3.3/2: The Business Model Canvas - 9 Steps to Creating a Successful Business Model - Startup Tips

What it is?

A short video presenting and explaining the Business Model Canvas. Business Model Canvas is a strategic management and entrepreneurial tool. It allows you to describe, design, challenge, invent, and pivot your business model.

Where can I find it?

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

Which theoretical elements does it support / refer to?

These resources support key theoretical elements such as Alexander Osterwalder's Business Model Canvas framework, focusing on value proposition design, customer segmentation, and revenue streams. They also align with entrepreneurial strategy and lean startup methodologies.

U 3.3/3: Business Model Canvas Explained with Examples

What it is?

In this video, the 9 steps needed to create your first Business Model Canvas are examined. Once done with the theory, there are three examples to help bring the concept to life.

Where can I find it?

<https://www.youtube.com/watch?v=CakUeC1sCSs>

Which theoretical elements does it support / refer to?

These resources support key theoretical elements such as Alexander Osterwalder's Business Model Canvas framework, focusing on value proposition design, customer segmentation, and revenue streams. They also align with entrepreneurial strategy and lean startup methodologies.

References:

- Business Model Canvas (Osterwalder, 2005)
- Jean Piaget's Constructivist Theory of learning

“Jean Piaget's constructivist theory of learning”, Sandra Waite-Stupiansky In Lynn E. Cohen & Sandra Waite-Stupiansky, Theories of early childhood education: developmental, behaviorist, and critical. New York, NY: Routledge (2022)
- Kurt Lewin's experiential learning model

“Kurt Lewin's change theory in the field and in the classroom: Notes toward a model of managed learning”, Edgar H. Schein, Volume 9, pages 27–47, (1996):
<https://edbatista.typepad.com/files/kurt-lewins-change-theory-edgar-schein.pdf>

MODULE 3 ACTIVITIES

ACTIVITY 1 (M2.A1)

Title	What type of learner are you?
Type	Quiz
When to use?	The quiz can be used at the beginning of Module 3, to help educators and students understand their preferred learning styles. This will guide the planning of differentiated instructional strategies for the rest of the unit. The quiz helps both educators and students gain insights into how learning can be best supported for maximum engagement and retention.
Number and skills of the trainer(s)	1-2 facilitators. Knowledge of different learning styles (visual, auditory, kinesthetic) and how they impact teaching and learning. Ability to guide reflection and encourage open discussions on learning preferences.
Number of participants	1-15 participants
Duration	20-30 minutes Quiz completion: 5-10 minutes Group discussion and reflection: 15-20 minutes
Skills needed	Basic language skills
Equipment	<ul style="list-style-type: none"> • Devices with internet access: Each participant will need a smartphone, tablet, or computer with internet access to complete the quiz online. • The link to the VARK Questionnaire: You will provide the link: https://vark-learn.com/questionario-vark/ for participants to access the quiz. • A projector or screen (optional): If you'd like to walk everyone through the process at the beginning or display the results for the group, having a projector or screen may be helpful.
Setting	<ul style="list-style-type: none"> • Quiet environment: Ensure the space is quiet so that participants can focus on the quiz without distractions. • Comfortable seating arrangement: Make sure each participant has their own space to complete the quiz comfortably. • Wi-Fi or internet access: Ensure all participants have reliable internet connections to access the quiz online.

	<ul style="list-style-type: none"> • Time consideration: aside approximately 15-20 minutes for participants to complete the quiz, depending on the group size.
Aims	<p>The main goal of this activity is to help each participant identify their learning style (Visual, Aural, Read/Write, or Kinesthetic) by completing the VARK Questionnaire. Understanding their learning preferences will help them tailor their study and work strategies.</p>
Procedure/description	<p>Here's how you can run the session:</p> <ol style="list-style-type: none"> 1. Introduction: Explain to the group that they will be taking the VARK Questionnaire to discover their preferred learning styles. Briefly describe the four learning styles (Visual, Aural, Read/Write, and Kinesthetic). 2. Distribute the link: Provide each participant with the link to the VARK Questionnaire: https://vark-learn.com/questionario-vark/ 3. Complete the quiz: Ask everyone to follow the instructions on the website and complete the quiz on their own device. The quiz is designed to take around 10-15 minutes. 4. Review the results: After everyone has finished, participants will see their results immediately after completing the quiz, indicating their dominant learning style(s). 5. Group discussion (optional): After the quiz, you can hold a group discussion where participants can share their results and talk about how understanding their learning styles can help them improve their study or work habits.
Evaluation-assessment-reflection method, including feedback question(s)	<ul style="list-style-type: none"> • Results interpretation: once participants finish the quiz, they will see their results. Each person will have a primary learning style, and possibly secondary styles that are close in score. You can either: <ul style="list-style-type: none"> ○ Review the results individually: If you want to give participants a personal understanding of their learning style, you can guide them individually through their results. ○ Discuss the results as a group: Alternatively, you can discuss the results collectively. This can be done by asking participants to share their learning styles, then talking about the characteristics of each style. • Assessment through reflection: you could also ask participants to reflect on their results and write down how they plan to apply their learning style in their personal or professional life.

Pay attention	<p>Here are some things to pay attention to while administering the VARK Questionnaire:</p> <ul style="list-style-type: none"> • Time management: make sure participants have enough time to finish the quiz but don't let it drag on too long to maintain focus. • Ensure clarity: if participants are unsure about any question or how to take the quiz, provide clarification. However, encourage them to answer as honestly as possible. • Technological issues: Ensure that the website is accessible and that everyone can load the questionnaire without issues. It's helpful to have a backup plan (such as printed questionnaires) in case of technical difficulties. • Confidentiality: Encourage participants to take the quiz independently without comparing answers to others to get accurate results.
REFERENCES	https://vark-learn.com/questionario-vark/

ACTIVITY 2 (M3.A2)

Title	Multi-Modal instruction game
Type	Game
When to use?	It fits perfectly, immediately after introducing the concept of differentiated instruction , to help participants experience and reflect on learning style differences.
Number and skills of the trainer(s)	1-2 trainers, depending on the group size. A second trainer can assist with managing discussions and providing feedback.
Number of participants	1-15 participants
Duration	20-30 minutes
Skills needed	Basic language skills
Equipment	<ul style="list-style-type: none"> • Printed instructions • Audio recording device or pre-recorded instructions • Visual instructions (e.g., diagrams, step-by-step images, or video)
Setting	A classroom or training space with enough room for participants to engage with the task individually or in small groups.
Aims	Allow participants to engage with different instructional formats (written, spoken and visual) to understand how

	<p>learning preferences impact comprehension and performance.</p> <p>Help learners identify their preferred learning style by reflecting on which instruction method was most effective for them.</p>
Procedure/description	<p>Introduction (5 min): Explain the objective of the activity—experiencing different instructional formats to understand personal learning preferences.</p> <p>Task Presentation (5 min): Participants receive instructions in three different formats:</p> <ul style="list-style-type: none"> • Written (a printed step-by-step guide) • Spoken (an audio recording or live oral instructions). • Visual (a diagram, video, or illustrated guide). <p>Task Completion (10-15 min): Learners complete the assigned task using their assigned instruction method.</p> <p>Reflection & Discussion (5-10 min): Participants compare experiences, discuss which format was most effective for them, and reflect on the implications for differentiated instruction.</p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>Participants discuss which instruction format they found easiest or most challenging and why.</p> <p>Feedback questions:</p> <ul style="list-style-type: none"> • Which instructional method helped you complete the task most effectively? • How did the different formats impact your ability to follow instructions? • How can this insight help you as a learner or educator?
Pay attention	<ul style="list-style-type: none"> • Ensure clear and equivalent instructions across all three formats. • Consider diverse learning preferences (e.g., some may struggle with auditory-only instructions). • Encourage open discussion and respect for different learning styles. • Provide a variety of task difficulties to accommodate different skill levels.
REFERENCES	N/A

ACTIVITY 3 (M3.A3)

Title	Game Role Play: "Start-Up Incubator"
Type	Role Play Activity
When to use?	This session provides practical insights into how entrepreneurial skills and personal strengths are applied in business, connecting theoretical knowledge with actual experience. It should be used after students have explored basic entrepreneurial concepts to deepen their understanding.
Number and skills of the trainer(s)	1-2 trainers with experience in entrepreneurship, business strategy, and team facilitation. Skills in leadership, communication, and problem-solving coaching are recommended.
Number of participants	1-15 participants
Duration	Approximately 60 minutes
Skills needed	Basic language skills
Equipment	<ul style="list-style-type: none"> • Printed business idea description (CreativeBridge) • Role cards (Visionary Entrepreneur, Marketing Manager, Financial Manager, Operations Manager, Sales Manager) • Paper, pens or laptops for note-taking and business plan development
Setting	A classroom or workshop space with tables for small groups (4-5 participants per group). A presentation area for final pitches.
Aims	Simulate the process of launching a start-up while developing entrepreneurial, communication, and teamwork skills.
Procedure/description	<p>1. Introduction & Group Formation (5 min)</p> <p>Participants are divided into groups (4-5 members) and receive a business idea description. Each member selects a role based on interest or strengths.</p> <p>2. Initial Brainstorming (10 min)</p> <p>Teams define:</p> <ul style="list-style-type: none"> • Mission and problem-solving approach of the start-up (why and how it solves a market problem) • Value proposition of "CreativeBridge" (why people should use "CreativeBridge")

	<ul style="list-style-type: none"> • First steps to launch (e.g., marketing, customer research, platform development) <p>3. Business Plan Development (20 min)</p> <p>Each team prepares key business elements:</p> <ul style="list-style-type: none"> • Vision & mission (Visionary Entrepreneur): define the company's vision, develop the value proposition, and determine market positioning. This person is the "leader" who drives the project with innovative ideas. • Marketing & branding strategy (Marketing Manager): create the marketing strategy, promote the brand, attract customers and investors, and develop online and offline communication. • Financial planning & budgeting (Financial Manager): manage the company's budget, plan financial resources, and forecast revenue and expenses. This person ensures the economic sustainability of the business. • Operational structure (Operations Manager): oversee the company's operational aspects, manage internal processes, and ensure efficiency in service production and distribution. • Sales & customer relationships (Sales Manager): handle client interactions, negotiate deals, build and maintain customer relationships, gather feedback, and adapt the product/service to market needs. <p>Members collaborate to integrate these aspects.</p> <p>4. Final Presentations (15 min)</p> <p>Each team presents their business plan (5 min per group), highlighting individual contributions and strengths.</p> <p>5. Feedback & Discussion (10 min)</p> <p>Participants provide peer feedback and reflect on:</p> <ul style="list-style-type: none"> • Individual strengths demonstrated • Team collaboration impact • Challenges faced and solutions applied • Possible improvements to the business plan.
Evaluation-assessment-reflection method, including feedback question(s)	<p>Peer and trainer feedback after presentations.</p> <p>Reflection questions:</p> <ul style="list-style-type: none"> • What key skills did you apply in your role? • How did collaboration influence success? • What was the biggest challenge, and how did you solve it? • What would you improve in your start-up plan?

Pay attention to	<ul style="list-style-type: none"> • Encourage all participants to actively contribute and use their strengths. • Ensure role distribution allows everyone to engage in problem-solving and decision-making. • Guide teams to stay practical and focused on realistic business strategies. • Foster a supportive environment where feedback is constructive and insightful.
REFERENCES	N/A

ACTIVITY 4 (M3.A4)

Title	Case Studies of Successful Entrepreneurial Ventures
Type	Case study OR Guest
When to use?	This activity is best used after Maria starts recognizing individual strengths in Module 3 video. It provides concrete examples of how personal characteristics contribute to entrepreneurial success, reinforcing the idea that leveraging one's strengths is key to business development.
Number and skills of the trainer(s)	1-2 trainers, depending on the group size.
Number of participants	4-15 participants
Duration	45-60 minutes
Skills needed	<p>For the learners: Basic language , communication skills</p> <p>For the guest(s):</p> <ul style="list-style-type: none"> • Storytelling & Case Study Analysis – Ability to present real-life entrepreneurial stories engagingly. • Facilitation & Discussion Leading – Encouraging reflection and active participation. • Knowledge of Entrepreneurship – Understanding key entrepreneurial concepts and business success factors. • Critical Thinking & Adaptability – Guiding learners to analyze different entrepreneurial paths and relate them to their own strengths.

Equipment	<ul style="list-style-type: none"> • Case study materials (printed or digital) • Presentation slides (optional) • Whiteboard or flipchart for group discussions
Setting	A classroom or training space with room for small group discussions and presentations.
Aims	<ul style="list-style-type: none"> • Illustrate how personal strengths contribute to entrepreneurial success. • Enhance self-confidence and resilience.
Procedure/description	<p>Introduction (5-10 min) – The trainer introduces the concept of entrepreneurial strengths and talents, explaining how personal abilities shape business success.</p> <p>Case Study Presentation (15-20 min) – Real-life examples of successful entrepreneurs (case studies or guest) are shared. These case studies (or personal stories) should highlight individuals who built businesses by leveraging unique strengths (e.g., creativity, leadership, problem-solving).</p> <p>Small Group Discussion (15 min) – Participants analyze the cases, discussing:</p> <ul style="list-style-type: none"> • What strengths did the entrepreneur use? • How did their personal characteristics influence their business decisions? • What challenges did they face, and how did they overcome them? <p>Reflection & Application (10-15 min) – Participants reflect on their own strengths and discuss how they could apply them in an entrepreneurial context. They may write down or share ideas about potential business ventures that align with their abilities.</p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • Which case study (or story) inspired you the most, and why? • How do personal strengths influence entrepreneurial success? • What strengths do you see in yourself that could be valuable in business? <p>Self-Reflection Exercise: Learners write down one personal strength and how they could use it in a business idea.</p>
Pay attention to	Pay attention to creating a safe and open environment where participants feel comfortable sharing their personal strengths and reflections. Encourage active listening and ensure everyone has a chance to contribute during discussions.

	Pay attention to selecting case studies that reflect diverse backgrounds and entrepreneurial paths. This helps participants relate more easily and see how different strengths can lead to success in various contexts.
REFERENCES	N/A

ACTIVITY 5 (M3.A5)

Title	Group activity: drafting a business model plan
Type	Group activity
When to use?	This activity should be used toward the end of the module, after students have been introduced to core business concepts. It provides an opportunity to apply these concepts in a practical, collaborative setting and prepares students to present and defend their business ideas.
Number and skills of the trainer(s)	1-2 trainers. Ability to guide group discussions and manage diverse perspectives. Conflict resolution skills, in case of disagreements during group work. Knowledge of business model development and the tools involved.
Number of participants	5-15 participants
Duration	90-120 minutes
Skills needed	Basic language and writing skills
Equipment	<ul style="list-style-type: none"> • Whiteboards or flip charts • Markers • Laptop/Projector for presentations • Printouts of Business Model Canvas templates (download from https://www.strategyzer.com/library/the-business-model-canvas). Alternatively, the exercise can be completed directly on Canva using a computer. • Sticky notes (for brainstorming)
Setting	<p>A classroom or meeting room with enough space for groups to work together on the Business Model Canvas.</p> <p>Group setting (tables set for 4-6 students)</p>

Aims	<ul style="list-style-type: none"> • Develop a clear and viable business model using the Business Model Canvas framework. • Foster teamwork and collaboration. • Apply strategic thinking and creative problem-solving to real-world business scenarios.
Procedure/description	<p>Introduction (10 minutes):</p> <ul style="list-style-type: none"> • The trainer introduces the Business Model Canvas (BMC) and explains its components (key partners, key activities, key resources, value propositions, customer segments, channels, customer relationships, revenue streams, cost structure). • Brief overview of the purpose of the activity and how the canvas will help structure a business idea. <p>Group Formation and Assignment (5 minutes):</p> <ul style="list-style-type: none"> • Divide the learners into small groups of 4-6 participants. • Each group is assigned a business idea or they can come up with their own idea (e.g., tech startup, social enterprise, etc.). <p>Business Model Canvas Development (40-60 minutes):</p> <ul style="list-style-type: none"> • Each group fills out their Business Model Canvas by addressing each section based on their business idea. • Encourage groups to brainstorm and prioritize elements that are crucial to their business, utilizing sticky notes for easy editing and iteration. • The trainer circulates, providing guidance and feedback on how to refine each section of the canvas. <p>Group Presentations (15-20 minutes):</p> <ul style="list-style-type: none"> • Each group presents their Business Model Canvas to the class, explaining how they addressed each section and the reasoning behind their choices. • Encourage peers to ask questions and provide constructive feedback. <p>Reflection and Discussion (10-15 minutes):</p> <ul style="list-style-type: none"> • After all presentations, hold a brief discussion on the strengths and weaknesses of the business models presented. • Ask learners to reflect on how their models can be improved and what they learned from the activity.
Evaluation-assessment-reflection method,	<p>Observations of group participation, the clarity of the Business Model Canvas, and the coherence of the presentations.</p> <p>Feedback Questions:</p>

including feedback question(s)	<ul style="list-style-type: none"> • How well did your business model address customer needs and pain points? • What were the biggest challenges you faced when developing your business model, and how did you overcome them? • Did you identify any aspects of your business that need to be adjusted or refined further?
Pay attention to	<ul style="list-style-type: none"> • Ensure each group is actively involved and all members are contributing. • Monitor if any group is struggling with specific sections of the canvas and provide additional guidance as needed. • Encourage groups to think critically about the sustainability and scalability of their business model. • Foster a positive and collaborative environment where all ideas are respected and discussed openly.
REFERENCES	https://www.strategyzer.com/library/the-business-model-canvas https://www.canva.com/graphs/business-model-canvas/ https://www.rizzolieducation.it/wp-content/uploads/2017/01/16_1Stecca_Business-Model-Canvas_corretto.pdf

ACTIVITY 6 (M3.A6)

Title	Eisenhower Matrix Template
Type	Creative Activity
When to use?	This tool is best introduced after explaining decision-making frameworks, ideally early in the module. It serves as a practical tool for learners to apply when making decisions and prioritizing tasks, helping them to better manage their time and efforts throughout the course.
Number and skills of the trainer(s)	1-2 trainers with: <ul style="list-style-type: none"> • Facilitation and Critical Thinking – Ability to guide participants in applying the matrix to real-life tasks. • Time Management Expertise – Knowledge of prioritization strategies to effectively use the Eisenhower Matrix. • Effective Communication – Explaining the matrix clearly and demonstrating how to categorize tasks. • Problem-Solving – Helping participants identify urgent and important tasks and how to manage them effectively.
Number of participants	5-15 participants

Duration	90-120 minutes
Skills needed	Basic language skills
Equipment	<ul style="list-style-type: none"> Printed or digital templates of the Eisenhower Matrix: https://www.smartsheet.com/content/eisenhower-matrix-templates?srsId=AfmBOooV4_NibeLWnl51Vgi0ovsGYMex8pel04VlaAlZKdDSziCiMAW3 Whiteboard or flipchart for group discussions Markers or pens for completing the template
Setting	Classroom or workshop setting with space for individuals or small groups to work on the matrix and engage in discussions.
Aims	<ul style="list-style-type: none"> Help learners prioritize tasks using the Eisenhower Matrix for effective decision-making. Enhance critical thinking and time management skills.
Procedure/description	<p>Introduction (5-10 min):</p> <ul style="list-style-type: none"> Introduce the Eisenhower Matrix, explaining how it categorizes tasks into four quadrants: <ul style="list-style-type: none"> Urgent and Important (do now) Non-Urgent but Important (schedule) Urgent but Not Important (delegate) Non-Urgent and Not Important (eliminate) Explain how using this matrix helps prioritize tasks effectively, making decision-making clearer. <p>Activity Setup (5 min):</p> <ul style="list-style-type: none"> Provide participants with a blank Eisenhower Matrix template (either printed or digital). Ask them to list tasks they need to accomplish within a certain timeframe (e.g., daily, weekly, or within the scope of the course). <p>Application (10-15 min):</p> <ul style="list-style-type: none"> Learners categorize their tasks into the four quadrants of the matrix. Emphasize how the matrix helps them to identify which tasks require immediate action, which should be scheduled, which can be delegated, and which should be dropped or postponed. <p>Group Discussion (10-15 min):</p> <ul style="list-style-type: none"> In pairs or small groups, learners share their completed matrices, discussing their reasoning for categorizing tasks in specific quadrants. Discuss how they can implement this tool in other aspects of their life or work. <p>Reflection (5-10 min):</p> <ul style="list-style-type: none"> Each participant writes a brief reflection on how the Eisenhower Matrix can help improve their productivity and decision-making moving forward.

Evaluation- assessment- reflection method, including feedback question(s)	<p>Feedback Questions:</p> <ul style="list-style-type: none"> • Which quadrant did you find the most challenging to place your tasks in, and why? • How did using the Eisenhower Matrix help you better understand the importance of prioritization? • How can you apply this decision-making tool in your daily activities or career? <p>Reflection Exercise: After the group discussion, ask participants to revise their matrices based on peer feedback or new insights they gained.</p>
Pay attention to	<ul style="list-style-type: none"> • Diverse Task Categories: Ensure participants understand how to differentiate between urgency and importance—tasks may seem urgent but not always important. • Individual Understanding: Some learners may struggle with the concept of urgency versus importance. Clarify with examples. • Time Management: Emphasize the benefit of planning ahead for tasks that are important but not urgent.
REFERENCES	N/A