



Entrepreneurial project stage 3 – Looking for partners

1. SHORT SUMMARY

- Total duration of this lesson: 45 minutes
- What will the students learn?
 - How to create a list of potential partners, experts and mentors.
- What will the students do during this lesson?
 - Create a list of potential partners, experts and mentors that can help them in the development of their idea.
- What skills are the students going to improve?
 - Effective communication
 - Research skills
 - Team work
 - Negotiation skills
- Cross-curricular links:
 - Geography
 - Economics / Entrepreneurship
 - Foreign languages
 - Philosophy
 - Civic education
- Materials needed:
 - Multimedia projector
 - Laptop / computer with speakers
 - Internet connection in the classroom (if there is no Internet in your classroom, you can download the online videos in this lesson in advance and bring them on a flash drive, or alternatively you can ask students to form groups and use their smartphones/tablets in order to watch the videos)





2. INTRO

(1 min.)

Tell the students that now that the teams have already been formed they will have the opportunity to identify potential partners during this class period. Encourage the teams to think about a catchy team name during this class and the next ones until the final presentations.



3. PRACTICAL ACTIVITY

(40 min.)

During this activity, students will work in their teams and research online in order to find people/organizations who can help them develop their idea further. These can be business people, environmental experts, local government officials, government officials, experts in a certain field (e.g. if the team's idea is related to food, then these might be farmers, food processors, chefs, restaurant owners), etc. They can help by giving feedback about the idea, providing specialized information, being mentors, etc.


Tell the teams to discuss internally the following issues at the beginning:

- For which part of the idea do we need more information?
- What kind of help do we need? Is it about the details of the technology, is it about details of the process (especially if the idea is a service), is it about clarifying the problem we are solving, is it about having a better idea of which customer segments to target, is it about the sustainability of the idea and how to make it more sustainable, etc.?

Each team has to come up with a list of names and contacts (Facebook, e-mail, phone number). They also need to indicate why and how this person/organization can help them.

Students can use Excel or any other software they think is appropriate to record their list in an orderly and easy to access manner.

You could help the students in the process by giving them an example of a person/organization you know who could be their mentor. You could give a short resume of their experience and current activities, so that students get an idea of how they could structure their own thinking.

 **Low-tech option:** *If there are not enough devices connected to the Internet in the classroom, then you could encourage students to brainstorm about potential partners and complete the list of names and contacts as part of the homework.*



4. REFLECTION

(2 min.)

You can ask the following questions to the whole class and collect several answers from volunteers. Alternatively you could ask the students to fill in their answers individually in written form in the worksheet provided:

- What did you learn about yourself from this activity?



5. HOMEWORK

Tell the teams that for homework they will have to get in touch with the people they have identified, share their idea and ask them to be their partners and mentors, giving recommendations how to improve the ideas. Students have to explain that they are attending a school course on green entrepreneurship where they are developing their own sustainable business ideas and they are looking for people with expertise who can help them improve the ideas. They can invite the ones who are willing to join to come to the school for the next class when each team will be working on its business model canvas. The partners will be able to contribute with their expertise during that

Entrepreneurial project stage 3 – Looking for partners

process. If the partners are not available to come to the class, the teams can communicate online or over the phone. Make sure that if the students set up an appointment with their partner, they will keep that appointment and that if they receive any tasks from the partner, they will follow them through.

Tell the students that if they are sending an email invitation, they need to make sure it is personalized – by showing they have already researched this person and believe his/her skills are very appropriate for the support they are looking for. If they create a template letter that they copy-paste to each potential partner, this will lower their chances for a positive response.

6. A LOOK INTO THE FUTURE

Tell the students that next time they will work on structuring their idea further by using the business model canvas.



