

Entrepreneurial project stage 6 – Reworking the business model canvas

1. SHORT SUMMARY

- Total duration of this lesson: 45 minutes
- What will the students learn?
 - How to develop a business model based on business model canvas and customer interviews.
- What will the students do during this lesson?
 - Share their experience from the customer interviews.
 - Rework their business model canvases based on the information from the customer interviews.
- What skills are the students going to improve?
 - Effective communication
 - Research skills
 - Team work
 - Business model development skills
 - Problem identification 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)
 - Flipchart paper
 - Markers

2. INTRO

Remind the students that they had to conduct customer interviews for homework and spend some time on each team sharing their experience and insights from the customer interviews:

- What went well during the interviews and why? What didn't go so well and why?

- Based on the interviews, how are you going to develop your idea further? Are there assumptions in the business model canvas that you need to transform?

As the students are talking, mark some keywords on the flipchart/whiteboard.

3. PRACTICAL ACTIVITIES

Ask the teams to pull out their business model canvases.

During the 25 min. for this activity, the teams should go back and try to incorporate the feedback they received from the customer interviews into their business model canvas. If the teams' partners and mentors are available, they can join the class and share their feedback and advice too. Changes on the canvas may be marked with a different color so that the areas where the customer interviews have influenced the business model are visible.

CORE

(25 min.)

4. REFLECTION

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 new things did you learn about yourself when working in a team for this activity?

CORE

(2 min.)

5. HOMEWORK

The homework for next time will be for the teams to prepare and rehearse their final presentations. Tell them that there will be people from the business community and other stakeholders who will be judges of their presentations and will ask them questions to determine the potential of their business ideas. Remind them of the criteria that you announced in stage 2 of the entrepreneurial project. Each team is going to have 4 min. for their presentation and then the jury will be able to pose questions.

Let the students choose their own way of designing the presentation visually. They can also decide for themselves who will the speaker for the team be – will it be one person, or more, or everyone. In preparing the presentation they can use all the previous knowledge and experience from this course and from other school subjects about public speaking and presentation design. Tell them that it is good to spend some time talking about the following aspects (this is a simple and straightforward structure that we propose):

- The problem they are trying to solve
- What is the solution they propose and how is it environmentally and socially sustainable
- Insights from the customer interviews and did they discover something important that made them change their assumptions for their business model
- Touch upon all the other elements from the business model canvas to demonstrate applicability and understanding of financial flows.

The teams can use slides to support their presentation. They need to send the final version of their slides at least a day before the presentation event.

CORE

(3 min. to explain)

6. A LOOK INTO THE FUTURE

Next time is the last class period in the GREENT course and it is the most challenging – students will have to present their ideas in front of a jury and answer their questions.



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Lesson 35



What new things did you learn about yourself when working in a team for this activity?

