



**"COOPERATIVE LEARNING AND DIGITAL SKILLS IN
ENTREPRENEURSHIP EDUCATION",
2017-1-LV01-KA219-035242**

Entrepreneurship workshop's materials



**(lessons prepared and led by teachers
of all partners' schools
during the Blended mobility in Amareleja,
Portugal, October 2018)**

International lessons



Publicity video making
Portuguese International lesson/workshop





CANVAS BUSINESS MODEL

ERASMUS PLUS PROJECT

COLENT




COOPERATIVE LEARNING AND DIGITAL SKILLS IN ENTREPRENEURSHIP

Blended mobility in Amareleja, Portugal, October 2018







WHAT IS THIS?

- It is a strategic shared language for describing, visualizing, evaluating and changing business models.
- It describes the rationale of how an organization creates, delivers and captures value.




BMI • Business model canvas

VALUE PROPOSITIONS

- What's compelling about the proposition?
- Why do customers buy, use?

- Because it is new.
- To improve what it is still existing.
- To offer a product with cheaper conditions.
- To identify a status by your product.








KEY ACTIVITIES

- What strategic things does the business do to deliver its proposition?

Key activities

What are the activities you perform every day to create & deliver your value proposition?


KEY RESOURCES

- Which resources are necessary to create the value proposition?

Key resources

What are the resources you need to create & deliver your value proposition?

- Human
- Financial
- Intellectual
- Physical




KEY PARTNERSHIP

- What can the company not do so it can focus on its Key Activities?

Key partners
Who are your most important partners?
Which key resources do you acquire from partners?
Which key activities do your partners perform?

- joint ventures
- strategic alliances between competitors

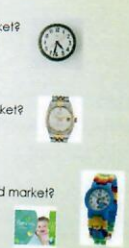


CUSTOMER SEGMENT

- Who are the customers?
- What do they think? See? Feel? Do?

Customer segments
Are customers and their underlying needs different enough to warrant different value propositions?

- Mass market?
- Niche market?
- Segmented market?




CHANNELS

- How are these propositions promoted, sold and delivered?

Channels
How does your value proposition reach your customer? Which can you use? Customer? How do you promote products or services?

- its own channels (store front),
- partner channels (major distributors),
- a combination of both



CUSTOMER RELATIONSHIP

- How do you interact with the customer through their 'journey'?

Customer relationships
Which channels and customer segments? Which value propositions? Which customer segments?


- Personal assistance
- Self service assistance
- Communities
- Co-creation

COST STRUCTURE

- What are the business' major cost drivers?
- How are they linked to revenue?

Business model canvas

- Fixed Costs – Costs are unchanged across different applications, e.g. salary, rent
- Variable Costs – Costs vary depending on the amount of production of goods or services, e.g. music festivals
- Economies of Scale – Costs go down as the amount of goods are ordered or produced.
- Economies of Scope – Costs go down due to incorporating other businesses which have a direct relation to the original product.




And now?

- Get the right team of 4-5 people together
- Grab a large chunk of wall space or a war room
- Print or draw the canvas on a big sheet of paper
- Have plenty of sticky notes and markers ready
- Allow yourself 30 minutes of undisturbed time

Create your personal business canvas model

In the next slide you'll find your resource:



C O L E N T



MARKETING

Amaraleja, 24. 11. 2018.
Professor: Alen Lacko, mag.theol.

WHAT IS MARKETING

- The management process through which goods and services move from concept to the customer.
- Management definition:
- It is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational goals.

4 P'S OF MARKETING (MARKETING MIX):

- It includes the coordination of four elements called the
- (1) identification, selection and development of a product,
- (2) determination of its price,
- (3) selection of a distribution channel to reach the customer's place,
- (4) development and implementation of a promotional strategy.

1. PRODUCT

Consumers will favor those products that offer the most quality, performance, innovative features.

Managers in these organizations focus on making superior products and improving them over time.

Example



2. PRICE

- A value that will purchase a finite quantity, weight, or other measure of a good or service.
- Price is determined by what a buyer is willing to pay, a seller is willing to accept, and the competition is allowing to be charged.
- With product, promotion, and place of marketing mix, it is one of the business variables over which organizations can exercise some degree of control.



3. PLACE (DISTRIBUTION)

- A practice involving the application of branding and sales strategies to different regions, cities, states or countries.
- An example of place marketing in business consists of tourism departments and city councils with place marketing teams competing to attract tourists and new residents use branding techniques. Also called territorial marketing or place branding.



• Example:

It will be very big fail to try sell an Eskimo a Air conditioning system ☹



4. PROMOTION

- Many customers don't know what they want when the product is new, concept or service is new.
- So companies help the customers to learn what they want.
- Promotion is used to enhance the sale of a product and it is used in different forms. The forms that are used most often are advertising, PR (public relations), digital marketing, various special offers, discounts, prize contests etc.

• Example:



WHAT IS MARKETED?

- Goods
- Services
- Events
- Experiences
- Persons
- Places
- Properties
- Organizations
- Information
- Ideas

GOODS

item that satisfies some human want or need, or something that people find useful or desirable and make an effort to acquire it.



SERVICES

products such as accounting, banking, cleaning, consultancy, education, insurance, expertise, medical treatment, or transportation



Services

EVENTS

The activity of designing or developing a themed activity, occasion, display, or exhibit (such as a sporting event, music festival, fair, or concert) to promote a product, cause, or organization.



EXPERIENCES

Familiarity with a skill or field of knowledge acquired over months or years of actual practice and which, presumably, has resulted in superior understanding or mastery.



PERSONS

An individual, agency, association, branch, corporation, estate, group, partnership, or other entity or organization having legal rights and responsibilities separate from those of other entities and/or of its owners or members.



PLACES

In marketing mix, location of the market and means of distribution used in reaching it.



PROPERTIES

Quality or thing owned or possessed.



ORGANIZATIONS

A social unit of people that is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems—they affect and are affected by their environment.



INFORMATION

Information is valuable because it can affect behavior, a decision, or an outcome.



IDEAS



A thought or collection of thoughts that generate in the mind. An idea is usually generated with intent, but can also be created unintentionally. Ideas often form during brainstorming sessions or through discussions.

MARKETING STRATEGY

• An organization's strategy that combines all of its marketing goals into one comprehensive plan. A good marketing strategy should be drawn from market research and focus on the right product mix in order to achieve the maximum profit potential and sustain the business. The marketing strategy is the foundation of a marketing plan

MARKETING CONCEPT

- Customer-centered, sense and response philosophy.
- The job is to find right products for your customers.
- The key to achieve organizational goals consists of the company being more effective than competitors in creating, delivering and communication superior customer value to its chosen target markets.



IMPLICATIONS OF MARKETING

- Who are our existing/potential customers?
- What are their current/future needs?
- How can we satisfy these needs
- Can we offer a product/service that the customer would value?
- Can we communicate with our customers?
- Can we deliver a competitive product or service?
- Why should customers buy from us?

COMMUNICATION WITH CUSTOMERS

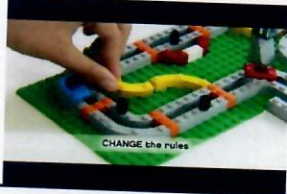
- Advertising offers information to the customers which they can use to make decisions about buying simpler.
- In advertisements, brands try to make their product uniquely different from the competitor brands and convince the buyers to buy their product.
- They pay for media space to broadcast, print or show on the Internet the messages and pictures they have come up with for their current or future customers.

THE MOST USED ADVERTISEMENT TECHNIQUES ARE:

- Stimulation for action – "Buy today", "Choose" – the message tells you what you should do.



- **Games** - An advertisement in the form of a game is very efficient, especially when it refers to the younger population, because it draws in the customers in a fun way. A stronger connection is made than in the classic, one-way communication in advertisements



- **Humour** - Funny advertisements leave a unique mark on the customers and are remembered.



- **Association** - By using the flag or the words from some country, home-made, regional, the goal of the message is to transfer positive patriotic emotions through association.

TURISMO DE
PORTUGAL



- **Discounts** - Emphasizing the price discount as a buying stimulus



- **Ambassadors** - Using individuals who have used the product or celebrities, which makes the product seem more convincing.



MARKETING AS A PROCESS CONSISTS OF:

- 1) **Analyzing the state of the market**
Swot analysis (SWOT stands for strengths, weaknesses, opportunities, and threats)
Choosing a target market and researching it
- 2) **Forming a marketing strategy**
Come up with the methods in which the company can realize its marketing goals
- 3) **Planning a marketing program**
Shaping of the marketing mix
- 4) **Implementation**
Accomplishing the tasks defined in the plan
- 5) **Control** - Measuring and evaluating the achieved goals

INTERNET MARKETING

Marketing efforts done solely over the Internet. This type of marketing uses various online advertisements to drive traffic to an advertiser's website. Banner advertisements, pay per click (PPC), and targeted email lists are often methods used in Internet marketing to bring the most value to the advertiser.

Internet marketing is a growing business mainly because more and more people use the internet every day. Popular search engines such as Google and Yahoo have been able to capitalize on this new wave of advertising.



MOBILE MARKETING

- One of the newest marketing trends, that is the newest communication channels between the company and the consumer
- Implies using SMS (Short Message Service) messages as an advertising medium
- includes a personalised advertising in which the users decide which advertisements they will receive to their mobile phones, as well as at what times they will receive them



DIFFERENCES BETWEEN SALES ACTIVITIES AND MARKETIN ACTIVITES

Sales activities	Marketing activities
Emphasis on the product	Emphasis on the needs and wants of the consumers
Company makes the product first and then created different methods of sale	Product is made according to the needs and wants of the consumers
Management oriented on an increase in sales	Management oriented on profit
Planning is short-term and depends on the current market conditions	Planning is long-term, and it takes into consideration „future“ products, as well as the market changes that could take place
Emphasis on the needs of the company	Emphasis on the wants and needs of the consumers

CONCLUSION

- Marketing is meeting the needs profitably both of marketers and customers.
- The aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself.
- 4 P's of Marketing
 - (1) identification, selection and development of a product,
 - (2) determination of its price,
 - (3) selection of a distribution channel to reach the customer's place,
 - (4) development and implementation of a promotional strategy.

EXAMPLES OF GOOD PROMOTION





LESSON FOR THE INTERNATIONAL STUDENTS' GROUP DURING THE BLENDED MOBILITY IN AMARELEJA, PORTUGAL

(Mālpils Secondary school, Latvia)

Title of the lesson: Dependence of labor productivity on available resources

1. Class/Classes and age group to which the action is addressed:
Participants: Grades 9-12 (15-18 years old)

2. Stimulus/trigger:
This activity is one of the ways to generate curiosity, to encourage learners to interact more in the target language and cooperate with their partners

3. Short description of the project/activity/activities
Chose the captain of the team - the owner of the pizzeria, he is the only one from team is allowed to speak and give guidance to others. Each team (6 people) is given the same resources (1 scissors, 3 different color markers and unlimited paper). Task - to make as many pizzas as possible in 3 minutes (pizza is baked if the paper is cut out of a circle and has a corresponding number of symbols for each color). The first time a chef chooses only one employee. The second - two, ..., fifth - five.

4. To which students' need does the specific action correspond?
The activity is intended to promote cooperation skills and creativity.

5. Aims –specific objectives of the activity:
Creating an understanding of the relationships between available resources and output.
Improve the ability to group responsibilities in group work.
Improve communication skills.

6. Connection of the activity to the existing curriculum and EU/Global Day thematic field or the common relevant school activities of the specific class:
Using CLIL stimulates communication and metacognitive competences.

7. Duration (total school hours):
2 hours

8. Methods and materials used:

Team Work
Formulation of judgment
Paper
Scissors
Markers (3 colors)
Stopwatch

9. 1ststage (preparation) (activities, tools):

Formulation of the assignment, creation of a scoreboard, preparation of the necessary teaching aids

10. 2ndstage (implementation) (activities, tools):

Pupils are divided into groups of six (it is important that the group has more participants than the available resources - scissors and 3-color markers). Choosing the leader of the group - the owner of the pizzeria (it is essential that only this person can speak during the task), the rest - pizzeria employees. Task - to make as many pizzas as possible in 3 minutes (pizza is considered to be baked if a certain size of paper is cut out on the paper and there is an appropriate number of symbols for each color). The first task is done by the chef with one employee. In the second - with two employees,.... The results are presented in a table. The team winning the most pizza in all rounds wins. In the end, the group's opinion on the availability of available resources to the quantity of output produced should be formulated.

11. How did you manage to cooperate with other teachers – classes – schools – bodies – partners?

As the activity is connected with economy, there is a close cooperation with the economy teachers as well as with the students from different classes and different partner schools.

12. Report – Evaluation – Results

The activity encourages understanding of the need for division of labor in group work, the ability to cooperate and participate. Activity allows you to understand the real challenges of business creation and to identify the relationships that are relevant to this process. This activity, in a fun and creative way, allows students to acquire the knowledge and skills they need in business.





ERASMUS + KA2 - SCHOOL EDUCATIONCOLENT

Mālpils secondary school, Latvia

Title of lesson: What do we know about the cars from different countries?

1. Class/Classes and age group to which the action is addressed:
Participants: Grades 9-12 (15-18 years old)

2. Stimulus/trigger:

This activity is one of the ways to generate curiosity, to encourage learners to interact more in the target language and cooperate with their partners

3. Short description of the project/activity/activities

Using their knowledge and experiences on machinery industry, the students discuss the given information about 70 car logos, identify and write down the names of the countries-manufacturers of the cars in the given time limit. After the time finishes, the groups exchange the worksheets, compare the answers with the given keys and mark the score.

4. To which students' need does the specific action correspond?

The specific action corresponds to the students' cooperation, creativity and self-confidence in their knowledge.

5. Aims –specific objectives of the activity:

To improve their knowledge of specific information about the world mashinery.
To develop the skill of group work.
To motivate the students to use their imaginative and comparative skills.
To enhance the communication skills.

6. Connection of the activity to the existing curriculum and EU/Global Day thematic field or the common relevant school activities of the specific class:

Using CLIL stimulates communication and metacognitive competences.

7. Duration (total school hours):

2 hours

8. Methods and materials used:

Team Work

Analyzing and comparing information

Worksheets with the car logos (+ keys)

Charts, felt-pens

Stopwatch

9. 1ststage (preparation) (activities, tools):

Creating and designing the worksheets, choosing, selecting the appropriate information about the world car manufacturers, preparing necessary learning tools: felt-pens, sheets of paper, stopwatch.

10. 2ndstage (implementation) (activities, tools):

The students are divided into the groups of four- five people. Each team gets the worksheet with the chart of the car logos. The students not exceeding the time limit. After completing the chart, the students compare and supplement their information discussing their results with the other groups. The second worksheets are delivered to the groups with the task to guess the names of the drawn countries using the map of the world during the given time limit. At the end the students check their answers (The teacher gives the correct answers.)

11. How did you manage to cooperate with other teachers – classes – schools – bodies – partners?

As the activity is connected with geography, there is a close cooperation with the geography teachers as well as with the students from different classes and different partner schools.

12. Report – Evaluation – Results

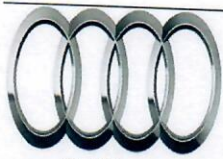
The activity challenges the students to use their imagination based on their previous experiences as well as gained information from the mass-medias and social networks which corresponds to the teenagers` lifestyle. The visual aspects of the activity cause the students` interest and curiosity about the specific topics and develop the efficient learning styles.



CHEVROLET



CADILLAC



AUDI



BENTLEY



ASTON MARTIN



CITROËN



KIA MOTORS



Ferrari



LEXUS



HONDA



INFINITI



Mercedes-Benz



MAZDA



HYUNDAI



MITSUBISHI
MOTORS



PEUGEOT



PORSCHE



RENAULT



TATA



SUBARU



TESLA



VOLKSWAGEN



TOYOTA



SUZUKI



KAMAZ



SSANGYONG



BRILIANCE



SMART



SEAT



SCANIA



HOLDEN



LADA



ŠKODA



DEVEL SIXTEEN



IVECO



PREMIER



TAURO



Jeep



MAYBACH



DAEWOO



CHANGAN



GREAT WALL



FOTON



CHERY



MACK