PLAY AS AN ENTREPRENEUR!

GUIDE ON USING INNOVATIVE LEARNING METHODS on ENTREPRENEURSHIP

by Lidia Avădănei and Alina Avădănei

POWER of PLAY

POWER of PLAY

Power of Play project is one of the 15 European HUBs dedicated to stimulating creativity among young people, European centers created within the Learning Labs program, coordinated by Creative FLIP and funded by the European Union. Among the coordinating countries of the creative hubs we can list: Spain, Great Britain, Portugal, Slovenia, Italy, Belgium and Romania, represented by two creative hubs, one in Timișoara and the other in Piatra Neamț.

The Power of Play project implemented by the organization Creative Innovative Business Incubation Center is carried out in collaboration with the Dimitrie Leonida Technological High School from Piatra Neamț as a local partner in the implementation of activities!

Our HUB purpose?
a) developing skills and social inclusion through creativity;
b) promoting the involvement, connection and empowerment of young people;
c) promoting entrepreneurial education and entrepreneurship among young people.

Who is our target group? - 30 students of D. Leonida Technological High School from Piatra Neamț, aged between 15 and 18

Peiod of implementation - December 2020 - February 2021

The activities that will be implemented within this project:
***4 videosmade** by students through the storytelling technic of 4 successful entrepreneurial stories from our community;
***3 workshops on creativ entrepreneurship** using gamification by Lego Serious Play.

In order for the students involved in this project to be able to understand and put into practice more easily the activities carried out within the project, CICIA Association elaborates this manual in which it presents the storytelling method by making 4 videos of success stories, but also including notions about gamification and its use in entrepreneurial learning.

POWER of PLAY

Contents

POWER of PLAY

The POWER of PLAY project talks about the involvement of the students of the Dimitrie Leonida Technological High School from Piatra Neamț and the involvement of the teachers in the digital practices aimed to:
- adopt the digital storytelling as an innovative tool to encourage participatory practices, thanks to the creation of mini-companies of students who have the role of producers of digital films / videos
- developing entrepreneurial skills among students, leading them to self-entrepreneurship through gamification using the Lego Serious Play method.

The project requires **student involvement** in stories about the success of companies in their community, encouraging them to make videos as they become familiar with technology as digital natives. Of course, the story means getting acquainted with companies and entrepreneurs, to find out how they set up their business, where and why they started and how they eventually succeeded through difficulties and obstacles.

The effects of the project predict that students will become passionate and enthusiastic about how business people in the community have created healthy companies. Processing the different elements of a story also helps them to develop different levels of meaning, making them progress from a purely fictional learning to a transformative and reflective learning.

The expected result is for secondary school students to develop their own entrepreneurial skills and attitudes, taking into account the idea of setting up their own companies after completing their studies. It also results, from the students, a greater involvement and motivation towards education, due to an alternative method of learning, very different from the traditional one. Increased student motivation is also expected to contrast with ESL (early school leaving) from those with low performance, at high risk of dropping out of school..

POWER of PLAY does not involve teachers in teaching a traditional frontal lesson, but, on the contrary, *students need to work with teachers to learn about the companies and stories of successful entrepreneurs in the community, to write storylines, and to make videos.*

Storytelling

It is an inter-curricular way of learning, because students do not only deal with a specific subject, but must take into account multiple aspects.:

* The structure of a story
* The relevant topic of the specific company and the production chain they want to speak (for example, the story of a dairy company with all the related problems therefore)
*   The relevant historical period in which the story takes place
*   Digital issues attached to it (making and editing the video)

The digital part of the storytelling activity should engage more students, young people being very familiar with digital technology and very happy and motivated to use it in a learning context. On the other hand, digital technologies are exactly the ones that need to be developed, as they are not routinely trained for such use of digital media. In general, teachers are not used to developing cross-curricular curricula, where they learn technical concepts, along with communication skills..

The POWER of PLAY project involves both students and teachers in the development of 4 hypervideos, about 4 success stories from local companies.

Once made, the videos will then be processed by the project coordination team, they will adapt them to become the appropriate teaching tools, suitable for developing inter-curricular programma.

Why hyper-video?

Hyper-videos are**" enriched videos"**, with links that allow you to browse different video sequences or open windows to multimedia materials like other videos, websites, presentations, and documents for more comprehensive and in-depth information on topics and a more immersive user experience.

Hyper-videos is *a tool that fits perfectly with the theme of entrepreneurship education*:
   1.First, it provides teachers with a "combined" teaching tool. A hypervideo can talk about many topics without forcing a hierarchy of meanings and values, with a wide variety of content, each time setting the level of detail and always leaving a chance for additional information.

   2. Hyper-video helps teachers reach out to those with low performance, students with motivation and / or learning difficulties, stimulating their ability to self-engage, encouraging them to participate interactively and proactively, asking questions and being able to find answers himself.

   3. Hyper-video architecture allows students to achieve so-called entrepreneurial skills by adopting and updating them. To turn a video into a hyper-video, you need to work in a group that chooses the content and materials available online or offline or create them from scratch, setting the logical context for the actual realization, and finally proceeding to manipulate digital video, to get a final product as a result of team planning, research and collaboration - thus stimulating teamwork.

The content of the stories: the videos should tell the success story of a business, emphasizing the qualities of an entrepreneur and the personality traits that make him a real entrepreneur.

The stories should be:

a. Success - not being a billionaire, but being healthy and sustainable in the medium and long term.

b. With a strong identity and a "historical memory" of entrepreneurs and employees: to convey the values, mission and skills of an entrepreneur, suitable for digital storytelling.

c. With a strong penchant for product and process innovation, to highlight the employment potential of others in the community.

d. With entrepreneurs / employees who have a positive attitude, very motivated and who are interested in telling their entrepreneurial journey to young people interested.

In the following we will present you some **STEPS** that must be followed in the production of storytelling (story) so that it becomes a didactic and useful tool for students in the entrepreneurial learning process.
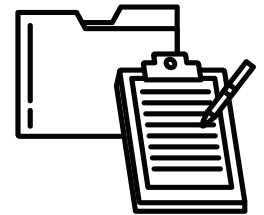
POWER of PLAY

Step 1

Identify the following elements and describe them:

a) the **Idea** - What do you think will have an impact?
b) the **Message** - What do you want to convey?
c) the **Subject** - Who are the actors and what are their roles?
d) the **Story** - How do you choose the plans and model the action to convey the desired message?

Step 2

The Story structure:

a) **Summary** - The summary in the final elaboration of the story and the video is very important.

b) **Copycat** - It is the art of imitating, copying properly and in accordance with reality the behavior of a person and this in order to be transposed as realistically as possible in the story.

c) **Location** - Here we refer to the place where the filming will take place. It is very important to convey an appropriate message to film in a relevant environment and compatible with the idea of the story.

d) The **Characters** - the art of conveying feelings and appropriate to reality helps to make a video as authentic as possible and to convey a message according to reality.

Step 3

Making the script:

a) **Screenplay** - Script = characters lines
b) **Storyboard** - The course of the story, the fluency of the scenes and the frames

Step 4

Technical details required for filming:

a) **Camera settings** - What type of camera can I use to make a high quality final product?

b) **Shots** = **Filming scenes** - necessary rules and techniques!

c) **Photo** -adequate capture of reality and through photography and realistic frames.

d) **Lights** - must be suitable for indoor or outdoor filming.

e) **Actors' performance** -The ability to turn into an actor and speak in front of a camera.

f) **Audio settings** - use of microphones for clean and appropriate sound
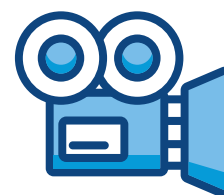
Step 5

Edit:

a) I have to choose carefully the **editing program** of the film made; we recommend using the youtube platform for a simple and fun performance. But there are also a lot of free phone apps that allow you to edit movies: adobe premium rush, quick, Inshot, KineMasteretc.

b) **How is editing done**? If using a telephone application or a program, it is important to consider the fluency of the scenes, the clarity of the image, the sound to be heard clearly and the frame to display the targeted characters.

c) **Export the final product** - download the final version of the video

CHARACTER ARCHETYPES

Hero:

He is the most active character in the story. He is the one who makes the journey: someone who is willing to sacrifice his own needs on behalf of others.

Mentor:

He is the guide who helps, trains, protects and instructs the hero. He has the right to give her some special gifts.

The Guardian:

He tests the hero, creating difficulties. It stops him in front of the threshold and brings him back to his original limits. It is a threatening face for the hero, but if it is understood, it can be overcome.

Herald:

It is the change that heralds the beginning of the adventure. The force that brings a new challenge to the hero.

The shadow:

He is the character who represents the energy of the dark side. The confrontation between shadows and heroes is the driving force of the story.

Joker:

He is the hero's companion. It may be wise and funny, but it represents the desire for change.

STAGES OF THE STORY / TRAVEL - Vogler's Hero's Journey Model

In the elaboration of the storytelling, everything starts from the creation of the script / script and from the contouring of the characters. If earlier we presented some types of characters that can be found in the stories told by students, in the following we want to present the stages of the story, the script as it was thought and illustrated in the model of Vogler's Hero's Journey (1999) .

Phase 1: **The ordinary world** (presentation of the environment, of the area where our model is found) - The hero is seen in his daily life. The new "strange" and "extraordinary" world is presented.

Phase II: **The Trigger of the Adventure -** It is the initiating incident of the story. It shows to the hero the purpose of his mission.

Phase III: **Refusal / Hesitation to take the initiative**- The hero has some hesitation in responding to the incitement. Instead, reluctance helps increase the stakes.

Phase IV: Mentor meeting moment - The hero gains the supplies, knowledge and confidence needed to start the adventure.

Phase V: Accepting the challenge - The hero accepts the challenge and enters the "special" world of the story. It is not possible to return.

CONFRONTATION - TEST, allies and enemies - the hero explores the special world, faces trials and makes friends and enemies.

Phase VI: Our story in full swing - The hero approaches the center of the story: it involves time to prepare for the strategy.

Phase VII: Highlighting moment - The hero faces the biggest challenge: he could experience death and rebirth.

Phase VIII: Outcome / Reward: The hero experiences the consequences of surviving death. It's time to take the treasure / winnings and rest.

Phase IX: Return to normal - The hero returns to the ordinary world or continues until the end of the destination. It's a turning point: our hero has changed.

Phase X: Renaissance - The hero lives a final moment, like death and rebirth. It is a kind of final exam before re-entering the ordinary world.

Phase XI: Return with the Elixir / Knowledge gained - The hero returns with something (tangible or not) to improve the ordinary world.
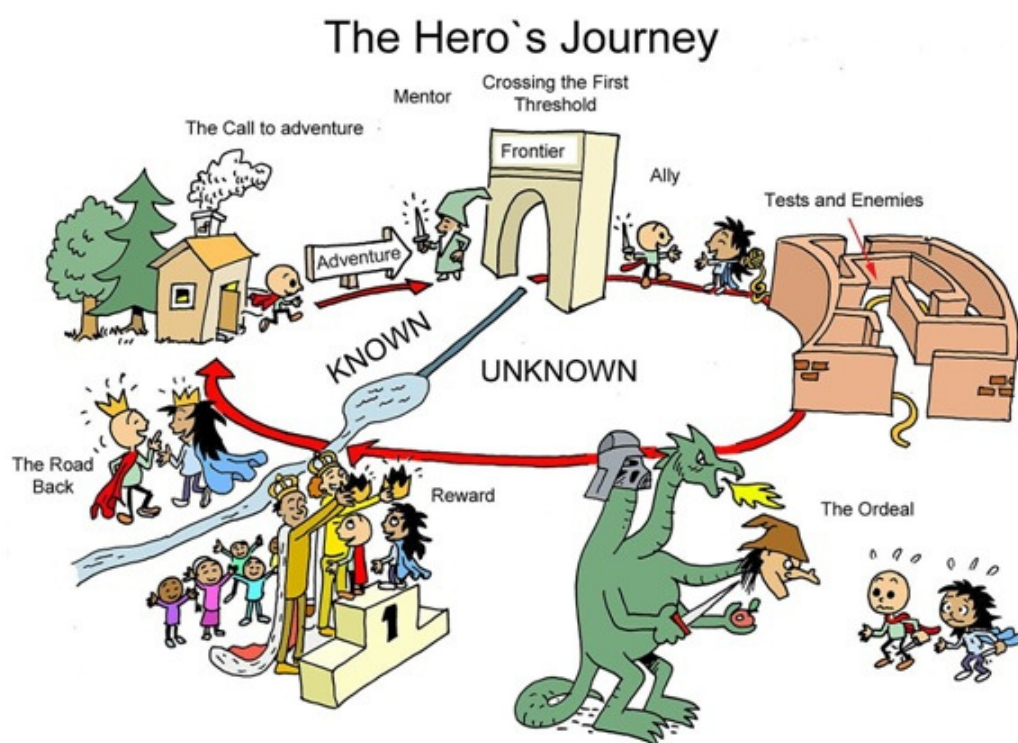
Fig. The Hero's Journey, Vogler, 1999

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The setting of the **Hero's Journey** traditionally illustrates a leading character who lives in an ordinary world, namely in a well-balanced situation. This static state is disturbed by a triggering event that endangers the seemingly quiet life that the protagonist has lived for a while, inspiring him and calling him more or less reluctant to act. This is the path through the core of the adventure that involves, beyond a series of more or less complicated elements, a moral and psychological evolution of the hero, who becomes more mature and crosses a threshold representing another chapter in his life without any chance to go back to what it was before. In this way, the story reaches a new situation of balance, a new ordinary world in which the protagonist, along with other characters, is at this time an older and wiser person..

Given the recurring structure, the Hero's Journey model is suitable for didactic exploitation due to the strong symbolic, moral and educational value of events and characters. Moreover, the theme of inspiration to become an entrepreneur and the development of personal traits and qualities related to the field of entrepreneurship, are very close to the event of breaking the balance of the "ordinary world" of the Vogler model. At the same time, setting up a company, hiring a new company to overcome commercial and financial challenges, taking risks and responsibilities and finally achieving a solid stability situation, perfectly repeats the archetypal pattern of the Hero's Journey.

A hyper-video model made by the storytelling method can be found on youtube, a creation of the Erasmus + F.A.S.T.E.S.T project. in which the CICIA organization also participated as a representative of Romania: https://www.youtube.com/watch?v=1_TaO7WtJn4

What is entrepreneurship?

THE CREDIT OF THE AMERICAN ASSOCIATION OF ENTREPRENEURS: " I decided not to be an ordinary person. It is my right, if I may, to be special. I'm looking for the chance, not the convenience. I do not want to be a citizen who is maintained, humiliated and bored by the care that the state shows me. I want to take a calculated risk, dream and build, make mistakes and succeed. I choose the challenge of life instead of the guaranteed existence, I choose the emotion of realization instead of the calm allure of utopia. I will not change my freedom for mercy, nor my dignity for bargaining. I will not bow down to any master, nor will I give in to a threat. It is my legacy to stand up straight, proud and fearless, to think and act for myself, to enjoy what I am accomplishing, to face the world bravely and to say "This, with God's help, I did it".

Entrepreneur:
- the one who initiates, innovates, takes risks and organizes.
- the person who identifies the opportunity of a business, assumes responsibility for starting it and obtains the necessary resources to start the business. Key word: **INITIATION**
- the person who assumes the risks of running a business. Key word: **RISK**
- the one who manages the resources needed to run an innovation-based business. Key word: **INNOVATION**
- an authorized natural person or a legal person who, individually or in association with other authorized natural persons or legal persons, organizes a commercial company for the purpose of carrying out acts and acts of trade for the purpose of making a profit by the realization of material goods, respectively provision of services, from their sale on the market, in conditions of competition. (Law 133/1999 on the stimulation of private entrepreneurs for the establishment and development of small and medium enterprises). Key word: **ORGANISATION**

In other words, the entrepreneur is a person who initiates and carries out a set of activities characterized by risk and innovation in order to obtain material and personal satisfaction.

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What does an Ideal Entrepreneur look like?

Knowledge

Abilities

Atittudes

Abilities
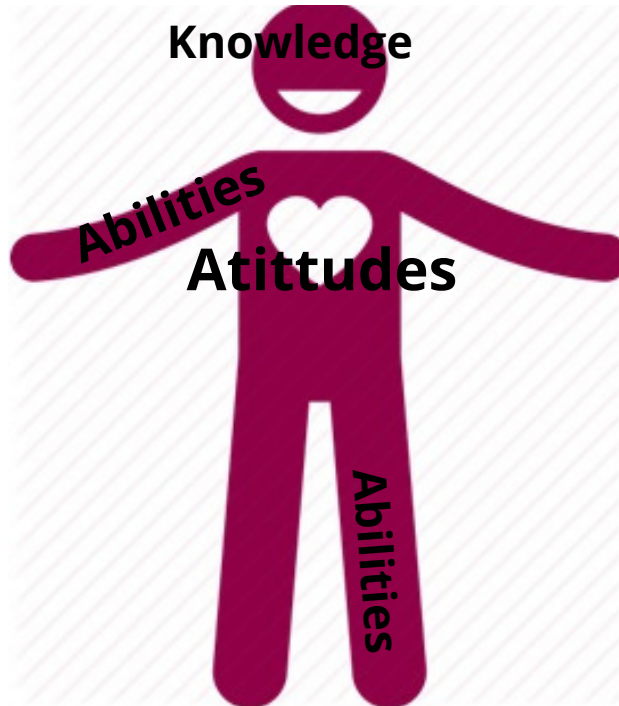
Qualities of an entrepreneur:

- seeking opportunities and initiative
- taking the risk
- demand for efficiency and quality
- perseverance
- commitment to the signed contract
- searching for information
- setting the purpose / objectives
- systematic planning and monitoring
- persuasion and networking
- independence and self-confidence

Skills of the future

What will the "jobs" look like in 2030?

The phrase "jobs" will become obsolete - because we will no longer directly associate work with a particular place. We will be able to work from anywhere.

85% of the trades that will exist in 2030 have not yet been invented, according to a recent study by Dell Technologies. You don't seem to think it can happen in just 12 years from now, do you? And yet, these are the effects of the hyper-technological world that has emerged and fascinates us with its various scientific discoveries and economic strategies today. In Romania there are already signs of the very near future, in the top industries - such as information technology (IT) - but also in traditional fields, such as agriculture. Future job offers will be closely linked to the trends that are changing the world today.

Most current estimates show that over 10% of current jobs will be automated in the next decade. By 2030, 800 million jobs will be cut due to automation, according to a recent study by the McKinsey Global Institute.

65% of the jobs of the future will be different from today, according to the report of the World Economic Forum (GEF): "The future of jobs".

Mega - trends that "sculpt" the future

Robotics

Blockchain System

Biotechnology

Artificial Intelligence
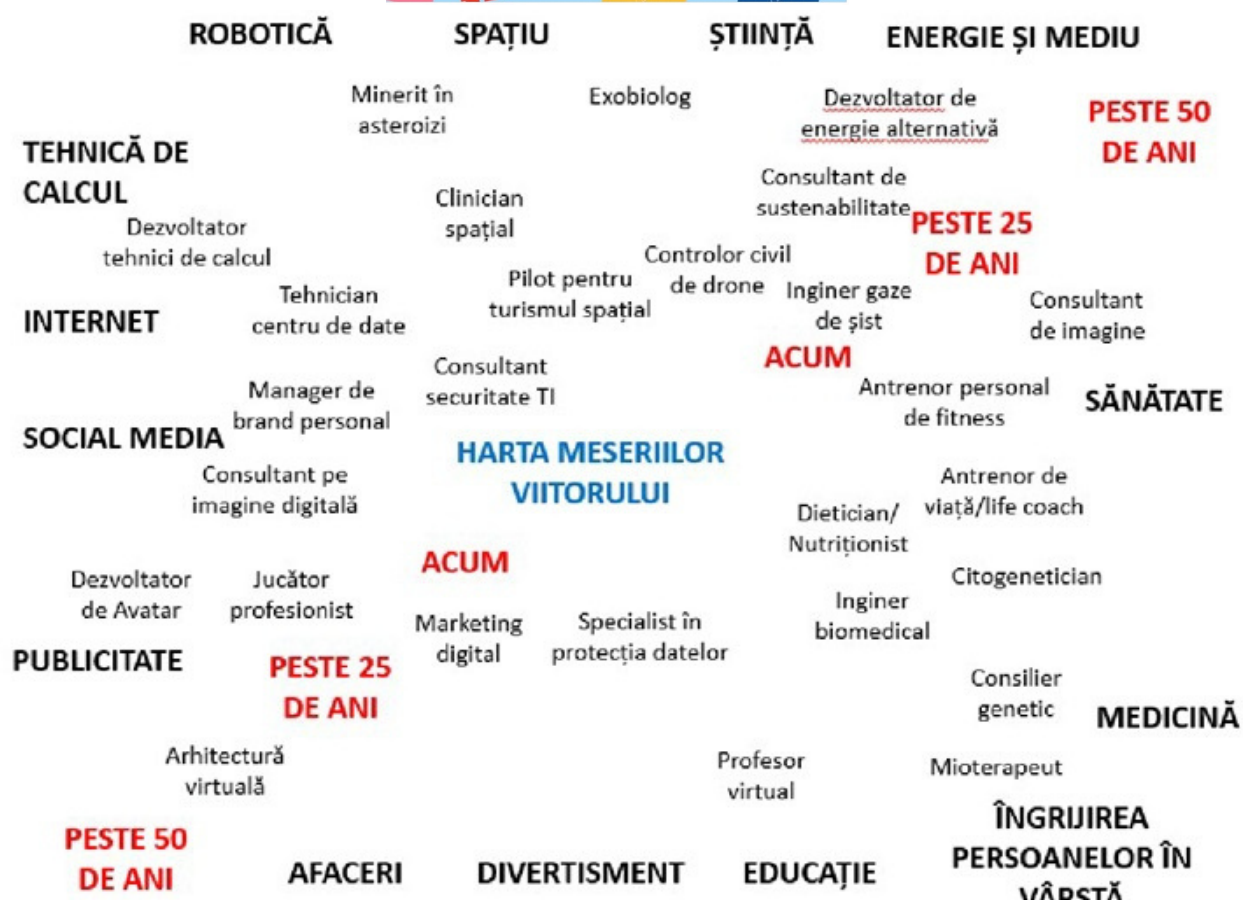
Virtual Reality

Internet of Things

Printing 3D

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Minerit în asteroizi · Exobiolog · Dezvoltator de energie alternativă · **PESTE 50 DE ANI**

TEHNICĂ DE CALCUL

Dezvoltator tehnici de calcul · Clinician spațial · Consultant de sustenabilitate · **PESTE 25 DE ANI**

Controlor civil de drone · Inginer gaze de șist · Consultant de imagine

INTERNET · Tehnician centru de date · Pilot pentru turismul spațial

Manager de brand personal · Consultant securitate TI · **ACUM** · Antrenor personal de fitness · **SĂNĂTATE**

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Dezvoltator de Avatar · Jucător profesionist · **ACUM** · Marketing digital · Specialist în protecția datelor · Inginer biomedical

PUBLICITATE · **PESTE 25 DE ANI** · Consilier genetic · **MEDICINĂ**

Arhitectură virtuală · Profesor virtual · Mioterapeut

PESTE 50 DE ANI · **AFACERI** · **DIVERTISMENT** · **EDUCAȚIE** · **ÎNGRIJIREA PERSOANELOR ÎN VÂRSTĂ**

Map of Future Trades - INACO Association - Competitiveness Initiative

Skills needed for tomorrow's labor market

- Mental flexibility and the ability to solve complex problems
- Critical thinking
- Creativity
- Sociability
- Stem-science, technology, engineering and mathem
- SMAC – Social, Mobil, Analytic & Cloud
- Interdisciplinary knowledge

What can we do to keep up with the changes?

The essence of tomorrow's labor market will be **change** and **flexibility**. Under the pressure of technological, climate & social change, it will be vital for the employee or entrepreneur of tomorrow to adapt to the permanent changes that the demand for products and services will experience.

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Business Model Canvas

A business model is similar to a business plan in terms of content, but a business plan specifies all the elements needed to demonstrate the feasibility of a business, while a business model identifies the elements that make a business work successfully.

In 2010, Alex Osterwald and Yves Pigneur developed the Canvas Model, with the help of 470 business professionals and researchers, present at the Business Model Innovation forum.

A business model describes how an organization meets its objectives, including all processes and policies of the organization. According to Peter Drucker, a business model must answer the following questions:
- who are the company's customers?
- What do customers perceive as the value they receive?
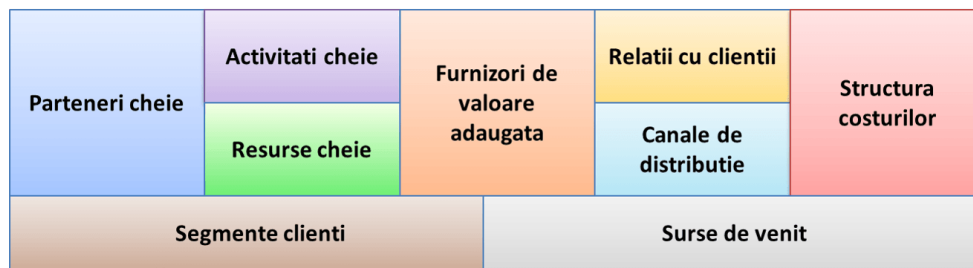- How can the company deliver value at a convenient cost?

If you are looking to make a business plan or if you want to better understand how an existing company works, to make the right decisions and to become a respected and appreciated leader, the Canvas Model is a very useful tool in developing the model. Business. This tool is used in business planning and strategic management, proposing a graphical representation of the business, in the form of a 9-dial board, which introduces the components of the business and the connections between them. This tool highlights or projects the business strategy of the organization. The model rationally describes how the organization creates, delivers and transforms value, being used in designing a new business or redesigning an older one. In the analysis of the viability of a business idea or in the analysis of competing businesses, in order to identify good practices.

USING THE CANVAS MODEL AS A BUSINESS PLANNING TOOL

The Canvas model has a predefined shape, being made up of 9 business building pieces, which are represented by some dials. These are components of the business model, interconnected like a puzzle or construction.

Parteneri cheie	Activitati cheie	Furnizori de valoare adaugata	Relatii cu clientii	Structura costurilor
	Resurse cheie		Canale de distributie	
Segmente clienti			Surse de venit	

The board will be completed with the specific elements of each dial (construction part) written on post-its, so that they can be easily modified. The 9 major parts from which a business is built are:

Customer chains to which the organization is addressed are individuals or companies with specific needs (mass consumers - without a specific segmentation; niche consumers - few, with very specific needs and characteristics; consumer segments - the company segregates consumers by gender, age, revenues, etc., addressing each segment differently; etc.)

Value-added providers are those elements of the business that create added value for a certain segment of consumers, retaining it. Some elements will be similar to what the competition offers, but adding certain attributes, while others will be completely innovative. The added value can come from: product novelty, product performance, product customization, quality services, product design, brand value for social status, price, reduction of costs borne by consumers in using the product, accessibility, ease of use compared to products competitor, etc.

If you are in the design phase of the added value that will be offered by the company, you can perform the analysis of basic skills available to the organization, to identify ways in which the product or service can stand out from the competition.

Sources of income refers to the way the company generates revenue on each segment of consumers: sale of goods, usage fee, registration fee, loans, leasing, rental, licensing, brokerage fees, advertising revenue.

Distribution channels it refers to the way in which added value is delivered for each consumer segment, including own or partner channels, as well as direct and indirect channels. Among the channels that can be used: direct sales, internet sales, sales through own stores, partner stores and wholesalers.

Customer relations include: personal assistance, dedicated personal assistance, self-service, communities, automated services, cooperation to create added value.

Key resources for the creation of added value and the functioning of the business can be human, financial, physical or intellectual resources. They must be acquired, developed, evaluated and used strategically.

Key activities are those strictly necessary for the functioning of the organization and the creation of added value. Different organizations focus on certain categories of key activities, as follows: Production, Consumer Problem Solving, Platforms or networks created by the organization to ensure the relationship with consumers and the delivery of products.

Key partnerships with end customers, suppliers, distributors, NGOs and public authorities. The motivations for creating partnerships can be: optimizing activity and economies of scale, reducing risk and uncertainty, and purchasing certain resources and services. It is recommended to conduct a stakeholder analysis to identify who has the most power and influence over the organization.

Cost structure involved in the built business model - fixed costs and variable costs (depending on the quantity produced). There are two business models from the perspective of the financial approach:

- Cost-cutting firms often resort to outsourcing activities, trying to offer a similar value to competitors at lower prices;
- Value-oriented companies offer personalized or luxury products, differentiating themselves from competitors by the quality of their products.

Canvas Model provides an integrated and holistic perspective on organizations' business models. The way in which the Canvas Model can provide a good starting point in documenting, analyzing and developing strategies and can be illustrated from the perspective of competitive advantage.

Benefits of using the Canvas Business Model:

- **Facilitating the structuring of discussions:** you can use the files that the model has built to guide your brainstorming sessions. Grouping comments and ideas on the structure of the 9 blocks of the model can facilitate the process of generating ideas.
- **Time of elaboration**: transposes the cluttered documentation of business plans into a one-page structure of the business model, managers thus having the opportunity to form a perspective on the links between the ideas related to the component elements.

Development of the portfolio of ideas: the use of the traditional way of approaching business plans requires the allocation of significant time for the elaboration of the documentation related to an idea. Building the Canvas Business Model requires much less time (hours, minutes) and allows the development of multiple ideas.

Clarifying the business approach: in its simple form, the Canvas Model comprises foreground and background elements. The foreground shows which engines generate value and how you can make a profit from your customer relationship. The background elements show what is needed for the foreground elements to be implemented.

The value proposition: The value offered to customers is at the heart of the Canvas Model, leading managers to analyze what deliverables are offered to customers and what customer problems they solve, as well as what generates customer satisfaction.

Parteneri Cheie 6	Activitati Cheie 7	Viziune Misiune Valori 1	Relatii clienti 4	Piata tinta (Segmente) 2
Care sunt partenerii nostri cheie? Care sunt furnizorii cheie? Ce obtinem de la acestia? Ce anume le oferim?	Ce activitati cheie sunt necesare? Ex: De fabricatie? Creare si mentenanta software? Aprovizionare? Formare echipa? Etc.	Unde vrem sa ajungem? Cum ajungem unde ne-am propus? Ce probleme rezolvam pentru clientii nostri? Ce nevoi ale clientilor satisfacem? Ce gama de produse/pachet de servicii oferim pentru fiecare segment al pietei tinta? Ce caracteristici cheie ale produselor/serviciilor noastre raspund nevoilor clientilor? Care sunt lucrurile in care credem cu adevarat si care ne ghideaza actiunile?	Cum ne vom gasi si pastra clientii? Cum vom dezvolta relatiile cu acestia?	Care sunt clientii nostri importanti? Care sunt caracteristicile acestora? Ce anume vor acestia sa facem pentru ei?
	Resurse cheie 8 Care sunt resursele cheie necesare? Umane / Financiare / Materiale / Informationale?		**Canale** 3 Prin intermediul caror canale vor clientii nostri sa fie contactati?	
Costuri 9 Care sunt principale costuri pentru realizare produselor/ serviciilor? Fixe? Variabile?			**Venituri** 5 Cum vom obtine bani in schimbul produselor/serviciilor noastre? Care sunt tacticile de stabilire a preturilor (valuarea adaugata)?	

# Using LEGO in the project
Power of Play

LEGO Serious Play (LSP) uses LEGO pieces to illustrate representations of personal aspirations, expectations, ambitions in the individual or collective entrepreneurial ensemble. It is recognized and verified by psychologists and methodologists that gamification develops and enhances important intellectual abilities and leads to constructive attitudes to seriously address the challenges of learning and using knowledge. It should be noted that the entrepreneurial attributes that students acquire do not only refer to the intention to start or develop a business, but especially for a dynamic, motivated attitude at work and for those who will have the status of employees (entrepreneur).

The shift from LEGO game design to the CANVAS analysis model creates a significant difference from the business plan. Thus, if the Business Plan demonstrates the feasibility of a business, the CANVAS Model demonstrates its success. The challenges that students face during the proposed modules spontaneously highlight their entrepreneurial qualities and directions for their development so that they always have a perspective and a picture as detailed as possible on the context in which they operate.

Emphasis will be placed on:
- Motivation;
- Identifying entrepreneurial traits;
- Building an entrepreneurial profile;
- The way the team is formed;
- Scope of actions and decisions;
- The role of creativity and innovation in business;
- Ethics;
- Social problems;
- conflicts;
- Stakeholder universe (internal and external).
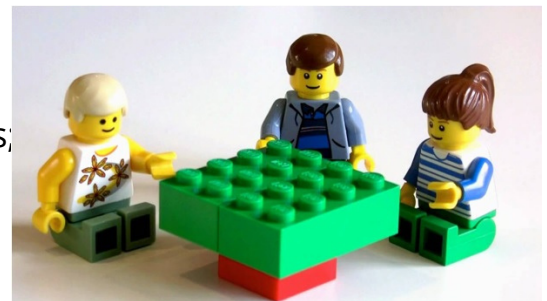
Final conclusions

Why use storytelling as a method of learning entrepreneurship?
- success stories are presented with a huge impact on personal motivation;
- the presence of a hero, a winner - he solves a problem and saves the consumer;
- visual stories - helps you tell the story better with the help of visual effects;
- ordinary people become actors and put themselves in the shoes of a successful entrepreneur.

The Power of Play project combines the storytelling method with the gamification technique using Lego Serious Play to achieve a complete and complex learning process.

Participating students will be stimulated:
- to become actors
- to write a screenplay
- to communicate in front of the camera
- to find the strengths of a business
- to work in a team
- have the ability to synthesize the components of competition
- to develop a CANVAS type business model

The project team of the organization Creative Innovative Business Incubation Center has the ability to mentor and coordinate the team of teachers and students involved in the project activities, adapting materials and teaching methods to the level of understanding of students and their capacity for receptivity .

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