



## Teacher notes for module 1

### Introduction: Awareness

THE  
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HAFELEKAR  
2334



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## Introduction & Purpose

This module is about raising awareness of why the world is moving from products to services, briefly presenting what it is and why sustainability and circular economy are important foundations for VET professions.

It has 4 steps:

- Initial questionnaire (*to self-test prior knowledge and guide learners further accordingly*).
- Introductory video into the topics and the project itself.
- Interactive task helping to connect theory with daily life.
- Outro explaining what is planned in the learning journey.

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### Before leading your class, please:

- Go through the module yourself once, so you know what learners will see.
- Decide how you will run it: more individual (each student on a computer), or more whole class (one shared screen and phones).
- Adjust the timing: the whole module takes about ~20–40 minutes, but you can split it into smaller parts if needed.

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## Timing guide

- **Introduction to the course** – up to 3 minutes
- **Questionnaire** – 1–2 minutes
- **Intro video** – 9 minutes
- **Interactive tasks** – up to 3 minutes if online individually, 15–20 minutes if done together (discussion can be longer if class is engaged)
- **Outro** – 1–2 minutes

 *Total: ~20–40 minutes*



## Tips for teachers:

- You don't need to be a subject expert — let the materials guide you.
- Your role is to:
  - set the tone (explain purpose of each step),
  - encourage discussion,
  - keep time moving.
- Invite questions, but keep the pace light: Module 1 is about *awareness* and *motivation*, not mastery.
- In discussions, if learners raise challenges (e.g. “*services cost more*”), acknowledge their point of view — they might be partially right. The course will explore complexities later. You can answer in these ways:
  - “That’s a good point. Yes, sometimes renting can feel more expensive in the short term.”
  - “In this course, we’ll explore when and why services might still bring value — like saving resources or offering convenience. So, keep that question in mind as we go further.”



## ◆ **Scenario A:** Individual work on computers (online/self-paced in class)

### • **Introduction into the course**

- Open the course and present the welcoming text and the course structure in your own words:

*Welcome to the EcoInnovate AI+ training course!*

*In this course, we'll explore how sustainability, digital skills, and entrepreneurial thinking come together to shape the future of your profession. Through the guidance of AI-driven EduBots, you'll learn how to turn sustainability challenges into opportunities, design innovative service-based solutions, and better understand how the world is changing.*

*Here's what you'll explore step by step:*

- *Look at your profession with fresh eyes – analyzing it from sustainability and circularity perspectives, and discovering where service-based models already exist.*
- *Learn the basics of Product-to-Service (P2S) – what it means, which types exist, and how they are applied across industries.*
- *Explore real-life examples within your profession and beyond.*
- *Work with EduBots – AI assistants that will help you spot opportunities, guide you through shaping a P2S idea, and simulate client perspectives.*
- *Develop a value proposition – understand what pains your idea solves, what gains it creates, and how to communicate its value clearly.*

*By the end of this course, you'll have a broader perspective on your profession, recognizing new opportunities, building services that attract clients, and strengthening your field for long-term success.*

### • **Questionnaire:**

- Invite participants to take the quiz before starting the course to self-evaluate their current level.
- Set the tone: *"This is not a test, but a way to see what you already know and where to focus."* Encourage honesty — results help personalise guidance.
- Learners complete it individually on the website.



- **Introduction video:**

- Everyone watches it individually with headphones.
  - Or this part can be watched together on the screen.

- **Interactive task:**

- Guide students to do the interactive task to see which of the services they are already using instead of owning without realising it's P2S.
- Learners click through the interactive grid individually.
- Auto-feedback appears: “*Great—you’re already using Product-as-a-Service models!*”

- **Outro:**

- The teacher closes the module with the outro script (*shorten for oral delivery*) written at the end of the module 1 (*copy pasted here for your convenience*):

*As you’ve just seen, you already live with many services in your daily life. Subscriptions, rentals, and shared access are all around us.*

*The rest of this course will help you recognise how these Product-as-a-Service models can also be applied in your own profession — not only in digital services, but in areas like construction, sewing, hairdressing, electronics, healthcare, and more.*

*Now you may be thinking, “What does this mean for me in practice?”*

*In the next module, we’ll help you connect the dots.*



## ◆ **Scenario B: Class work in-person** (*shared screen, group facilitation, phones*)

### • **Introduction into the course**

- Open the course and present the welcoming text and the course structure in your own words:

*Welcome to the EcoInnovate AI+ training course!*

*In this course, we'll explore how sustainability, digital skills, and entrepreneurial thinking come together to shape the future of your profession. Through the guidance of AI-driven EduBots, you'll learn how to turn sustainability challenges into opportunities, design innovative service-based solutions, and better understand how the world is changing.*

*Here's what you'll explore step by step:*

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*By the end of this course, you'll have a broader perspective on your profession, recognizing new opportunities, building services that attract clients, and strengthening your field for long-term success.*

### • **Questionnaire:**

- Invite participants to take the quiz before starting the course to self-evaluate their current level.
- Set the tone: *"This is not a test, but a way to see what you already know and where to focus."* Encourage honesty — results help personalise guidance.
- Invite students to go to this part of the training on the website via their phones.
- Learners use their phones to complete the test live.



- **Introduction video:**

- Play it on a projector/smartboard with sound.
- Pause at key points to check understanding (e.g. “*Why do you think overshoot happens earlier every year?*”).

- **Interactive task:**

- **Step 1** – Warm-up question: Teacher asks:  
*“Think of something you use often but don’t own. What is it?”*
- **Step 2** – Go to the interactive task on the course and show examples grid from the task on the website.
- Options how to do the voting:
  - Students raise their hands for each one they use and it can be marked on the board.
  - The teacher makes a live poll online using Mentimeter/Slido.
  - Or direct students to do this part on the website going to this part of the training.
- **Step 3** – Discussion prompts:
  - *“Why do you think you prefer this as a service instead of owning it?”*
  - *“What benefits do you get? (time, money, convenience, flexibility, sustainability?)”*
  - *“Can you think of downsides of services compared to owning?”*
- **Teacher notes:**
  - If students ask about disadvantages, you can mention examples such as higher cost over time, dependency on the provider, or lack of ownership. These are not the focus of this course, but they help to show that services, like any system, have both pros and cons.

**Cost over time**

- Subscriptions and rentals can add up and cost more in the long run than buying once.

*Example: Renting tools for months may cost more than purchasing one.*

**Dependency / access risk**

- If the service provider changes terms, increases price, or shuts down, the user loses access.

*Example: Streaming service removing favorite shows.*

**Data / privacy concerns (esp. with digital services)**

- Services often involve accounts, tracking, and personal data.

**Limited control / ownership**



- You cannot modify or resell what you don't own.

*Example: Leasing a car limits customization.*

#### **Environmental paradox**

- Not all services are automatically more sustainable (e.g., scooters that break quickly, cloud services with large energy use).
- Sustainability depends on design, not just on being a service

### • **Outro:**

- Close the module with the outro script (*shorten for oral delivery*) written at the end of the module 1 (*copy pasted here for your convenience*):

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