



## Teacher notes for module 4

P2S in VET

THE  
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HAFELEKAR  
2334



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# Introduction & Purpose

This module connects the general Product-to-Service (P2S) principles with their real-world applications and relevance for VET professions.

Learners will explore how P2S models create value, what skills are needed to make them work, and how similar ideas already exist in various sectors.

It has 7 steps:

- Introduction into the module text
- Video presentation on P2S characteristics, gains & challenges, and skills needed in VET
- Review of selected real-world P2S examples
- Interactive “Drag & Drop” activity to check the learning
- Understanding different types of VET professions
- P2S examples in VET sector
- Outro leading to idea creation in the next module

 This prepares learners for the next module, where they will start generating their own P2S ideas.

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## Before leading your class, please:

- Go through this module yourself, including the video and interactive activity, to familiarise with the flow.
- Check that the video plays smoothly and that sound works if using a shared screen.
- Decide whether students will work individually on computers or together as a class.
- Review the real-world examples and select those most relevant to your learners' field.
- Keep in mind that some professions are already service-based while others combine product + service — but both can integrate P2S principles.



## Timing Guide



- Introduction – **1-2** min
- P2S slides video (theory) – **10–12** min if teacher-led, **8–10** min if self-paced
- Real-world case examples – **8–10** min if teacher-led, **6–8** min if self-paced
- Interactive drag & drop activity – **5–7** min just activity, **10–15** min activity with short debrief
- Understanding different types of VET professions – up to **5** min
- Presenting P2S examples in VET – **5–7** min
- Outro text – **1–2** min

👉 **Total:** 35–50 minutes

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## Tips for Teachers

- You don't need to be a business-model expert — the video and activity explain everything.
- Expect comments like "*This is only for big companies*" or "*We already do services.*"
  - Acknowledge, don't argue.  
*"True — many large firms started first, but these ideas are spreading to smaller workplaces too."*
- Encourage students to connect what they see with their own professional routines:  
*"Which example reminds you of your sector or daily tasks?"*
- Keep the tone exploratory — the goal is understanding possibilities, not evaluating feasibility.



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

### • **Introduction into the module**

- Show the introduction text in the module 4 webpage on screen and read it or paraphrase it:

*In the previous modules, you explored why transformation is needed, how services are already part of our lives, and how circularity principles like the 10Rs can make professions more sustainable.*

*In this module, we will go deeper into what P2S really means. You will learn about the main types of P2S models, look at what makes these models attractive and see examples from different industries that already use P2S approaches and start to recognize how shifting from products to services can be both a business opportunity and a sustainability solution.*

*Additionally, you will explore how P2S can be applied in vocational education and training (VET), and how different professions can add new value through these models.*

*By looking at concrete examples from VET fields, you'll start to recognise what P2S could mean in your own professional path.*

### • **P2S slides video (theory)**

- Ask students to **watch the video** individually.
- Ask them to note **key ideas** about VET's role in sustainability and skills transformation.

### • **Real-world cases**

- Direct learners to review the 3 selected real-world P2S case cards individually. Ask them to identify:
  - *Which example feels most like their profession?*
  - *What new value does the service model bring?*

### • **Interactive activity**

- Direct students to complete the activity individually on computers.
- Give 5 minutes for it (*have extra 2 minutes in mind if students would need more time*)
- After everyone has finished, ask “*Which one did you find most tricky? Why?*” and make sure everyone understands what goes where and why.



- **Types of VET professions and what could be P2S examples for them**

- The teacher opens next lesson and before presenting what is in the visual, reads or paraphrases the text below it:

*Are you thinking: “I can’t turn my job into a service—we already are a service.” or “We are already doing that - there is nothing new”*

*That’s partly true. In VET there are two broad types of professions:*

- *Type A: Service-only* (you mainly do something for someone).
- *Type B: Product+Service* (you handle or deliver products and services).
- Ask learners to **continue reading** on the website until the examples by profession.
- Then stop them and ask:
  - *“To which of these types does your profession belong?”*
  - *“What could be examples of P2S in your field?”*
- After discussion, ask them to **check the examples individually again** to deepen understanding.

- **Outro of the module**

- Teacher reads outro text aloud or projects it on the screen:

*That’s it!*

*Now as you learned deeper about P2S and its applicability in VET and beyond, you are ready to apply this knowledge in practice.*

*Move on to the next module to start drafting your own P2S idea in your profession with the help of the EduBot.*



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

### • **Introduction into the module**

- Show the introduction text in the module 4 webpage on screen and read it or paraphrase it:

*In the previous modules, you explored why transformation is needed, how services are already part of our lives, and how circularity principles like the 10Rs can make professions more sustainable.*

*In this module, we will go deeper into what P2S really means. You will learn about the main types of P2S models, look at what makes these models attractive and see examples from different industries that already use P2S approaches and start to recognize how shifting from products to services can be both a business opportunity and a sustainability solution.*

*Additionally, you will explore how P2S can be applied in vocational education and training (VET), and how different professions can add new value through these models.*

*By looking at concrete examples from VET fields, you'll start to recognise what P2S could mean in your own professional path.*

### • **P2S slides video (theory)**

- Video presentation of educational slides on P2S in VET
  - Play the video on the shared screen for the class.
  - After the slides about **PaaS integration in VET training**, pause and ask:
    - “What do you think should be the most important thing to learn in your sector?”

### • **Real-world cases**

- Present examples yourself one by one and later ask:
  - *Which example feels most like their profession?*
  - *What new value does the service model bring?*

### • **Interactive activity**

- Direct students to use phones to complete the activity going into project's website and this module's lesson.
- When everyone is done: run a quick **mini competition**:
  - “Who got everything correct?”



- “1 mistake? 2 mistakes?”
- Debrief as a class: ask students which examples from these where they made mistakes are not clear and ask others to explain what had to be the right answer and why in their own words.
- **Types of VET professions and what could be P2S examples for them**
  - Present this part’s information on the screen about different types of VET professions by starting with the text below the text in visual:

*Are you thinking: “I can’t turn my job into a service—we already are a service.” or “We are already doing that - there is nothing new”*

*That’s partly true. In VET there are two broad types of professions:*

- *Type A: Service-only* (you mainly do something for someone).
- *Type B: Product+Service* (you handle or deliver products and services).
- and stop after the first visual to ask:
  - “Which type fits your profession?”
  - “What could be one example of P2S in your case?”
- continue to present different examples for different types of VET and then present selected P2S examples, which would be the most relevant to your students.

## • **Outro of the module**

- Teacher reads outro text aloud or projects it on the screen:

*That’s it!*

*Now as you learned deeper about P2S and its applicability in VET and beyond, you are ready to apply this knowledge in practice.*

*Move on to the next module to start drafting your own P2S idea in your profession with the help of the EduBot.*





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