



## Teacher notes for module 6

Value & Pitch – strengthening and presenting your P2S idea

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## Introduction & Purpose

This module helps learners refine the Product-to-Service ideas they developed earlier.

They will examine their ideas from the customer's perspective, identify what problems (pains) they solve and what benefits (gains) they bring, and then use the Value Shaper EduBot to strengthen and clarify their concepts.

It has **4** steps:

1. Introduction to the module
2. Educational slides “*What Makes a Good Idea Work*”
3. Warm-up exercises before the EduBot, which helps to apply the learnings from the slides and have more time to think of their idea's persona, pains & gains
4. Value Shaper EduBot activity

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### Before leading your class, please:

- Go through the module yourself and test the Value Shaper EduBot conversation.
- Review how “pains” and “gains” are presented so you can present it and guide examples from different professions.
- Think of short examples of how products or services create *value* for users (e.g. *saving time, improving comfort, reducing waste*).
- Decide which delivery mode fits your group best (*individual computers vs. shared screen*).

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## Timing Guide

- Introduction – **1-2** min
- Educational slides – **6-8** min if self-paced, **8-10** min if teacher-led
- Pre-bot exercises – **10-15** min if done individually, **15-20** min if group-work
- EduBot 4 activity – **25** min
- Presenting the idea pitches – **3** min per person ( $\approx 30$  min)

 **Total:** 1 hour – 1 hour 30 minutes



## Tips for Teachers

- Learners don't need to produce a perfect business idea — the goal is to practice *thinking in value terms*.
- Encourage open discussion: there are no wrong answers when identifying what clients care about.
- If learners struggle, remind them to recall the sustainability challenges and P2S examples from earlier modules.
- After the EduBot, emphasize that each idea can be further developed beyond the course.



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

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

- Shows the introduction text in the module 6 webpage on screen and read it or paraphrase:

*You've already built the foundation of your Product-to-Service idea.*

*Now it's time to make it stronger — by understanding what makes ideas truly valuable.*

*In this module, you'll learn how to look at your idea from your client's perspective, identify what problems (pains) it solves and what benefits (gains) it brings, and refine its value step by step.*

*You'll start by exploring what makes a good idea work, then test your thinking through short exercises before shaping your idea with the help of the **Value Shaper EduBot**.*

*By the end of this module, your idea will be clearer, more focused, and ready to pitch with confidence.*

### • **Educational slides “What Makes a Good Idea Work”**

- Ask learners to read the slides “*What Makes a Good Idea Work*” individually.

### • **Pre-bot exercise**

- Ask students to do the pre-bot exercise individually on their computers and save the answers somewhere else.
- Explain that it will help them *prepare* for the EduBot by clarifying their thinking and avoiding confusion once the chat begins.
- Give them **10 min** to complete the template (*have extra 5 minutes in mind if students would need more time*).



## • EduBot 4

- Direct students for personal work with the EduBot 4 on their computers using their worksheet as input for the EduBot conversation. **Important point** - for getting the most relevant results, invite students to copy-paste their idea summary from the EduBot 3.
  - *Suggest viewing tutorial video if they feel it would help them understand better how to use the EduBot or directly guide them to the chat with the EduBot.*
- Give **20 minutes** for the whole process (*have extra 5 minutes in mind if students would need more time*).

 **Additional interesting teacher tip:** after everyone finished the conversation with the EduBot, you can additionally suggest for students to ask the EduBot to prepare a 6-7 slides pitch text of their idea and invite them to put this AI-generated information to another AI tool, called gamma.app, which would turn it into a beautiful presentation.

## • Presenting the idea pitches

- After completing the Value Shaper EduBot, invite learners to **prepare a short 3-minute verbal pitch** summarising:
  - 1 What their idea is,
  - 2 What problem it solves, and
  - 3 Why it brings value to others (environmentally, socially, or economically).
- Remind participants that the goal is not to compete but to practise communicating their idea clearly and confidently.

After you finished module 6, this or next time, guide students to module 7 to evaluate their knowledge.



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

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

- Shows the introduction text in the module 6 webpage on screen and read it or paraphrase:

*You've already built the foundation of your Product-to-Service idea.*

*Now it's time to make it stronger — by understanding what makes ideas truly valuable.*

*In this module, you'll learn how to look at your idea from your client's perspective, identify what problems (pains) it solves and what benefits (gains) it brings, and refine its value step by step.*

*You'll start by exploring what makes a good idea work, then test your thinking through short exercises before shaping your idea with the help of the **Value Shaper EduBot**.*

*By the end of this module, your idea will be clearer, more focused, and ready to pitch with confidence.*

### • **Educational slides “What Makes a Good Idea Work”**

- **Show the slides “What Makes a Good Idea Work”** on a shared screen and guide the learners through them by presenting them.

- Pause after each key point and ask:

- After presenting slide 5:

*“What do you think are the main pains which are related to your profession, which people experience?”*

*(e.g. if it's welding, maybe people don't have time, don't have tools, or don't have knowledge and skills to do that?)*

- After presenting slide 6:

*“What kind of person faces these pains the most often? What is he/she like?”*

- After presenting slide 8 just mention that students can think from the perspective of their newly developed P2S idea, without naming it *(as they will be different)*.



## • Pre-bot exercise

- Split students into the same small groups (3–4) as in module 5, so they could continue working on the same idea together.
- Hand out printed versions to each group and ask to fill in **the worksheet together**.
- Give **15 minutes** for the whole process (*have extra 5 minutes in mind if students would need more time*)

## • EduBot 4

- *If you feel that your students are lacking digital skills and it may be difficult for them to understand how to use the EduBot, play the short tutorial video on the screen.*
- Direct each group to use 1 common computer or ask to do it together on one phone, using their worksheet as input for the EduBot conversation. **Important point** - for getting the most relevant results, invite students to copy-paste their idea summary from the EduBot 3.
- Give **20 minutes** for the whole process (*have extra 5 minutes in mind if students would need more time*)
-  **Additional interesting teacher tip:** after everyone finished the conversation with the EduBot, you can additionally suggest for students to ask the EduBot to prepare a 6-7 slides pitch text of their idea and invite them to put this AI-generated information to another AI tool, called gamma.app, which would turn it into a beautiful presentation.

## • Presenting the idea pitches

- Ask each small group to **present their idea pitch aloud** (≈ 3 minutes per group).
  - After each pitch, invite 1–2 short reactions from the class:
    - 👉 “What did you like in this idea?”
    - 👉 “What could be improved”
  - Keep the tone supportive and exploratory — the goal is for everyone to hear different approaches to value creation.
  - If time allows, close with a quick reflection round:
    - 👉 “What would you like to develop further after today?”

After you finished module 6, this or next time, guide students to module 7 to evaluate their knowledge.



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