Entrepreneurship Studies Module Implementation Guide

Teacher Manual

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Table of contents

Introduction to teaching manual – how to use it

As a teacher, your role is to:

- Guide students through each phase of the **value creation**[1] process.
- Encourage active learning with project-based assignments, case studies, and simulations.
- Encourage creativity while emphasizing the importance of aligning business ideas with customer needs and market realities.
- Help students understand how sustainability and ethical practices contribute to long-term success.
- Provide feedback on student ideas, focusing on continuous improvement and practical application.

Recommended teaching plan for entrepreneurship module

Within two years, students complete:

- five learning outcomes (LO)
- 120 contact hours
- 12 hours of independent work.

[1] *Value creation is the heart of business — it's about delivering solutions that people are willing to pay for, recommend, or use, while also generating benefits for employees, owners, and society.*

In education, value creation is both a principle and a pedagogical approach. Value-creating learning content means shaping knowledge and skills so that learners see their practical use and can apply them in everyday life or work. More broadly, value creation pedagogy (VCP) encourages students to use their knowledge and abilities to create something of value for external stakeholders, which fosters deeper learning, skill development, and a sense of purpose.

Whether in business or education, value creation goes beyond information or transactions: it is about enabling meaningful impact, building confidence, and turning knowledge into action for the benefit of individuals and society.

Read further:
Business value creation
Education: Value-Creating Learning Content

LO	Topic	Hours	Order	Year
1	*Value creating thinking and problem-solving skills*			
	• Creativity			
	• Problem-solving skills			
	• Planning			
	• Ethics and sustainability			
	Solving social situations			
	• Initiative			
	• Communication skills			
	• Collaboration skills			
	TOTAL HOURS FOR LEARNING OUTCOME 1	**20**		
2	*Secure location for business activities*			
	• Democraphics			
	• Economic practices and cultural specificities			
	• Global trends			
	• Essence of innovation			
	• Business ethics			
	Business environment			
	• Market economy			
	• Macroeconomics and microeconomics			
	• Commercial law			
	• Taxes			
	• Economic cycles			
	• Consumer purchasing power			
	Forms of entrepreneurship			
	• Support stuructures for novice entrepreneurs			
	• Access to capital and sources of funding			
	TOTAL HOURS FOR LEARNING OUTCOME 2	**20**		
3	*Concept of value creation*			
	• Cultural, social and economic value creation			
	Sustainability			
	• Sustainability practices			
	Target group analysis			
	• Different target groups			
	• Customer journey			
	Business idea developement			
	• Problem analysis			
	• Creating a business idea			

	Product and service design			
	• Product design			
	• Service design			
	• Prototyping and testing			
	Marketing			
	• Marketing strategy			
	• Marketing channels			
	• Internet and social media marketing			
	• Message			
	TOTAL HOURS FOR LEARNING OUTCOME 3	**30**		
4	*Financial literacy*			
	• Basics and terminology of financial literacy			
	• Personal financial decisions			
	• Banking and payment systems			
	• Risk management and insurance			
	• Business plan			
	• Company financing options			
	• Economic accounting			
	TOTAL HOURS FOR LEARNING OUTCOME 4	**30**		
5	*Applies communication skills and techniques to ensure the sustainability of the company*			
	• Business relationships and networking			
	• Customer relationships and maintenance			
	• Pitching			
	• Sales cycle			
	• Customer interviews			
	• Communication styles			
	TOTAL HOURS FOR LEARNING OUTCOME 5	**20**		

The attached table is indicative; as a teacher, you can adjust the number of hours per module as needed and use the table as a planning tool.

1. Entrepreneurship module

1.1. Learning outcome 1

Understanding the prerequisites and skills related to one's entrepreneurship

Purpose

The aim of this learning outcome (LO 1) is to develop learners' entrepreneurial competencies in general, with a particular focus on fostering an entrepreneurial mindset. To shape this mindset, it is essential to cultivate learners' self-management skills throughout the entrepreneurship module, such as a growth mindset, autonomous motivation, emotional regulation, and metacognition. Additionally, the development of social problem-solving skills, such as initiative-taking, communication, and collaboration, is emphasized.

Skills for value-creating thinking and decision-making, including ethical and sustainable thinking, planning, problem-solving, and creativity, are also key. Furthermore, practical skills for implementing business ideas, such as financial literacy, the ability to identify business opportunities, and an understanding of the environment, are crucial.

These competencies are not taught as separate thematic blocks; instead, they are integrated into practical tasks and active learning methods applied in the classroom. They are developed holistically through the acquisition of all subsequent learning outcomes (LO 2 to LO 5).

Content

Value-creating thinking and problem-solving skills:

- creativity
- problem-solving skills
- planning
- ethics and
- sustainability.

Skills for solving social situations:

- initiative
- communication skills
- collaboration skills

Examples of educational tools – learning activities

- **Group work:** Includes methods such as the cafeteria method and inverted classroom.
- **Creative tasks:** Includes brainstorming methods.
- **Information visualization:** Techniques for representing data visually.
- **Simulations:** Includes serious gaming, followed by learner reflection. For example, playing through scenarios related to the management of business processes.
- **Role-playing:** Engaging in simulated roles to explore scenarios.
- **Discussions:** Includes case analyses and other discussion formats.
- **Motivational interviewing:** Techniques for engaging and motivating individuals.
- **Experience sharing:** Opportunities for learners to share their experiences.
- **Mentoring: Serving** as a mentor for other teams during teamwork activities.
- **Presentations:** Includes elevator pitches and presenting data to specific audiences.
- **Reflection:** Utilizing models such as Gibbs' Reflective Cycle.
- **Goal setting:** Applying the SMART model to set and achieve goals.
- **Self-analysis:** Preparation using the Onion method.

Evaluation

- Compiles self-analysis.
- Actively contributes to teamwork and, if necessary, takes on a leadership role. (Alternatively: demonstrates high motivation and initiative, with the ability to independently motivate oneself and others.)
- Communicates clearly and effectively.
- Utilizes IT solutions.

1.2. Learning outcome 2

Understands the factors supporting and limiting the business environment

Purpose

This learning outcome aims to equip learners with a comprehensive understanding of the various factors influencing the success and challenges of operating a business within their specific local environment. It emphasizes the interplay between economic, cultural, social, and environmental aspects and their impact on entrepreneurial activities.

Key objectives:

1. To analyze the economic conditions that affect business opportunities in the region.
2. To explore cultural and social dynamics that influence entrepreneurship and consumer behavior.
3. To understand the natural and environmental considerations that may support or constrain business operations.
4. To identify and navigate the legal and regulatory frameworks necessary for starting and managing a business.
5. To evaluate different types of business models and their suitability for various entrepreneurial ventures.
6. To recognize the importance of financial literacy, tax compliance, and ethical business practices in ensuring business sustainability.
7. Investigate the availability and accessibility of external funding sources for business development.

By addressing these objectives, teachers guide learners to critically assess the viability of business ideas within their regional context. Through case studies, discussions, and problem-solving activities, learners will develop the skills and knowledge necessary to design and implement viable business strategies that align with local needs and opportunities.

Content

Secure location for business activities:

- **Demographics:** understand the population characteristics and trends relevant to business.
- **Economic practices and cultural specificities:** consider the practices and cultural aspects influencing economic activities.
- **Global trends:** analyse global trends that impact business environments.

- **Essence of innovation:** recognize the importance and impact of innovation in business.
- **Business ethics:** understand ethical considerations in business practices.

Business environment:

- **Market economy:** familiarize yourself with the principles of a market economy.
- **Macroeconomics and microeconomics:** understand both macroeconomic and microeconomic factors.
- **Commercial law:** study the laws governing commercial transactions.
- **Taxes:** learn about taxation and its implications for businesses.
- **Economic cycles:** recognize the phases of economic cycles and their effects on business.
- **Consumer purchasing power:** analyze factors influencing consumer purchasing power.

Forms of entrepreneurship:

- **Support structures for novice entrepreneurs:** identify resources and support available for new entrepreneurs.
- **Access to capital and sources of funding:** explore options for capital and funding sources available to entrepreneurs.

Examples of educational tools – learning activities

- **Self-analysis of opportunities:** assess your own opportunities within the business environment.
- **Regional business environment analysis:** collaborate as a team to analyse the regional business environment.
- **Brainstorming:** generate ideas and solutions collaboratively.
- **Case study:** examine and analyse a specific business scenario.
- **Interviews and meetings:** conduct interviews and meetings with local entrepreneurs.
- **Guest speaker:** host a representative from a business incubator.
- **Simulations and role-playing games:** engage in simulations and role-playing activities to explore business scenarios.
- **Customer survey:** conduct surveys to understand the target audience.
- **Product/service analysis:** analyze an existing product or service.
- **Reflection:** reflect on your experiences and learning outcomes.
- **Peer review:** provide and receive feedback through peer reviews.
- **Route map:** develop a route map outlining strategic plans or processes.

- **Prototyping:** create prototypes to test concepts and ideas.
- **Testing:** evaluate and test prototypes or ideas.

Evaluation

- **Describes personal opportunities:** identifies and explains opportunities for acting as an entrepreneur or enterprising employee, based on the business environment relevant to the specialty being studied.
- **Analyses regional business environment**: collaborates as a team to describe the regional business environment, highlighting both supporting and limiting factors.
- **Utilizes IT tools:** employs IT tools to analyze the business environment.
- **Describes company establishment process:** as a team, outlines the process of establishing a company according to the chosen form of entrepreneurship.

1.3. Learning outcome 3

Value creation

Purpose

The purpose of this learning outcome is to help students understand and apply the principles of value-based entrepreneurship. By engaging in the process of value creation, students gain practical skills and tools essential for starting and managing a successful business. This includes understanding how to develop a compelling value proposition, which is critical for creating products or services that meet real market needs, and for securing funding or investments.

Through this learning outcome, students will:

- **Understand the role of value creation**: recognize that creating and delivering value to customers is the foundation of a successful business.
- **Develop problem-solving skills**: learn how to identify customer problems and create innovative solutions that address those needs.
- **Gain practical experience**: engage in activities such as market research, prototyping, and marketing to build hands-on experience.
- **Learn sustainability practices**: understand how integrating sustainability into their business can create long-term value for both customers and the environment.
- **Improve communication skills**: practice effectively articulating a value proposition to customers and stakeholders through appropriate channels and methods.

Why this matters:
In today's competitive business landscape, a well-defined value proposition is not just beneficial—it is essential. Students will learn that businesses succeed by aligning their offerings with real customer needs, continuously testing and improving their products or services, and effectively communicating their value through the right messaging and channels. For example, in many European markets, external funding or investments are only available to businesses that can clearly demonstrate their value proposition with evidence.

Key skills developed:

- **Market research**: students will analyze the target audience to understand customer needs, preferences, and behaviors.
- **Problem identification**: they will identify customer pain points and create solutions that address those challenges.
- **Innovation and creativity**: students will design innovative ideas and transform them into viable business models.

- **Sustainability awareness**: emphasis will be placed on incorporating sustainable practices into their business ideas.
- **Prototyping and testing**: students will develop and refine their products or services based on real-world feedback.
- **Marketing strategy**: students will create and execute marketing plans, leveraging tools such as social media and packaging design.

Practical application:
This learning outcome encourages students to experience the entrepreneurial journey in a structured, yet flexible manner. **For instance, students will:**

- Research their target audience to identify gaps in the market.
- Develop and test business ideas that address real-world problems.
- Build prototypes and gather feedback to refine their offerings.
- Create marketing strategies to effectively reach their audience.
- Understand the importance of ethical and transparent business practices.

By the end of this learning outcome, students should feel confident in their ability to create and communicate a value proposition that addresses customer needs, aligns with market demands, and supports their business goals. This learning outcome sets the foundation for practical entrepreneurial success while emphasizing sustainable and ethical business practices.

Content

Concept of value creation:

- **Cultural, social, and economic value creation:** understand how businesses can create value across cultural, social, and economic dimensions.

Sustainability:

- **Sustainability practices:** incorporate sustainable practices into business operations and strategy.

Target group analysis:

- **Different target groups:** identify and analyze various target groups to tailor business strategies.
- **Customer journey:** map the customer journey to understand and enhance the customer experience.

Business idea development:

- **Problem analysis:** identify and analyze problems to understand the needs and challenges of the target audience.
- **Creating a business idea:** develop innovative business ideas based on problem analysis and target audience insights.

Product and service design:

- **Product design:** design products that meet customer needs and preferences.
- **Service design:** develop services that effectively address customer requirements.
- **Prototyping and testing:** create and test prototypes to refine product or service designs.

Marketing:

- **Marketing strategy:** develop a marketing strategy with defined target audience and goals.
- **Marketing channels:** utilize various marketing channels including posters, social media posts, packaging, tv, and radio.
- **Internet and social media marketing:** implement online marketing strategies through social media and other digital platforms.
- **Message:** craft a clear and compelling message to communicate with the target audience.

Examples of educational tools – learning activities

- **Student company method** (see annex)
- **Design thinking methods** (e.g. Design sprint method) (see annex)
- **Customer survey:** conduct a survey to gather insights from the target audience.
- **Analyse existing products/services:** evaluate and analyse existing products or services to understand their strengths and weaknesses.
- **Reflection:** reflect on experiences, learnings, and outcomes to inform future decisions.
- **Peer review:** participate in a peer review process to provide and receive constructive feedback.
- **Route map:** develop a route map outlining strategic plans or processes.
- **Prototyping:** create prototypes to test and refine your business idea.
- **Testing:** conduct tests on prototypes or ideas to assess their effectiveness and gather feedback.

Evaluation

- **Uses IT tools for marketing:** leverages IT tools to promote a product or service effectively.
- **Defines and analyses the problem:** identifies and examines the core problem to understand its nature and implications.
- **Describes target groups and market:** collaborates as a team to define target groups and analyse the market based on the identified problem.

- **Finds a solution:** develops a business idea based on the analysis of the problem and target audience.
- **Compiles a journey map:** creates a journey map for the target group to evaluate the suitability of the business idea.
- **Creates a prototype:** develops a prototype of the business idea for testing and evaluation.
- **Tests the prototype:** evaluates the prototype with the target audience to gather feedback.
- **Designs the product/service:** tailors the product or service design to meet the needs and preferences of the end user.
- **Compiles a marketing plan:** develops a comprehensive marketing plan, including messaging and visuals for various channels.
- **Implements a marketing plan:** executes the marketing plan in one selected channel to test its effectiveness.

1.4. Learning outcome 4

Financial literacy

Purpose

The purpose of this learning outcome is to equip learners with essential financial literacy skills to make informed decisions in both personal and entrepreneurial contexts. By mastering the core concepts of financial management and applying them in practical scenarios, learners will develop the capability to navigate financial systems confidently and responsibly.

Key Objectives:

- **Understanding financial fundamentals:**
  introduce foundational concepts such as income, expenses, budgeting, savings, investments, loans, interest, and debt to provide a strong basis for financial decision-making.
- **Personal financial management:**
  empower learners to engage in financial planning by creating and managing personal or family budgets. This includes tracking expenses, managing resources, and making informed financial choices.
- **Exploring banking and payment systems:**
  provide insights into traditional and digital banking systems, emphasizing online banking, digital payment solutions, and secure financial transactions.
- **Risk management and insurance:**
  teach strategies for managing financial risks and exploring various insurance options to safeguard personal and business assets.
- **Business financial skills:**
  guide learners in developing financial plans for business purposes, including budgeting for business operations, exploring company financing options, and understanding economic accounting principles.

Practical applications:

- **Personal (family) budget:**
  learners will create and maintain a personal or family budget using IT tools (e.g., excel) to ensure accurate monitoring and tracking of finances over one month.
- **Business plan:**
  learners will work in teams to develop a comprehensive business plan using spreadsheet and word processing software. The plan will include business goals, strategies, financial projections, and potential financing options.

- **Company financing and economic accounting:**
learners will explore various financing methods for companies, including loans and equity, and gain an understanding of economic accounting principles to ensure financial transparency and business sustainability.

By achieving this learning outcome, learners will not only strengthen their financial literacy but also apply these skills to real-world scenarios, enhancing their ability to manage personal finances and contribute effectively to entrepreneurial ventures.

Content

- **Basics and terminology:** understand fundamental concepts such as income, expenses, budgeting and tracking, interest, loans, debt, savings, and investments.
- **Personal financial decisions:** engage in financial planning to make informed personal financial decisions.
- **Banking and payment systems:** explore banking and payment systems, including online banking and other digital solutions.
- **Risk management and insurance:** learn about risk management strategies and insurance options to protect against financial risks.
- **Business plan:** develop a comprehensive business plan outlining business goals, strategies, and financial projections.
- **Company financing options:** explore various options for financing a company, including loans, equity, and other funding sources.
- **Economic accounting:** study economic accounting principles to understand financial reporting and analysis.

Examples of educational tools – learning activities

- Student firm method
- Business financial analysis
- Business plan
- Case analysis: analyse an existing business plan and budget to evaluate their effectiveness and identify areas for improvement.
- Reflection: reflect on the learning experiences and outcomes from the case analysis and other activities.
- Peer review: engage in a peer review process to provide and receive feedback on work such as business plans and budgets.
- Discussions: participate in discussions, including case analyses, to explore and understand various business scenarios.

- Guest lectures and practicums: attend lectures and practical sessions to gain insights and knowledge.
- Role-playing games: act as a financial mentor or financier representative in role-playing games to simulate the preparation of a team's business plan and budget.

Evaluation

Personal (family) budget:

- **Create a budget:** develop a personal or family budget using IT skills (using excel or similar tools).
- **Maintain the budget:** track and manage the budget for one month to ensure accurate financial monitoring.

Business plan:

- **Create a business plan:** develop a comprehensive business plan as a team, utilizing spreadsheet and word processing software, following a provided guide.

1.5. Learning outcome 5

Applies communication skills and techniques to ensure the sustainability of the company

Purpose

This learning outcome is designed to develop learners' abilities to communicate effectively, build meaningful business relationships, and engage in professional sales and pitching activities. By mastering these competencies, learners will be equipped to present their ideas persuasively, maintain strong customer relationships, and secure funding or support from investors and partners.

Key objectives:

- **Business relationships and networking:**
  guide learners to establish and nurture business relationships using effective networking techniques and digital communication platforms.
- **Customer relationship management:**
  equip learners with skills to manage and maintain customer satisfaction by gathering and acting on feedback to build long-term loyalty.
- **Pitching to investors:**
  develop learners' ability to create compelling pitch decks, deliver elevator pitches, and confidently respond to challenging investor questions.
- **Understanding the sales cycle:**
  teach learners to actively engage in the sales process, covering all stages of the sales cycle to close deals effectively.
- **Customer interviews and insights:**
  train learners to conduct various forms of customer interviews, such as focus groups and in-depth interviews, to gather critical customer insights.
- **Adapting communication styles:**
  help learners adjust their communication style to resonate with different target audiences and scenarios, ensuring clarity and impact.

Practical applications for evaluation:

- **Pitch deck presentation:**
  learners will create a pitch deck and use IT to present a product or service idea to peers, simulating a real-world pitching scenario.
- **Customer feedback analysis:**
  learners will collect customer feedback and compile an analysis using digital tools to inform improvements in their product or service.
- **Mapping cooperation partners:**
  learners will identify and map potential partners for collaboration in

developing their product or service, showcasing their understanding of networking and relationship-building.

By achieving this learning outcome, learners will gain the practical and theoretical knowledge necessary to confidently navigate the realms of communication, sales, and pitching, preparing them for real-world entrepreneurial challenges and opportunities.

Content

- **Business relationships and networking:** build and maintain business relationships through effective networking and communication platforms.
- **Customer relationships and maintenance:** manage customer relationships by focusing on customer satisfaction and feedback.
- **Pitching:** develop and deliver elevator pitches and respond convincingly to investor questions.
- **Sales cycle:** understand and engage in the active sales process throughout the sales cycle.
- **Customer interviews:** conduct interviews, including focus groups and in-depth interviews, to gather valuable customer insights.
- **Communication styles:** adapt communication styles to effectively interact with different target audiences.

Examples of educational tools – learning activities

(suggestions for each learning outcome 1- n)

- **Presentations:** deliver pitches and presentations to the target audience.
- **Role-playing games and simulations**
- **Customer interview simulation**
- **Customer survey analysis**

Evaluation

- **Compiles a pitch deck:** creates a pitch deck and uses IT to present the product or service to other learners.
- **Collects and analyses customer feedback:** gathers customer feedback and compiles an analysis using digital applications.
- **Maps cooperation partners:** identifies and maps potential cooperation partners for the development of the product or service.

2. Annex: Study Methods

Crazy 8s Method

Purpose:

Crazy 8s is a rapid sketching exercise designed to generate a wide variety of ideas quickly. It encourages creativity, divergent thinking, and visual expression. It is often used in design thinking, product development, and problem-solving sessions.

Best suited for:

- Generating ideas quickly
- Visualizing solutions
- Stimulating creative thinking
- Group or individual work
- Entrepreneurship, product design, and innovation-related topic

Step-by-step Instructions

Preparation (5 minutes)

- Prepare A4 white paper for each student.
- Each sheet should be folded into 8 equal sections (fold in half three times).
- Provide pens, pencils, or markers.
- Set a timer that is visible to all participants.

Step 1: Understand the challenge (5–10 minutes)

- Present a clearly defined problem or challenge to students.
- Example: “How could we reduce food waste in our school canteen?”
- Explain the purpose: to generate 8 different ideas in a very short time.

Step 2: Crazy 8s sketching (8 minutes)

- Each student must draw 8 different ideas – one in each section.
- Set the timer to 1 minute per idea.
- Emphasize speed over quality. The goal is not perfect art but concepts.
- Encourage students to work silently and individually.

Tip: play calm background music to help them focus.

Step 3: Share and reflect (10–15 minutes)

- Ask students to form groups of 3–5 and share their ideas.
- Instruct them to highlight 1–2 ideas they think are strongest or most innovative.
- Optionally, groups can present selected ideas to the whole class.

Optional Step: Develop further (20–30 minutes)

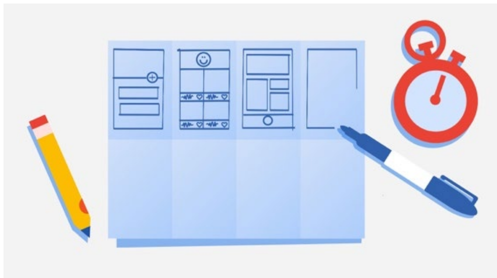
- Choose one promising idea to develop into a more detailed sketch or concept.
- This can be a group activity or homework assignment.
- Use the "solution sketch" approach: add labels, flow, or functionality to the idea.

Tips for teachers

- Be strict with timing – the pressure creates focus and spontaneity.
- Reassure students that their drawings don't have to be perfect.
- Use examples to illustrate the kind of ideas you expect (without giving away solutions).
- Debrief afterward: What did students find hard? Surprising? Inspiring?

Materials needed

- A4 paper (one per student)
- Pens/pencils
- Timer
- (Optional) projector or whiteboard to show the example task



Source: 1https://designsprintkit.withgoogle.com/methodology/phase3-sketch/crazy-8s

Example challenges for classroom

- How could we make school more fun without spending money?
- How could students earn pocket money using their hobbies?
- How could we promote healthy snacks at school events?

Active learning method: Mind Map

Description

A mind map is a visual representation of concepts, ideas, or information structured around a central theme. It helps learners organize content by branching out key topics and connecting them with related subtopics. This technique supports memory retention and reveals relationships between ideas.

When to use

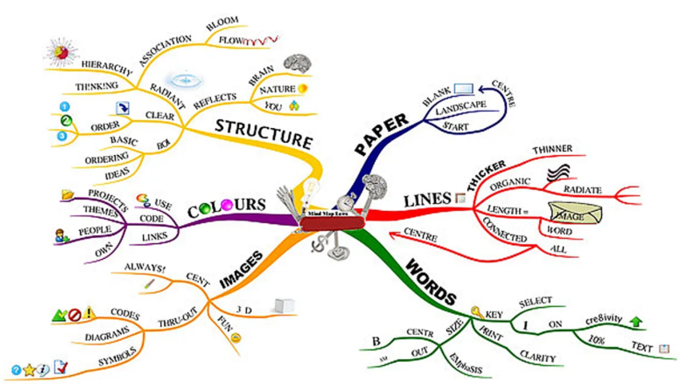
Mind mapping is useful when students are brainstorming ideas, planning a project, summarizing readings, or organizing knowledge after a lesson. It's also effective for group discussions or as a study strategy.

Why it works

Mind maps are engaging for visual learners and support active learning through diagramming. They encourage holistic thinking by visually displaying the structure and connections between ideas.

Practical tips for use

- Use paper, whiteboards, or mind mapping software (like MindMeister or XMind).
- Start with a central concept in the middle of the page.
- Branch out with major topics, then create smaller branches for details.
- Use colors, symbols, and images to highlight and group ideas.
- Encourage students to present or compare their maps in pairs or groups.



Source: https://medium.com/@RobinBCreative/tools-of-creativity-950b7bef3c25

Active learning method: Six Thinking Hats

The Six Thinking Hats method by Edward de Bono encourages parallel thinking by assigning distinct perspectives to each participant using metaphorical 'hats'. Each hat represents a different style of thinking.

Description

Each of the six hats represents a thinking style:

- **White** hat: Focus on facts and information
- **Red** hat: Express emotions and feelings
- **Black** hat: Identify difficulties or potential problems
- **Yellow** hat: Explore positives and benefits
- **Green** hat: Encourage creativity and new ideas
- **Blue** hat: Manage the thinking process and control the sequence

When to use

Use when discussing complex problems or generating ideas, especially when group discussion tends to get stuck or biased.

Source: https://www.smartsheet.com/brainstorming-techniques-activities-and-exercises

Why it works

By focusing on one type of thinking at a time, it reduces conflict, ensures balanced analysis, and fosters creativity.

Practical tips for use

- Assign roles (hats) to students either randomly or based on strengths.
- Begin with the Blue hat to outline the process and goals.
- Let each student or group contribute from their hat's perspective, either sequentially or in structured rounds.
- Rotate hats if needed so students experience different perspectives.
- Use a shared whiteboard or chart to collect ideas under each hat's category.
- Debrief at the end to reflect on insights from all angles and identify next steps.

Active learning method: Starbursting

Starbursting is a structured brainstorming technique that focuses on generating questions rather than answers. It helps participants explore all aspects of a central idea or challenge by framing questions around it.

Description

A brainstorming method that generates questions around a central idea using Who, What, Where, When, Why, and How.

When to use

Use when you want to explore an idea or challenge from every angle before creating solutions.

Why it works

Encourages deeper thinking and thorough analysis of challenges.

Practical tips for use

- Prepare a large visual star diagram on paper, whiteboard, or slide with the six question points.
- Introduce a clear central topic or problem for the session.
- Ask students (individually or in groups) to generate as many relevant questions as possible for each point.
- Encourage quantity over quality in the beginning — no answers, only questions.
- Use the questions to guide deeper discussions or develop projects, solutions, or research topics.
- Use sticky notes or collaborative tools (e.g., Miro, Jamboard) for a digital version.

Source: https://www.smartsheet.com/brainstorming-techniques-activities-and-exercises

2.1. Active learning method: World Café

The World Café is a structured conversational process intended to facilitate open and intimate discussions, and link ideas within a larger group to access the collective intelligence or collective wisdom in the room.

Description

Small rotating group discussions with a host at each table, good for sharing ideas and gathering perspectives.

When to use

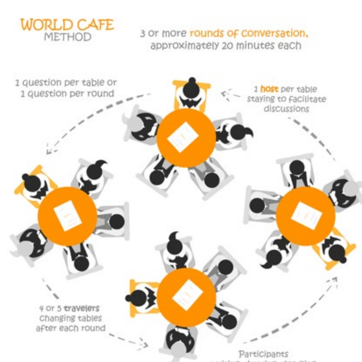
Use when you want to gather diverse opinions and involve everyone in a large group.

Why it works

Encourages collaboration, equal participation, and idea cross-pollination.

Practical tips for use

- Set up 3 to 5 tables with chairs around each, just like a café setting.
- Assign one student at each table as the host who remains at the table during all rounds.
- Prepare one big question or one question per round and place it at each table.
- Have students rotate tables every 15–20 minutes, carrying ideas from one table to the next.
- Use large sheets of paper or whiteboards for participants to draw, write, and doodle ideas.
- After all rounds, ask each host to summarize their table's discussion to the full group.
- Optionally, record insights and common themes for further analysis or reporting.



https://urbact.eu/toolbox-home/analysing-problems/world-cafe

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