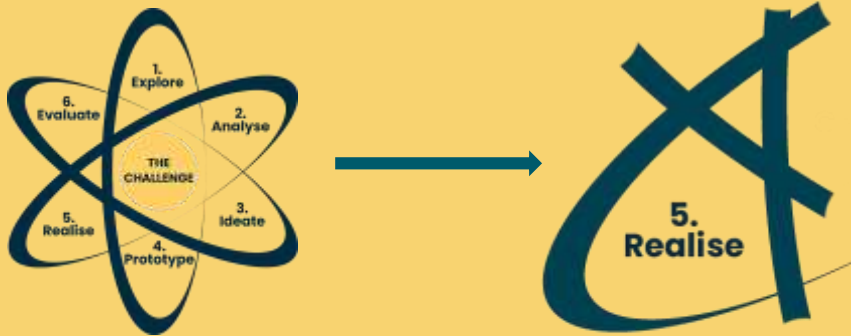# Module 5 : Realize

5. Realize

Realize means that steps are designed for implementation of the prototype.

- The plan must be realistic and sufficiently detailed

- A full realization of the prototype can take place, or a detailed blueprint is created.

This takes place in a dialogue between the external stakeholders and the participants.

What does a realization look like?

easy ———————————————————→ hard

Activities

ACTIVITIES

Title	Time	Group size
Pitching Game	30-60 min	10-40 students 5-15 groups
Step-In	1 day	10-40 students 3-15 groups
Steppingstones	1 day	10-40 student 2-15 groups
Marketing	5-10 min.	10-40 students 2-15 groups
The Network Map	30-60 min	5-50 student 2-20 groups
The Elevator Pitch	20-30 min.	10-40 students 2-15 groups

Elevator Pitch

Persuade the audience

Network Map

Visualize the contacts that are instrumental for the challenge

Marketing

Sell your idea by using the "principles of persuasion"

Steppingstones

Concretise solution by converting them into steppingstones

Step-In

A plan for realization of the prototype

Pitching Game

A pitch based on the NABC method (Need, Approach, Benefit, Competition)

Steppingstones

The following questions should be considered:

a. What do we need to do and how?

b. Who will be participating?

c. When will we activate the elements in the process?

d. What does our timeline look like?

e. Which contacts will be included?

f. Who will do this and when?

g. Which resources does our suggested solution require?

h. How do we acquire them?

Step-In

5.5 Step-In

Realise *Author: Anne-Merete Iversen,* *Facilitated by the Teacher*
Anni Stavnskær Pedersen

The aim is to make a plan for the realization of the prototype using practical creativity and innovative imagination.

1 Day

10-40 students
3-15 groups

A virtual whiteboard and computer

Steps

1. The Project Groups, the students have been working in within the elements, should examine and analyze the feedback from the clients on the prototype before starting this activity. The Groups should make sure that they have all the information needed from the client to create a realistic plan for implementing the prototype.

2. The students study the client's organization/enterprise and think about the following: In which departments, aspects or teams is the prototype to be implemented? What is at stake? Which are their routines? What will it take to ensure a successful realization of the prototype? Students should take notes (phone/computer) on their research.

3. The students now take a 'trip' to the future where the prototype has been realized. In pairs within the project group, the students play the role of interviewer and interviewee and answer the following questions: How does it look? What are the results? What positive changes have taken place? Students should take notes on the responses.

4. The students should make a Power Point. Each slide represents a steppingstone to the

Step-In

- In which departments, aspects or teams is the prototype to be implemented? What is at stake?

- Which are their routines?

- What will it take to ensure a successful realization of the prototype?

- The participants now take a 'trip' to the future where the prototype has been realized.

The facilitator play the role of interviewer and get the participants to answer the following questions:

- How does it look?

- What are the results?

- What positive changes have taken place?

- The facilitator takes notes on the responses and use them to be more clear on the prototype.

- The participants should pretend to be 'in future' where the prototype is realized and must only talk about it as if already exists.

The Elevator Pitch

5.1 The Elevator Pitch

Realise   *Author: Ilse Fraussen*   *Driven by the Students*

The aim is to persuade the audience to buy, invest or collaborate in your product.

20-30 min.

10-40 students
2-15 groups

A virtual room Teams/Zoom

Steps

1. The students create a pitch that include the answers to these 8 points, which should be covered in one minute:

Pitch

- A pitch is a short and concise description of contents (realistic examples) and records conclusions (advantages) and consequences (pay-offs). The pitch must be tailored to the receiver (language/need), not the sender. Additionally, it must be engaging and action-oriented.

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- Pitching may be used as a method of presentation in an educational context. However, it is particularly effective when students must present their suggested solutions to challenges/problems which were originally posed by real external collaborators.

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- It is about communicating the most important elements of the solutions in a short and concise manner. There are many different methods available to writing a pitch

Erasmus+

Pitch

Prepare a digital pitch about your idea

Chat include the answers to these 8 points, which should be covered in two minutes:

a. Who you are and what your role is?

b. Any relevant background

c. The problem that you are solving d. References

e. The phase of the challenge

f. What is the added value for your audience, your customers?

g. Customize your pitch to the person you are talking to

h. You conclude your pitch with a specific question.