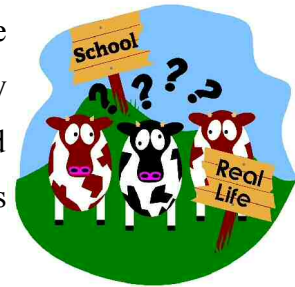


# The Life Experience Project (LEP)

**Introduction:** Remember when you were a teen? Did you, at some point, make some poor decisions? We all did! And you know because you gained life experience with age.

The LEP schools aim at teaching youth and teens life experience, by introducing them to simulated scenarios where in they learn through trial & error. A process which is run by dedicated teachers, working with the LEP's own methods and keeping the focus on the individual progress of our participants.



**Background:** We try to prepare our children and youth for the adult world. But it is a battle uphill. Parents don't have time and their experience doesn't translate well to their kids. Schools have removed focus from personal and social development in favor of grades and tests. After school personnel are strapped for man power. Youth Counseling Centers have been mandated only to help those with a special need. Basically a lot of ordinary, as well as talented, young people have little clue about their choices. Most of the initiatives, teaching youth & teens about life and choices, are lacking or aim only at those who make a fuss.

**Business Idea & Value Proposition:** The LEP is one or more private after school programs focused on teaching youth and teens a number of valuable life skills. This is done through people simulators, inspired by various types of tabletop fantasy and live-action RolePlaying Games (RPG). LEP's classes take old fashion pen, paper & dice RPGs and refashion them for different age groups, gender and teaching purposes, while keeping the core entertainment value intact. Participants get to create and manage all aspects of both fictional and real life characters. In the classes, everyone must improvise their own character's dialog and actions in accordance with the events the teacher, as well as the participants, set in motion within a hypothetical situation. It is like creating a story together where the participants experience:

**Identity Issues:** The participants get to play characters resembling themselves as well as characters far removed from their present life. It is an exceptional way of gaining experience by freely allowing participants to experience something more or something different from themselves in the safety of a simulated reality.

**Conflict Management & Problem Solving:** Classes revolve around fictional stories which both the teacher and the participants will influence. This story may focus on extraordinary circumstances or achieving the participant's dreams or ambitions. But stories may also revolve around real world business, government or societal issues.

**Social Learning:** The classes will revolve around teamwork. Whatever ambitions or actions, the participants seek, they must find a balance which fits into the group. The

classes will revolve around exploring diversity and interdisciplinary cooperation and collaboration. Classes will also function as a safe place for withdrawn participants to take initiative, while simultaneously training leadership abilities in those who seek it.

Adventure: Above lessons are often taught in a simulated universe of the participant's choice. You might learn social skills in a middle-age court or politics on a colony ship.

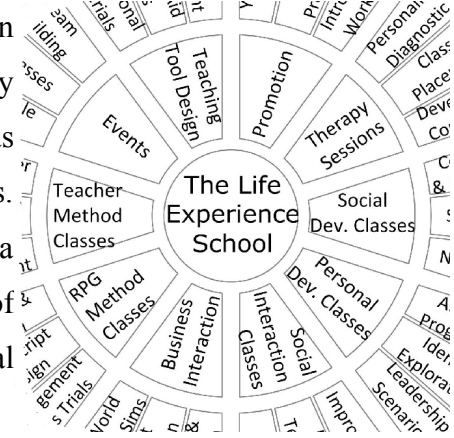
The primary lessons in our class rooms are taught through trial and error. The participants are allowed freedom of choice but will also get to experience the consequences of their choices. The LEP teachers will ensure that no choice is condemned, but merely portray the risks and rewards connected with said choice. The most important aspect of our school is to take the lessons learned and connect them with the participant's real world and future goals. Participants will learn how to act and relate better with their peers, work with emotions, explore their purpose in life, navigate the complexities of adult society and prepare strategies for succeeding on both a personal and social level. This also make the LEP teacher a crucial part of our concept, as they will have the skills to manage their classes impartially. They will manage odds of success or failure through our RPG dice systems and keep focus on LEP's theoretical foundation, build mainly upon the theories of Howard Gardner's Multiple Intelligence theories and Daniel Siegel's insights into the workings of Neurobiology.



**Competition:** Though technically competitors, the existing RPG organizations and typical after school programs each only represents one part of LEP's total package. The LEP bridge the gap between RPG entertainment and the development of youth... The gaming industry offers competition through online interactive people simulation games (like Sims). LEP differs as we focus on tying together the simulated experience with the real world, within and around our participants. We tailor our classes to our participants and measure the progress in collaboration with parents, teachers, businesses and the participants themselves. The biggest competitor, however, is the participant's other hobbies. Today's teens are busy, which is why we have developed RPG systems and scenarios for younger participants of both genders...

**Competitive Advantage:** We have designed and tested several unique RPG systems, tailored for specific age groups and teaching goals. LEP's profits will, partially, rely on the copyrights and utilization of these systems. One of our aims is to put tabletop RPGs, within reach of mainstream audiences, as opposed to niche RPG shops, allowing us to sell them along side more traditional games. Furthermore, the LEP will have teachers with both the experience to develop youth and master RPG people simulators. We also have something which most organizations lack: The focus to develop each individual's personal and social abilities over time. Our classes will run weekly and have a teacher to participant ratio of maximum 1:7.

**Market:** The LEP's RPG systems and simulated scenarios are capable of attracting a wide range of youth and teens. We start recruiting participants as early as 3<sup>rd</sup> grade. Like regular after school programs, we intent to have introduction days and events at nearby schools. Our testing community have confirmed that once a few kids, within a regular classroom, has joined our simulations, then up towards half of that class will follow suit in early grades. We also enjoy exceptional loyalty, once kids have been properly introduced to our initiatives. Our test community includes teens and adults who continue to stay with us, as regulars, after almost a decade, as they enjoy our activities. Feedback from participants and their parents also confirm a positive impact on our participants understanding of themselves and life around them. LEP also have a potential to branch out, as LEP's organization chart illustrates:



**Customer Profile:** The LEP will put the focus back on the ordinary, as well as talented, individuals, which are left to their own device under public management. Our costumers will thus be drawn from the families who seek alternatives to public care. We will also draw on businesses, who wish to raise the interest and worthiness of the youth, they care to have, as interns and future employees. But primarily, we will draw on youth who genuinely will enjoy being entertained within our LEP classroom as a hobby.

**Price:** Our classes will be run in afternoon or evening classes and will have competitive prices on par with other after school activities, such as music lessons or sports activities. We do keep our classroom costs very low as we only need dice, paper, words and imagination to facilitate our learning environment, but this even out with our higher teacher, participant ratio. Locations will initially be secured through strategic partners. A single LEP classroom requires little more than a dinning table. Collaboration with libraries or a school is very possible.

**Strategic Partners:** The LEP is being build with the help and inspiration of several AAU initiatives. The LEP also enjoys the support of a large testing community, build over the last decade. In addition the LEP has secured initial funding to manage its finances, tech support and purchase of materials needed in LEP's first mobile classroom. The founder of the LEP has the skills necessary to run the first number of classes within the LEP.

**Manpower:** The primary need will be in the form of classroom teachers. The LEP teachers will be drawn from both the ranks of social educators and the RPG community. Other important supporting personal may include: A Web designer/programmer, a PR specialist, a secretary and a HR specialist to facilitate contact with schools & private businesses.

Judge	Feedback
Judge 1	It is an interesting idea of encoding students with life experiences through a game. Why is it necessary to put the game on the market, as regular board games? Is it not the experiences and the LEP teachers knowledge that are crucial for the function and the education of the children? This is important to consider as you are currently focusing on two markets - the board games and the after school activities. The idea description leaves an impression of information lacking, as there are no specific in-depth information. The test community, the game, the teachers. The limited space of the paper is difficult, but it could have been good to have a description of a "typical LEP teacher". And more specific description of a "typical game scenario". Eg. Peter rolls the dice and moves three steps, lands on x which leads to ...." How is it ensured that the kids take the life experiences learned through the game into their own lives? is there any way of testing this?
Judge 2	- Competition in the form of RPGs and participants other hobbies mentioned, but not how to address these obstacles - No financial projections, neither for turnover/income nor investments needed (but you mention "having secured initial funding") - "Mobile classroom"? Needs elaborating, is this a camper van - or? - Market size? You mention "a large testing community", how big, how did they respond? Input to projection of future market! - Not clear how you will recruit and remunerate staff ("classroom teachers")
Judge 3	Its an interesting idea, but I need additional work and description to understand how this will translate into a profitable business. I miss: -Quantified market and focus -More precise description of the product - is it a game, a school, a tool that facilitates life experience discussions or? I have an idea but would appreciate more help to understand the product itself. Your thoughts of what it can bring i.e. the value prop. is however well described. -Expected earnings -Voice of the customer - what does your market say? who's and what problem are you trying to solve - is it a parent problem or a child problem or maybe a community/government problem? - Product development - how do you make the product and how far are you? Good luck - I think there might be a market for your product if you act like a real marketeer :-)
Judge 4	Very nice product description. Moving ahead with the idea rethink if this basically is a product or a business model idea? What's the basic consumer need / demand related to getting "life experience"? Who is really the customers paying for this product/service? The parents = school money or the children = entertainment? => very different business models. Considering scalability in costs and revenues will provide valuable insights to these questions.