social business creation

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Business Model Innovation

LOVE LAB

Start-up Love Lab

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Submission date: 15th June 2023

The following portfolio reports reflects on our entrepreneurial journey during the Business Innovation Phase of the HEC Social Business Creation Competition. We picked five methods we used and found particularly helpful in this phase and reflected on our implementation of the method and key lessons learned. The report further includes screenshots of our prototype.

Julia Pollin

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1. Methods Reflection

1.1 Market Segmentation

Phase 2 – Love Lab goes into the next round!

After focusing on the problem space in the first phase with many brainstorming sessions and divergent thinking, it was now time to shift our focus and attention to the solution space.

Method description

Market segmentation involves dividing a heterogeneous market into smaller groups of customers with similar needs or characteristics to develop and adapt products, services, and marketing strategies that better meet their specific needs and preferences. It is a critical step in the disciplined entrepreneurial process as it helps early-stage startups with limited resources to identify and target their most promising market segments and increase their chances of success (Aulet, 2013). As Aulet (2013) states, "the single necessary and sufficient condition for a business is a paying customer." Therefore, startups should take a customer-centric approach by identifying an unmet need of a specific target audience and building the MVP around it. By focusing on this niche and establishing a strong position there, startups can build a foundation for long-term success and growth. In our project, we selected six top opportunities from the extensive list of potential customers and markets we had gathered in the brainstorming phase and conducted in-depth primary market research, directly interviewing potential customers to learn more about them.

Method implementation

After identifying potential customer segments through our stakeholder map, customer journey analysis, and problem interviews, we came up with six potential

target groups at the end of the social innovation phase: Teachers, administrators, parents, students, physicians, and institutions (North Star Vision: to improve sex education through a digital platform).

In the next step, we evaluated each target group using various criteria such as market size, growth potential, competition, and customer needs through interviews to narrow down the list of potential markets. We also based our segmentation analysis on the seven questions identified by Geoffrey Moore (1995) and Bill Aulet (2013):

1. Is the target customer well-funded?
2. Is the target customer readily accessible to your salesforce?
3. Does the target customer have a compelling reason to buy?
4. Can you today, with the help of partners, deliver a whole product?
5. Is there entrenched competition that could block you?
6. If you win this segment, can you leverage it to enter additional segments?
7. Is the market consistent with the values, passions, and goals of the founding team

	Teachers	**Admins**	**Students**	**Parents**	**Doctors**	**Institutions**
1.	no	yes	no	no	yes	yes
2.	yes	yes	yes	yes	no	yes
3.	yes	yes	yes	yes	no	no
4.	yes	yes	yes	yes	no	yes
5.	no	no	yes	no	yes	yes
6.	yes	yes	no	yes	yes	yes
7.	yes	yes	yes	no	no	no

During the evaluation, we were able to exclude some segments and prioritize others. We found that our personal goal was not shared by gynecologists, as they did not see a need for better sex education and therefore showed no interest in supporting our start-up idea or buying our product.

In addition, students or young people in general showed a strong interest in this topic, but often have little or no money, making the market unattractive as it would not provide enough revenue to grow and sustain our business.

As for parents, we have learned that cultural and ethical reasons often prevent them from properly educating their children in this area. Many parents make a conscious decision not to provide sex education to their own children and therefore would not purchase our product, which is contrary to our goal as a founding team to improve sex education for all. Therefore, we see parents as an additional segment that we could tap into with our solution, but not as a primary target group.

In our interview with ProFamilia as an institution, we learned that sex education in schools is very basic and usually takes place in one day. ProFamilia offers face-to-face sex education workshops for schools but is often not requested by them due to lack of budget or organization, leaving the education portion solely to the teachers.

This leads us to teachers and administrators, the two remaining audiences where we have found a great need for educational materials. We spoke not only with teachers and an assistant principal, but also with prospective teachers and learned that they are not prepared to teach sex education during their studies. In addition, many materials are still outdated and do not show real drawings of bodies. Revising curricula is not enough when time at one's school only allows for very brief treatment. There was a clear need for educational materials for schools that could be used by teachers to educate their students comprehensively. We realized that our target audience here is quite complex as it is divided into three areas: our target audience of students, our end users of teachers, and our customers/buyers of administrators. Since most of the questions assessed apply to teachers and admins, we narrowed our focus accordingly. We originally headed for secondary schools, as topics around the female cycle and hormones, contraception and sexually transmitted diseases should be addressed here.

Insights and key learnings

Market segmentation was a helpful way to structure our next steps and entry into the solution phase. It helped us answer the question "Where do we start now?" and prioritize segments based on which offered the most attractive market opportunity and best fit our startup's capabilities and goals. Based on the insights we gained, we were able to pivot our initial prototype and focus on an educational app for secondary school teachers to use as a classroom resource instead.

1.2 Pivot or Persevere

Method description

In recent years, the Lean Startup Method has become one of the most popular ways for founders to bring their ideas to market quickly and effectively. A key component of this method is the concept of "pivot or persevere", which states that company founders should either adapt (pivot) or maintain (persevere) their business idea depending on how successful the product or service is in the market (Ries, 2017). The Lean Startup methodology developed by Eric Ries (2017) emphasizes the importance of rapid iterations and hypothesis testing to learn and grow quickly. According to the article, "When it's Time to Pivot, What's Your Story," (McDonald & Bremner, 2020) it is important to regularly check if a company is on the right track and if an adjustment to the strategy is needed. This can be done by gathering customer feedback and monitoring market trends. When a strategy adjustment is needed, there are two options: Pivot or Persevere. While "pivot" means a fundamental change in strategy or direction without a change in vision, "persevere" means sticking to and continuing with the current strategy (McDonald & Bremner, 2020). When companies decide to pivot, there are a few points to keep in mind. According to the article "16 Tips For Successfully Pivoting Your Business," (Forbes, 2022) small iterations are recommended to achieve change in small increments. Market research can be used to examine existing and new market opportunities (Forbes, 2022).

Method Implementation

After market segmentation led us to schools as our target market to achieve our goal of providing simple, comprehensive and engaging sex education to as many children/youth as possible, we adapted our prototype and went out for testing. This was the first (small) pivot we performed, as our initial prototype was an open education platform/app where different users such as parents, teachers, students, or others could access the app and select their segment during the sign-up process. Based on their selected segment and interests, users received

personalized recommendations for learning videos and were added directly to their respective community to interact with others. For example, there was a separate community for teachers, parents, and students/learners (Appendix 1).

After our first pivot, the app became fully focused on educational material for secondary schools. The category tab was replaced with learning units and the community tab was replaced with exercises and digital worksheets (Appendix 2). As a business model, we aimed for an annual licensing model where schools or teachers could purchase our app and use it for cross-curricular lessons. In our earlier interviews with teachers and current students, we learned that since Covid, schools have received funding to digitize secondary education with tablets. As a result, apps are increasingly being used for various school subjects. We presented our adapted prototype to the deputy principal and the youth social worker of the local elementary and secondary school in Pförring. Both were enthusiastic about the idea and agreed to support us with the content concept, which is based on the curriculum. One concern raised by the deputy principal was that there is no central and fixed budget for all schools per state. The amount of funding available varies from school to school and depends on the assets of the community in which the school is located. Therefore, he recommended that it is best to contact the Ministry of Education for a faster distribution. Since one of the founders is a member of the board of the district association of the Junge Union (JU) Eichstätt, she has political contacts and was able to arrange a meeting with the head of the education committee of the JU Bavaria. At this meeting, we became aware of Knowbody, a sex education app for schools from 6th grade onwards with an identical approach as ours. Since Knowbody is a Bremen-based start-up with a planned launch in May 2023, we did not discover them in our market analysis. After looking at the company's website, we decided to set up a meeting with the founders to get as much information and knowledge as possible and to use this discovery as an opportunity. The meeting with the CEO Carolin Strehmel gave us a lot of insight and confirmed that there was a common interest in addressing the identified problem through school education. We now had to decide whether to persevere our business idea in Bavaria, even though we are

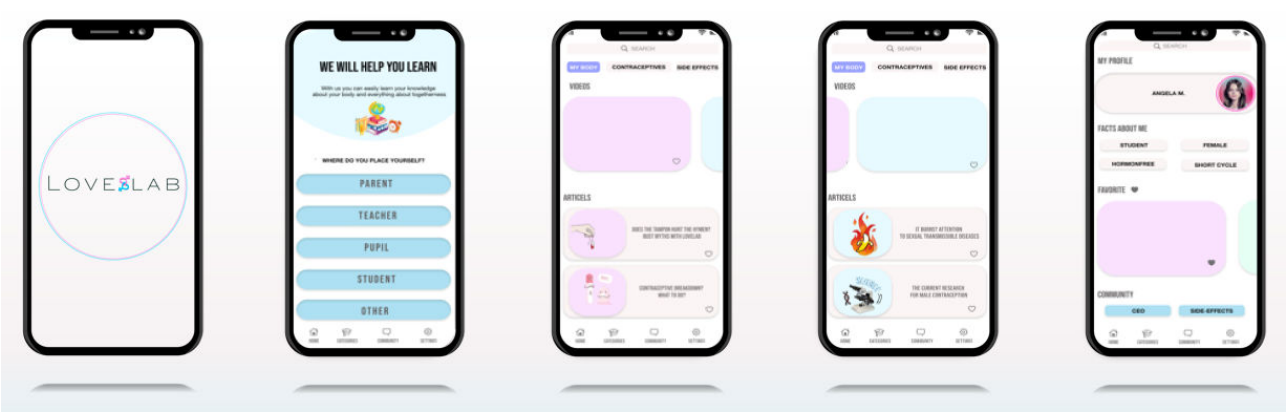
no longer the first mover in this market, or to pivot to another customer segment and technology. Since we knew that Knowbody had already developed an app, entered the market through a pre-funding with the state of Bremen, and was already known in the Bavarian ministry, we decided to pivot and focus on elementary schools as a target segment. Also, their app matches our prototype and the way we wanted to implement it, so it didn't make sense for us to replicate a better product. As Carolin shared with us in an open exchange, they also receive customer inquiries from teachers in elementary and special education schools but lack the capacity to serve those schools. Knowbody is focused on developing its app for secondary schools with additional learning units. In addition, elementary schools require a different concept as the content and language needed is different than in secondary schools. Since we had a network to several elementary school teachers and elementary teaching students, we were able to quickly validate the need in this segment. Also, we had access to the local elementary school in Pförring, which made it a suitable beachhead to build on.

Key insights and learnings

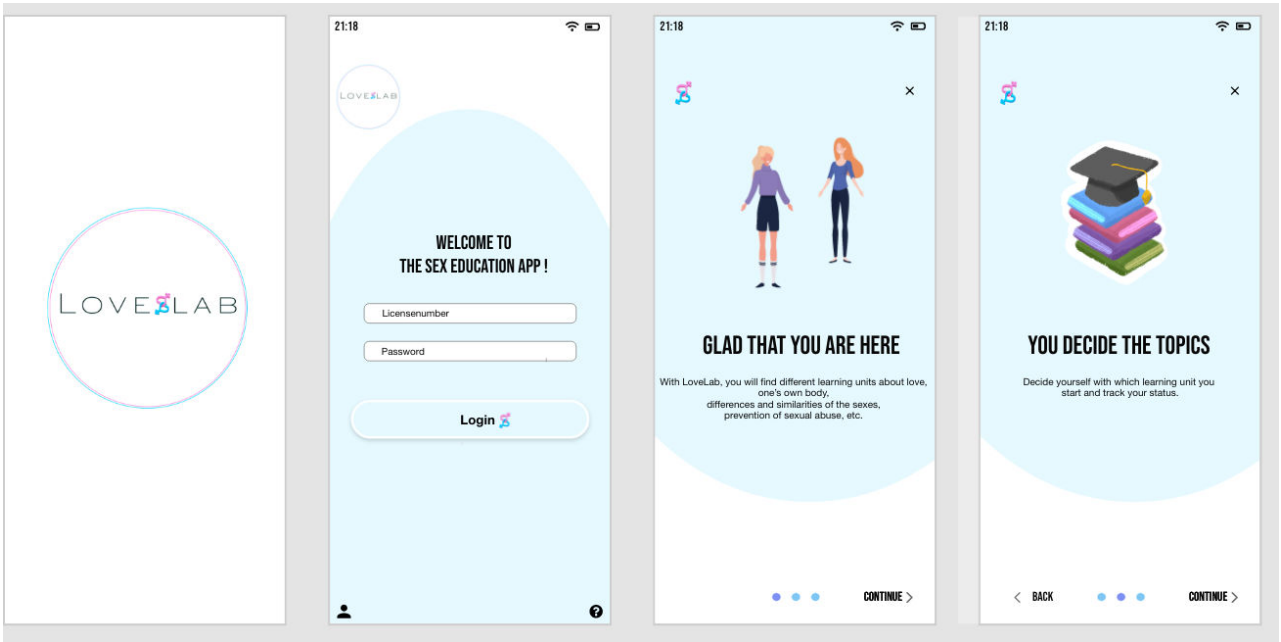
By applying lean and customer-centric behavior to our startup project, we automatically became familiar with the pivot or persevere method. We learned that it is normal to pivot several times in the early stages of a startup, depending on the customer feedback we receive and the insights we gain. When we were taught in class that the first prototype of many startups was completely different from the product they eventually brought to market, we couldn't imagine that it would happen to us. The last month has proven us wrong, as we originally started from the idea of educating about contraceptive methods and their side effects and are now focusing on introducing elementary school children to the topic of sex education. Although the second pivot felt very difficult, as we had to discard our previous prototype and all the efforts we had made, we never gave up on our vision.

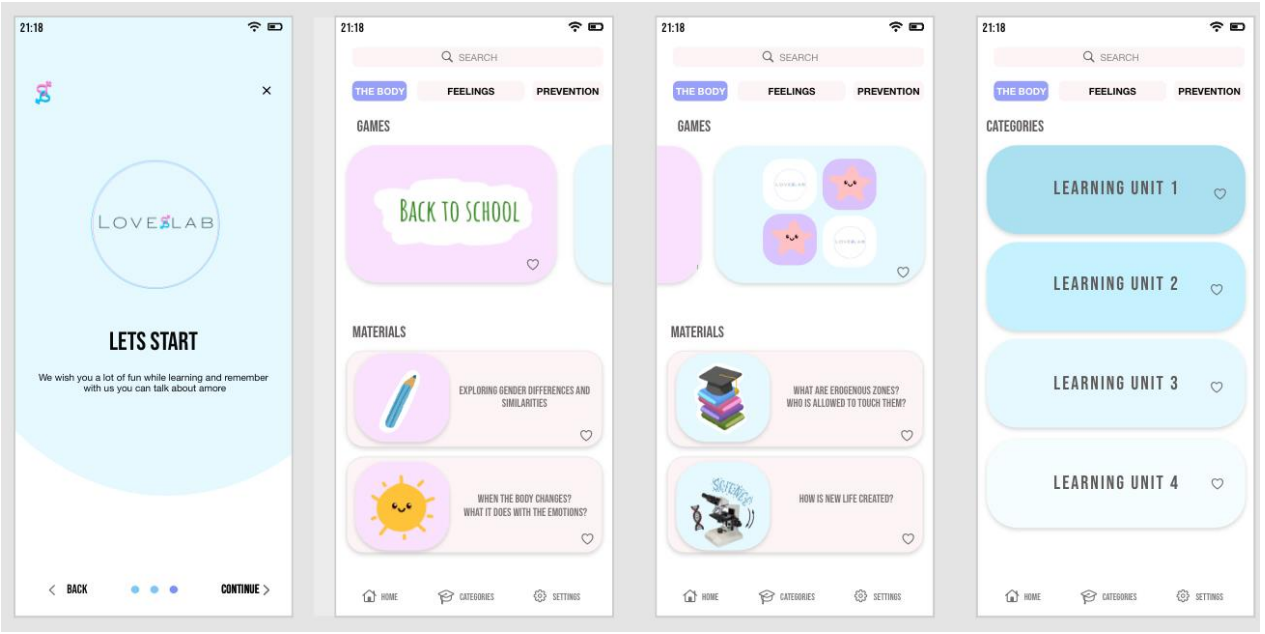
Appendix

Appendix 1: Original App Prototype (end of Social Innovation Phase)



Appendix 2: First Pivot App Prototype (beginning of Business Innovation Phase)




21:18
LOVE2LAB
LETS START
We wish you a lot of fun while learning and remember with us you can talk about amore
BACK
CONTINUE
SEARCH
THE BODY
FEELINGS
PREVENTION
GAMES
BACK TO SCHOOL
MATERIALS
EXPLORING GENDER DIFFERENCES AND SIMILARITIES
WHEN THE BODY CHANGES? WHAT IT DOES WITH THE EMOTIONS?
HOME
CATEGORIES
SETTINGS
WHAT ARE EROGENOUS ZONES? WHO IS ALLOWED TO TOUCH THEM?
HOW IS NEW LIFE CREATED?
CATEGORIES
LEARNING UNIT 1
LEARNING UNIT 2
LEARNING UNIT 3
LEARNING UNIT 4

1.3 Competitor Analysis

Method description

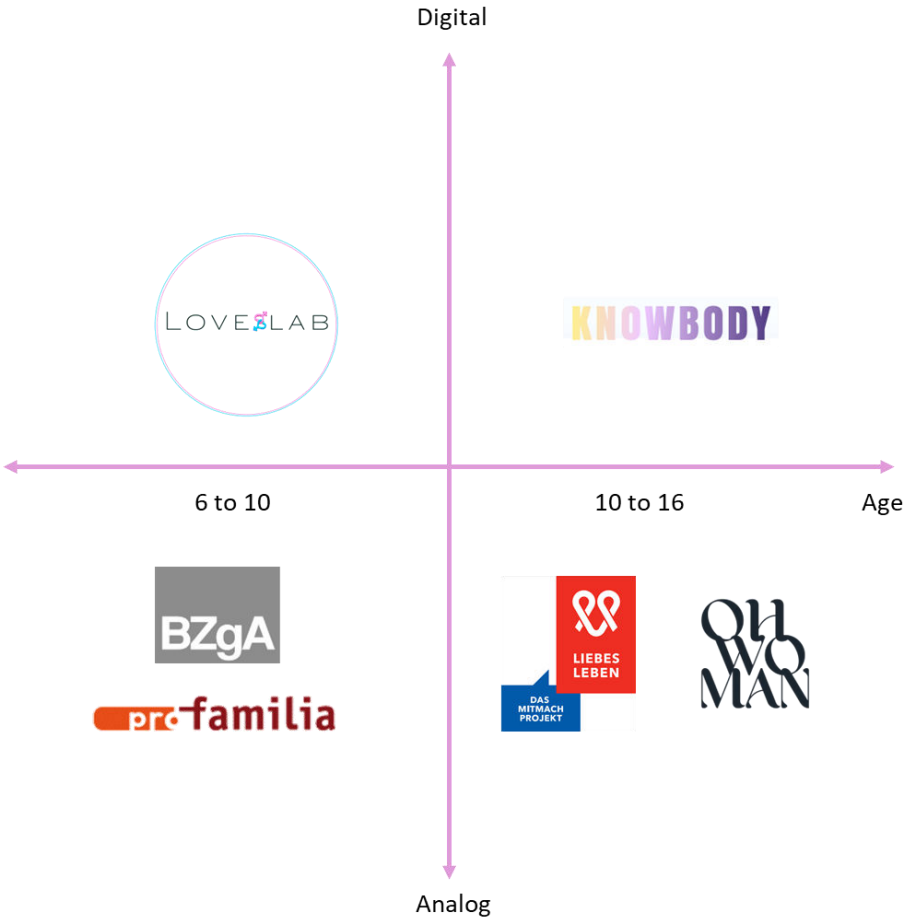
Competitor analysis is a subset of environmental scanning, which involves the collection and in depth-analysis of the external environment of a company's external environment in the target market. It is closely related to strategic decision making, with the goal of positioning a firm in the marketplace and differentiating it from its competitors (Porter, 1979). In this case, we conducted a competitive analysis by examining our direct competitor Knowbody and determining its market positioning, strengths, and weaknesses in terms of pricing, features, quality, and value proposition. We also researched other direct and indirect competitors in the German market for sex education, focusing on teachers and schools as our target audience. By charting our competitive position based on the customer status quo and information from primary market research, we were able to identify a gap in the market for sex education materials tailored to elementary school children (Aulet, 2013). This helped us determine our unique selling proposition (USP) and competitive advantage by using the insights gained from the analysis to position our startup. Through this process, we transformed Knowbody from a direct competitor to a partner.

Method implementation

After performing a market segmentation and pivoting to teachers and administrations as the primary segment, we dove deep into the competitive landscape. After learning about Knowbody as a direct competitor from our network, we examined their website to understand their product and value proposition. With their sex education app they are offering a digital solution for comprehensive sexual education to secondary school students in grades six and upwards. Their unique selling proposition is the curriculum-aligned learning units that fit perfectly into a 45-minute school lesson, while also supporting teachers across different subjects, providing students with reliable and scientifically accurate information, and being accessible offline on both school-owned tablets

and personal smartphones. To get detailed information about the company's positioning, market know-how and insights, as well as its strengths and weaknesses, we arranged a Zoom meeting with Carolin Strehmel, Knowbody's CEO. In the meeting, we received an introduction to the app and its current eleven learning units on relationships, sexuality, body, gender, family and family planning, sexuality and media, diversity and society, and sexual self-determination. We learned that they sell their app through individual, school, or state licenses and that Bremen has purchased a state license for all secondary schools. An annual license for schools costs 400€. Currently, they are focusing on launching in May and further developing learning units on other topics such as puberty, pregnancy and abortion. They also plan to expand their offering to other countries such as Austria, France and Switzerland. Although they also receive many requests from elementary schools, they do not cover this target group because it would require a completely different concept. Their app would be too complex as a product, both in terms of the topics covered and the language used. Therefore, their product offering is limited to all secondary school types but does not include elementary schools. Through this insider knowledge, we were able to identify a gap in the market that was not being addressed due to capacity constraints on the part of Knowbody (the entire interview transcript can be read in the appendix). The CEO offered her support and network if we would develop a solution for elementary schools. This meeting turned Knowbody from a direct competitor to a direct partner for us. In addition to Knowbody, we researched other players in the market for sexuality education in Germany, focusing on teachers and admins as target groups. We thereby charted our competitive position by identifying the two key differentiators in the market. On the x-axis, we divided the age of the children and thus the type of schools targeted by the solution. The left side focuses on elementary school children (six to ten years old), while the right side targets secondary school children (ten to sixteen years old). On the y-axis, we have divided the type of media on which the solution is based. At the top are digital media such as apps, and at the bottom are physical products such as board games, books, or services/workshops. The below chart

shows the position of our start-up LoveLab and other companies whose solutions deal with sex education materials for teachers and schools.



For secondary schools, there are physical offerings such as the educational game "Oh Woman," a board game with 40 questions and their answers about menstruation, the menstrual cycle and the body for children aged 10 and older. In addition, the Federal Center for Health Education (BZgA) launched "LIEBESLEBEN - Das Mitmach-Projekt" in 2020 (BZgA, 2020). It is a cooperation project between the BZgA and the Verband der Privaten Krankenversicherung e.V. (PKV). The aim of the project is to prevent HIV and other sexually transmitted infections (STI) and to promote sexual health among students aged 12 to 18 at all secondary schools. To achieve the broadest possible nationwide reach and sustainable strengthening of health-promoting structures around sexual health in schools, the BZgA aims to sustainably anchor "LIEBESLEBEN - Das Mitmach-Projekt" in the federal states through model collaborations and specialized

training. The project is part of the BZgA's LIEBESLEBEN initiative to promote sexual health. Initial state funding for the project in Rheinland-Pfalz was announced in March 2023 (BZgA, 2023).

For elementary schools, there are so far only books, information materials and media packages in the form of flyers, posters and specialist brochures provided by institutions such as the BzgA and Profamilia. However, there is no digitally elaborated concept that is tailored to 45-minute school lessons and can be used by teachers in the classroom. Accordingly, the topic of sexuality education is often handed over to external specialist speakers who cover the topic of sexuality education in one day. Checking on the status quo of primary school teachers and trainee teachers revealed that the content of sexuality education is not covered at all in their studies and that they are therefore often reluctant to teach the topic. But sexuality education is not only a "nice to have" option. Children are “entitled to receive sexuality education that is comprehensive and holistic in nature, development- and age-appropriate, and adapted to the needs of young people and the questions they ask. Sexuality education is an integral part of human right to health, in particular the right to access appropriate health-related information” (BZgA, 2017: p. 13).

Key insights and learnings

The analysis of the competitive landscape was extremely helpful to get a holistic overview of the existing market offering and to identify untapped niches with an existing demand. Based on the information gathered and insights gained, we were able to select a beachhead for LoveLab and then define our core. Another important insight was how we could deal with other market players. When we heard about Knowbody, we were initially shocked that there was another startup implementing our exact idea and saw them as direct competition for us. But as we thought about our vision as a social startup, we put aside our competitive view and began to see Knowbody as an opportunity to gain valuable expertise and realize our goal together. By approaching the meeting with this change in mindset, we went from being competitors to partners working on the same mission.

Appendix

Appendix 1: Interview with Knowbody CEO Carolin Strehmel

Founder Knowbody, Carolin Strehmel (CEO)

Meeting Questions:

- *How does your business model look like? What is your growth strategy?*
- *with whom have you already spoken? How is the response from teachers and politicians?*
- *Have there been any funding or sponsors/financing?*
- *How was the project approached? Which stakeholders are involved?*
- *Sexual education from grade 6: how did you decide on this age?*
- *What surveys have you conducted?*
- *What came out of the surveys? What is the biggest need in the market?*
- *How can we best support you on this topic?*

Meeting Minutes: Quote of the day: "If it's a real problem, then the financing question will be resolved on its own because there is always someone willing to make a social contribution -> it's about finding a real problem"

- ***Funding**: 2 grants, Federal Ministry of Economics, Founder Scholarships, Startup Accelerator, pre-financing before Go-to-Market by the state of Bremen (which bought their app for the entire state) and individual schools Funding from the Federal Ministry of Economics during Corona: Corona crisis -> aimed for homeschooling for all students -> digitalization necessary -> apps funded with money -> not anymore (no funding)*
- ***Idea:** 2019: discussions in private circles about sexual education -> found approval*

  Online research for existing products on the market -> no such education app exists

Target group decision: consideration between private sector with parents or schools with teachers -> decision for schools as target group, as it can be ensured that a large number of students will be educated (this is not guaranteed with parents, depending on culture) -> Decision made by them for grade 6, as at this age the complexity of the app (handling of technology on the one hand and content/linguistic design of the app on the other hand) is justified -> originally intended for grade 7, but feedback from teachers was for grade 6

- ***Conception:*** *Worked on the app for 2.5 years, Go-to-Market in May 2023 11 topics, goal: to offer around 40 learning units (topics such as puberty, pregnancy, abortion have not yet been addressed)*

  Produced their own content in collaboration with teachers and sex educators (=learning units), additional links to other sites whose content they find good: e.g. Sinnstinct, Wir haben Lust, integration of existing series/content such as "Druck" (Zdf), Maedelsabende -> additional videos from content creators or other sites are planned

  How was content created? Quickly looked for people who know about it -> e.g. students of sexual sciences, teachers, etc. were employed as freelancers and "carriers" for a learning unit (lead of the respective learning unit), videos are also planned

  Decided not to include a community function, as this sensitive topic would require a moderator function to ensure that the dialogue is safe and respectful

- ***Challenges****: Bureaucracy of ministries: you can't plan a business with ministries -> feedback takes a long time -> taken into their own hands Schools often don't have their own/extra budgets for digital teaching materials -> difficult for business case*

  Autumn 2022: on the verge of quitting because they didn't receive follow-up financing, crowdfunding campaign failed (but due to lack of application/marketing)

Problem of financing for social business startups

Very long sales cycle: requests/offers with teachers take forever -> request from teacher -> offer from Knowbody to teacher -> forwarded to school principal/committee -> sometimes it takes 6 months for approval (then the school year is over and teachers buy the license for the next school year)

- ***Business Model:*** *During the pilot phase, teaching materials and app content were made freely available to teachers to collect metrics -> 160,000 downloads during the pilot phase (which was very attractive as new teaching materials and free) -> good user and download numbers -> proof of concept,*

  all types of schools (teachers said from 6th grade onwards) were tested (primary/middle/high schools).

  Annual licenses for schools: €400.

- ***Growth Plan:*** *Austria and Swiss schools (they are already much further ahead in Switzerland and the process is faster regarding digitization) -> they had also received feedback from people asking why they don't start in markets that are already more "ready".*

  Founder now lives in France: translate the app into French -> France as another market.

  They attend many fairs and events to promote their product.

  Successful founders such as Bubble founders support their venture -> it is a real problem.

  Different curricula: Bavarian curriculum is poorly worded -> classical family concept, other curricula are much more open/modern.

- ***Ideas for LoveLab****: Primary schools: they receive many emails from primary and special schools -> they have not yet developed this, a completely different language and product concept is needed for this (->*

the app would not be the right solution, no capacity so far -> 2 teachers want to digitize sexual abuse -> networking is possible),

there is a need at primary schools and also from parents: many emails and requests from primary and special schools. -> Real cross-sectional drawings of bodies.

Everything available in the private market is either for young people or adults. Modern instructions for parents -> question card set and game (card game and instructions).

Goal: think about the biggest need that is not yet covered, which you can implement easiest with your capacity.

Appendix 2: Total Addressable Market (TAM) Calculation for elementary schools in DE (only 4th grades)

Bottom-up Approach			
Grundschulen in DE	15,466	2021/22	
Anzahl Grundschüler DE	3,003,940	2022/23	
durchschn. Schüler pro Klasse	23		
Anzahl Klassen	130606		
Anzahl Klassen pro Jahrgangsstufe in DE	32652	zB Case wenn nur 4. Klasse	
App Jahreslizenz 400€	13,060,608.70 €		

1.4 Define your Core

After defining the competition and the market, we had to pivot and persevere our original idea, and therefore we defined our own USP with the method of expressing our core.

Method description

Defining the core answers why our company can create a solution for customers that other companies cannot. This method allows companies to find out what they can solve for customers better. The core component offers the ability to effectively communicate the benefits valued by your customers while outperforming any adversary. It also provides an assurance and confirms that it answers the question, "What is the unique functionality of our start-up offering that our competitors cannot easily imitate?". The most important thing is that the core is clearly defined. Our founding team is aligned to represent what the company is continuously working on and what is always at the forefront of planning and executing any strategy (Aulet, 2013).

In the following, we will go into the steps we have taken to identify the core.

Method implementation

First, we determined the purpose of LoveLab. We identified the problem LoveLab is solving and the target audience we are serving. This helped us define our start-up's goal and set the direction for our core values. Secondly, we compared our competitors regarding value proposition and their core and analyzed the results of OhWoman, Knowbody, and institutions like ProFamilia or BzgA. We used this evaluation to define our core better. We thought about what assets our team has and what new ventures we have. We asked ourselves the following questions and scored the answers by strongest and weakest.

What assets does our team have?

What are the solutions we are proposing for our business?

What are some potential cores for our business?

First, we have answered the question of what resources LoveLab has. We at LoveLab have the resources of our network through partnerships and contacts with institutions such as ProFamilia, elementary schools, teachers, educators, and the Junge Union. Furthermore, we have the resource to explain the topics more easily and in a digital way through the creation of graphics and the learned programming skills. Another important resource is the passion for the subject. As a social start-up, we are a business with a good cause and a clear vision in mind. Our aim is to help young children by preventing them from experiences and sufferings we had to go through, giving them the chance to take informed decisions about their bodies due to comprehensive education. After answering and evaluating the questions, we asked ourselves if and why our core is unique.

We asked ourselves what the solutions are, and we proposed that we could identify the following contents for our company. At LoveLab, we offer the solution of implementing sexual education at a young age to close knowledge gaps at an older age. In doing so, we can partially solve the problem of early detection of sexual abuse among children. When children correctly name certain body regions and parts and recognize which boundaries have been crossed, educators can recognize sexual abuse more quickly. By de-abusing this topic, children also get

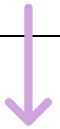
less sense of shame about this topic, which has a positive effect. In addition, LoveLab offers playful learning content. This complex subject area can be learned more efficiently by making the learning content active. Children should also know how their body changes and what feelings are in line so that personal boundaries can be better understood. In the long term, we as a company would like to address the core issue of establishing sexual education as early as elementary school age with content suitable for children to understand their bodies and to demonstrate personal boundaries. Through LoveLab's education, children are much less likely to be victims of sexual violence. Additionally, we use digital media formats to increase the engagement rate of children, quality standards of education and ensure continuous updates.

To summarize our core, LoveLab provides detailed digital learning units for comprehensive and holistic sexuality education that is development- and age-appropriate, adapted to the needs of young children and the questions they ask, and can be taught cross-subjects. Our solution addresses the lack of specialized education for teachers and fulfills a basic human right for children and young people. We offer a unique and essential tool for elementary schools to ensure that students have access to appropriate health-related information and are better prepared for life.

Key insights and learnings

The lesson learned from the "Find your Core" tool is that making the right decision is essential for the project to proceed. Because without defining a core, the LoveLab project has no added value. For our start-up to have long-term added value for society and growth, it needs a solid core. During the intense discussion about our potential core and the core of our competitors, we concluded that we need to adapt our first existing core to generate a unique USP.

Appendix

What assets does Love Lab have?		
1.	Network with potential partners for example OhWoman, ProFamilia, Junge Union and KnowBody, and potential customers for example teachers, schools and parents, female power	**Strongest**
2.	The passion to solve the problem of the lack of sexual education	
3.	Programming skills and graphic design to illustrate learning material in easy ways	**Weakest**
What is the solution we are proposing for Love Lab?		
1.	The solution of implementing sexual education in elementary schools in a modern, child-friendly way using digital media	**Strongest**
2.	The solution of early detection of sexual abuse on children through games	
3.	The understanding of personal boundaries	**Weakest**
What are some potential cores for Love Lab?		
1.	Detailed digital learning units for comprehensive and holistic sexuality education that is development- and age-appropriate, adapted to the needs of young children and the questions they ask, and can be taught cross-subjects.	**Strongest**
2.	Prevention from sexual abuse	
3.	Through learning with Love Lab fake news and old stigmas have no chance through proper education, safe handling of their own body and sexuality will be taught	**Weakest**

1.5 Minimum Viable Product

Once the core has been defined, we have implemented the insights gained during the previous steps by building our Minimum Viable Product.

Method description

Albert Einstein said: “Everything should be made as simple as possible, but not simpler”. The Minimum Viable Product (MVP) is a product development strategy that focuses on developing the lightest version of a product with only enough features to satisfy initial customers and collect feedback.

The MVP approach is often used in startup companies but can also be applied to projects or product innovation in established companies, such as product development.

The basic idea of an MVP is to create a prototype or version of the product or research project that works with a minimum of features or requirements. This helps to test the concept with real users or potential customers and get critical feedback that can help improve the idea before investing too much time or resources in development. The MVP is the tiniest thing someone can build that creates value. Theoretically, there is no fixed definition of how an MVP should be made (Croll & Yoskovitz, 2020). But three key elements are essential for an MVP. All three steps must be accomplished (Aulet, 2013).

1. The customer benefits from using the product.
2. The customer will pay for the product
3. The product is enough to initiate the customer feedback loop, where the customer can help develop a better product.

In the next step, we applied the method to our LoveLab example.

Method implementation

As a first MVP, we created a click dummy during the social innovation phase that should represent an app. This prototype had ten screen slides. Our original idea

was to ask students on campus what features they would use with the app. However, after talking to Knowbody, we adapted the screens to elementary schools after we defined our target group as schools.

We tried to use the prototype to simulate a learning unit with memory cards. Therefore, we created a memory card in parallel to the click dummy. We tested the game with a minor effort without developing it first. We tried the memory game with four elementary school students to understand if the children were interested in the game and if it was understandable.
Afterwards, we also tested out the click dummy and the memory with six student teachers, two elementary school teachers, and a special education teacher. We validated the results from the first test phase. Both elementary and student teachers agreed that an app cannot yet work in elementary school; while digital teaching is becoming a greater focus, it is primarily intended for teachers now.

That's the reason why we switched from an app to a website. With a website, the teacher can access the learning units through a license and use the materials in the classroom. By screen sharing on the whiteboard, the tasks can be learned with the elementary school students, and the lessons can be mastered playfully. As a next step, we will test a learning unit with the elementary school in Pförring. The learning units will be developed in cooperation with pedagogues.

We also paid attention to the three steps. We have created a benefit for the teacher, in which we generate a website with teaching materials that the educator can leverage to better educate the children without spending much time creating own material. The content is conveyed through playful learning games, e.g., digital memory of sexual education. To improve the product, we closely cooperate with students and teachers.

By using the website we can also measure how many people are interested in the respective learning units. On the homepage you will find a button where the potential customer can press if he is interested without obligation. We will

automatically receive an e-mail afterwards and can leverage this as a metric of interest in our solution.

Key insights and learnings

Using an MVP, we could learn that there are better solutions than an app for the start. In addition, it showed us that with little effort, a potential product could already be tested, but also individual product features such as the memory game. For future content, we will first design the learning units in the analog form before we digitize them.

Appendix

Appendix 1: Overview Curricula per State in regard to sex education in elementary school

Bundesland	Inhalte
Baden-Württemberg	• Körperlichkeit und Sexualität auch im Zusammenhang mit Körperbehinderungen • Geschlechterrollen • Fragen zur Freundschaft • Liebe, Partnerschaft und Sexualität • Biologische Fragestellung
Bayern	• Unterschiede und Gemeinsamkeiten der Geschlechter (ohne detaillierte anatomisch-physiologische Einzelheiten) • Mutterschaft und Vaterschaft Tätigkeiten und Aufgaben in der Familie • Prävention von sexuellem Missbrauch: Selbstbewusstsein entwickeln, unangenehme Berührungen ablehnen können • Aufgaben von Vater, Mutter und Kindern in der Familie Verhalten von Mädchen und Buben • Sensibilisierung für geschlechtsspezifisches Rollenverhalten, Gleichberichtigung • Zeichnen der Zuneigung und Liebe bei Kameradschaft, Freundschaft, Ehe und Familie • Geschlechtsmerkmale bei Jungen und Mädchen, Reifungserscheinungen, Körperhygiene
Berlin, Brandenburg, Bremen und Mecklenburg-Vorpommern	• Jahrgangsstufen ½ • Sexualität und Geschlechterrolle • Biologische Gemeinsamkeiten und Unterschiede von Mädchen und Jungen benennen (Körperteile, Geschlechtsmerkmale) • Verhalten von Mädchen und Jungen vergleichend beschreiben und über den eigenen Körper selbst bestimmten (Angenehme

	und unangenehme Berührungen, Prävention sexueller Gewalt) • Jahrgangsstufen ¾ • Entstehung und Entwicklung des menschlichen Lebens beschreiben (Zeugung, Schwangerschaft, Geburt) • Merkmale der Pubertät beschreiben (emotionale, körperliche und soziale Veränderungen) • Mädchen-Jungen, Frauen-Männer in der Familie • Sich mit Geschlechterrollen auseinandersetzen. Darstellung von Geschlechterrollen in Medien und Werbung • Hetero- und homosexuelle Lebensweisen • Zusammen leben
Hamburg	• Es ist schön, ein Mädchen / Junge zu sein • Mein Körper – Das bin ich • Deine Familie – meine Familie • Wie ein Kind entsteht • Die Welt der Gefühle • Gute und schlechte Geheimnisse • Mein Körper und wie er sich verändert • Freundschaft, Verliebtheit, Zärtlichkeit und Liebe • Partnerschafts- und Familienformen • Mein Körper gehört mir
Hessen	• Familie und familiäre Lebensweisen • Gleichberechtigung von Frauen und Männern in allen Lebensbereichen • Geschlechtergerechtigkeit • Respekt der sexuellen Selbstbestimmung von Kindern und Jugendlichen • sexuelle Gewalt gegen Kinder und Jugendliche • unterschiedliche Werte und Normen, die durch die kulturelle Herkunft oder Religionszugehörigkeit geprägt sind - Akzeptanz von Lesben,

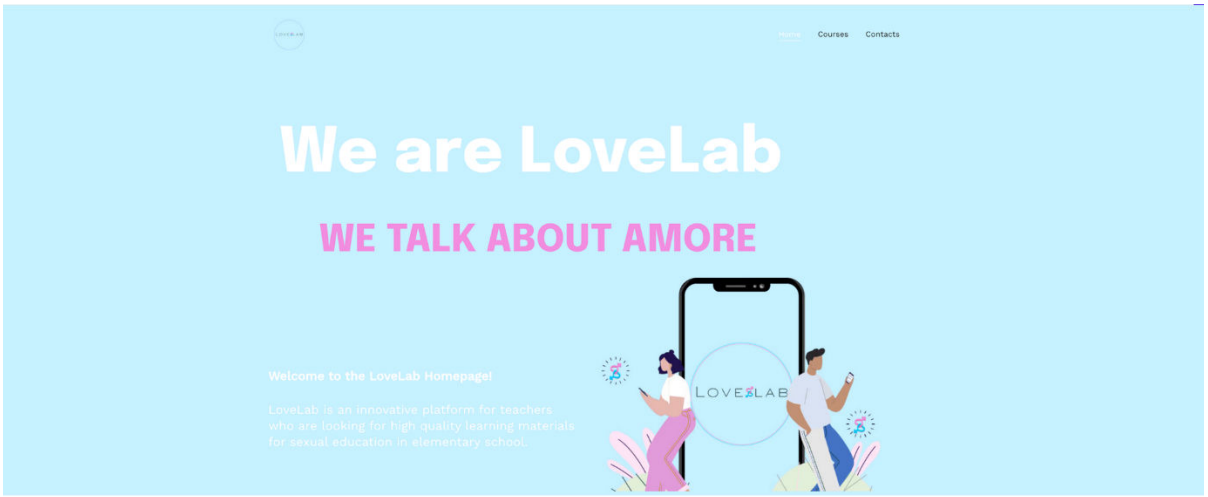
	Schwulen, Bisexuellen, trans- und intersexuellen Menschen (LSBTI). • Partnerschaft und Sexualität von Menschen mit Behinderungen • Verbreitung von HIV/Aids und anderen sexuell übertragbaren Krankheiten.“
	• die Bedeutung von Ehe, Lebenspartnerschaften und Familie - Vorgänge der körperlichen Entwicklung und körperlichen Reifung, über Schwangerschaft, Geburt und frühkindliche Entwicklung - die Bedeutung des Schutzes ungeborenen menschlichen Lebens • Verhütungsmöglichkeiten/-methoden und deren sachgerechte Anwendung • Beratungsmöglichkeiten bei ungewollter Schwangerschaft, sexueller Gewalt und sexuellem Missbrauch • die Gleichberechtigung der Geschlechter • Coming Out • die Vielfalt sexueller Orientierungen und Geschlechtsidentitäten • universelle Menschenrechte und Schutz vor Diskriminierung • Beratungsmöglichkeiten im Zusammenhang mit sexueller Orientierung und geschlechtlicher Identität • sexuell übertragbare Krankheiten und Schutzmöglichkeiten • Fortpflanzung • Identität • Beziehung - Kommunikation - Lust – Selbstbestimmtheit • Sprach- und Kommunikationsfähigkeit • fachlich fundiertes Wissen • die Entwicklung einer Haltung, die sich an der Würde des Menschen orientiert
Niedersachsen	• Entstehung, Wachstum und Reifung des menschlichen Körpers beschreiben

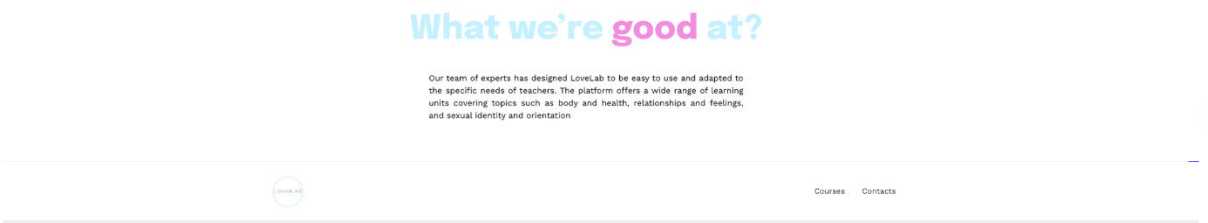
	• Gemeinsamkeiten und Unterschiedliche (Frau-Mann / Kinder- Jugendliche-Erwachsene) kennen • Körperliche und seelische Gefährdungen des Menschen kennen
NRW	• Beziehung und Sexualität • Geschlechterrollen • Familie und anderen Formen des Zusammenlebens • Sexuelle Orientierung und Identität • Körper und Sexualität • Empfängnisverhütung • Schwangerschaftskonflikte und Kinderlosigkeit • Sexueller Missbrauch und sexuelle Gewalt • Sexuell übertragbare Krankheiten, Hepatitis B und AIDS
Rheinland-Pfalz	• Unterschiede zwischen den Geschlechtern, Vorbereitung Pubertät, Identitätsfindung, Geschlechterrolle und Geschlechterrollenfindung • Entstehung und Entwicklung menschlichen Lebens • Freundschaft, Gefühle, Verliebtsein, Zärtlichkeit, Liebe • Familienformen, Berücksichtigung der Beziehungen, in denen Kinder leben • Prävention von sexueller Gewalt
Saarland	• Schwangerschaft: von den befruchteten Eizelle bis zur Geburt • Körperliche Entwicklung und Veränderung • körperliche und soziale Merkmale der Geschlechter • Rollenzuschreibungen und Vorurteile • Verhaltensempfehlungen in Risikosituationen
Sachsen	• Mein Körper und meine Gesundheit • Kennen der Geschlechtsmerkmale bei Jungen und Mädchen • Äußere Geschlechsteile

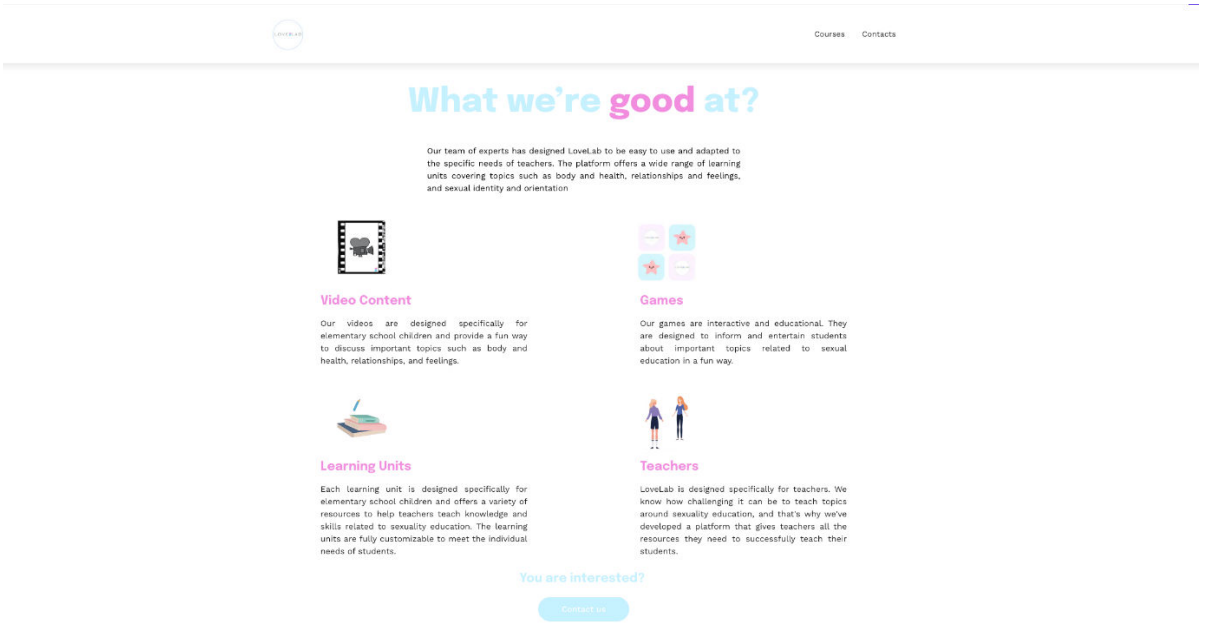
	• Gefahr des sexuellen Missbrauchs • Merkmale der Pubertät: körperliche Entwicklung, Körperhygiene, Abbau von Ängsten und Scham, Möglichkeiten des Schutzes vor sexueller Gewalt • Körperliche Merkmale von Frau und Mann • Zeugung und Schwangerschaft • Geburt und Pflege eines Säuglings
	• Vermittlung grundlegender Kenntnisse zur körperlichen Entwicklung • Die Darstellung der Verschiedenheit von Mädchen und Jungen
	• Unseren Körper kennen • Körperteile benennen (Die Körperteile des Menschen) • Die Entwicklung des Menschen kennenlernen (Schwangerschaft, Geburt, Sexualität)
Thüringen	• Geschlechtliche und sexuelle Vielfalt • Geschlechterbilder und Sozialisation • Sexuelle und geschlechtliche Vielfalt in der Gesellschaft

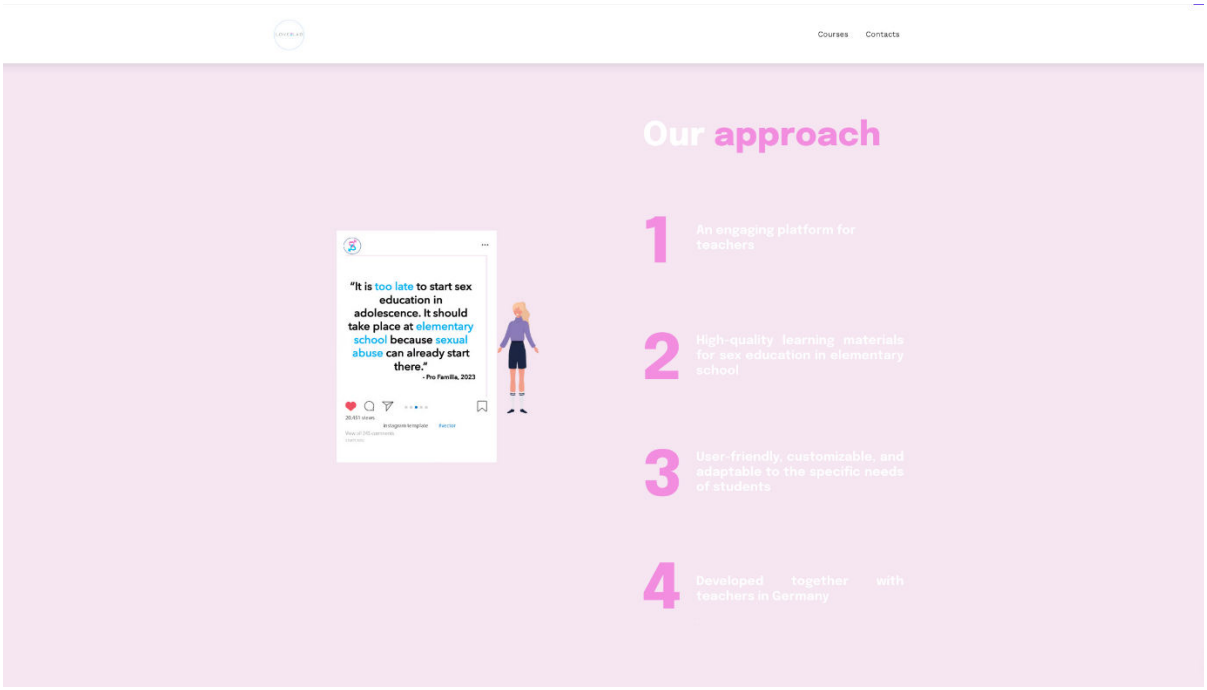
Appendix 2: Memory Game MVP

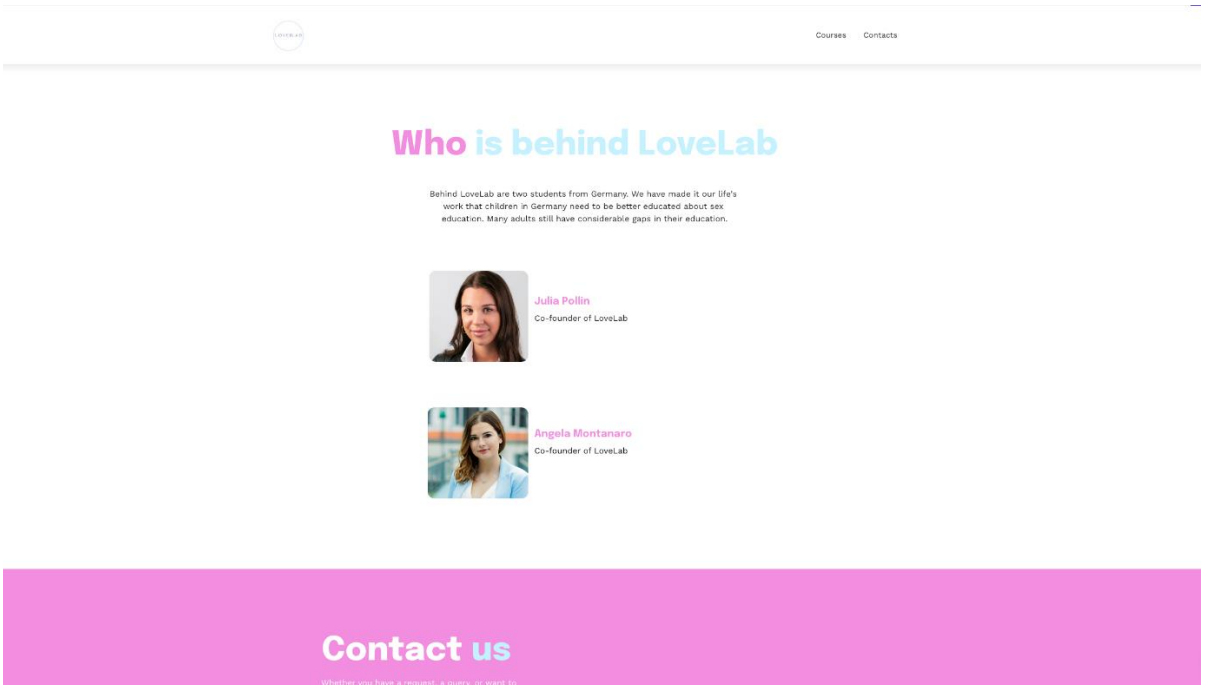
Appendix 3: Our Website

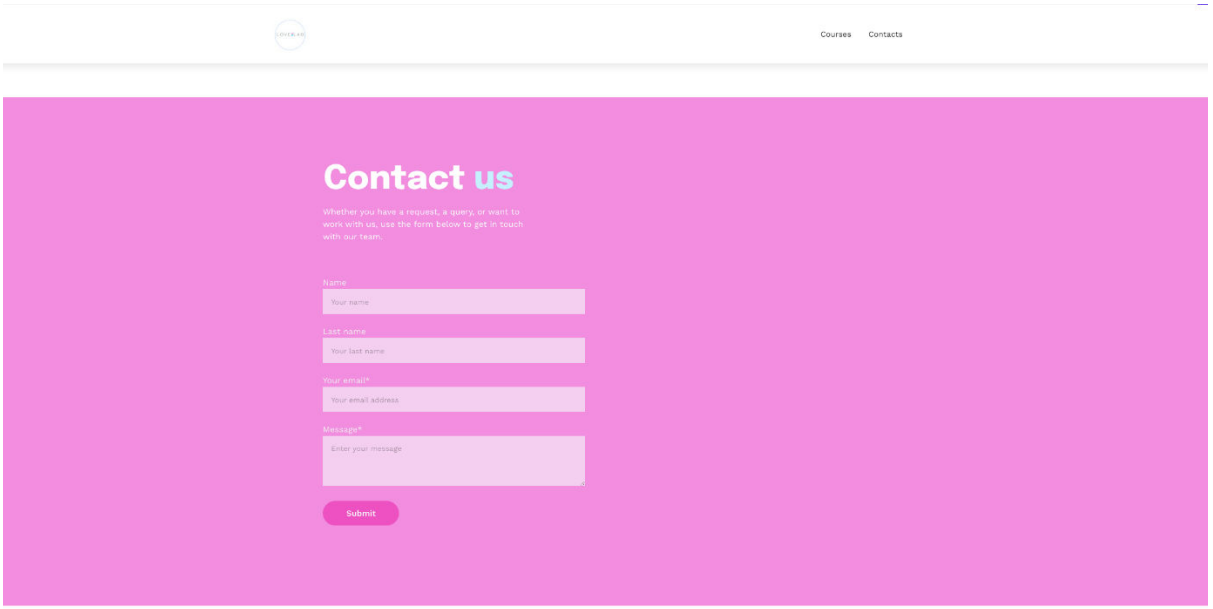


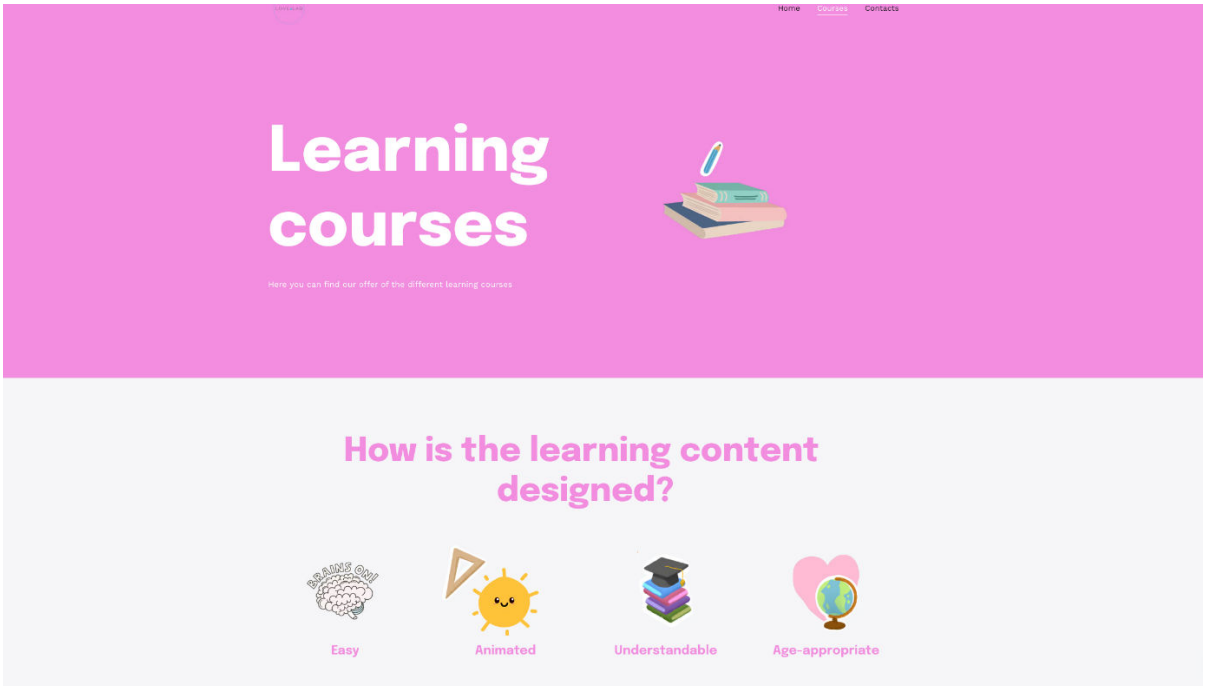





Courses
Contacts
Our approach
"It is too late to start sex education in adolescence. It should take place at elementary school because sexual abuse can already start there."
- Pro Familia, 2023
1
An engaging platform for teachers
2
High-quality learning materials for sex education in elementary school
3
User-friendly, customizable, and adaptable to the specific needs of students
4
Developed together with teachers in Germany


Courses
Contacts
Who is behind LoveLab
Behind LoveLab are two students from Germany. We have made it our life's work that children in Germany need to be better educated about sex education. Many adults still have considerable gaps in their education.
Julia Pollin
Co-founder of LoveLab
Angela Montanaro
Co-founder of LoveLab
Contact us


Courses
Contacts
Contact us
Whether you have a request, a query, or want to work with us, use the form below to get in touch with our team.
Name
Your name
Last name
Your last name
Your email*
Your email address
Message*
Enter your message
Submit


Home
Courses
Contacts
Learning courses
Here you can find our offer of the different learning courses
How is the learning content designed?
BRAINS ON!
Easy
Animated
Understandable
Age-appropriate

Home Contacts

Education is the key to success

Physical changes during puberty

students learn about the changes that occur during puberty, such as growing breasts, growing pubic hair, and voice development.business can turn its business around with data.

Angela
3/6/2023

Differences between boys and girls

Students learn about the anatomical differences between boys and girls and how these differences contribute to males and females playing different roles in reproduction.

Angela
3/3/2023

Relationship and Friends

Sexual Orientation and Gender Identity

Home Contacts

Relationship and Friends

Students learn about different types of relationships, such as friendships, romantic relationships, and family relationships. They also learn about the importance of friendships and how to make friends that are good for you.

Angela
3/1/2023

Sexual Orientation and Gender Identity

students learn about different types of sexual orientations and gender identities and how to treat others respectfully, regardless of their orientation or identity.

Julia
2/26/2023

Physical Health

students learn about how to keep their bodies healthy by eating a balanced diet, exercising, and protecting themselves from disease.

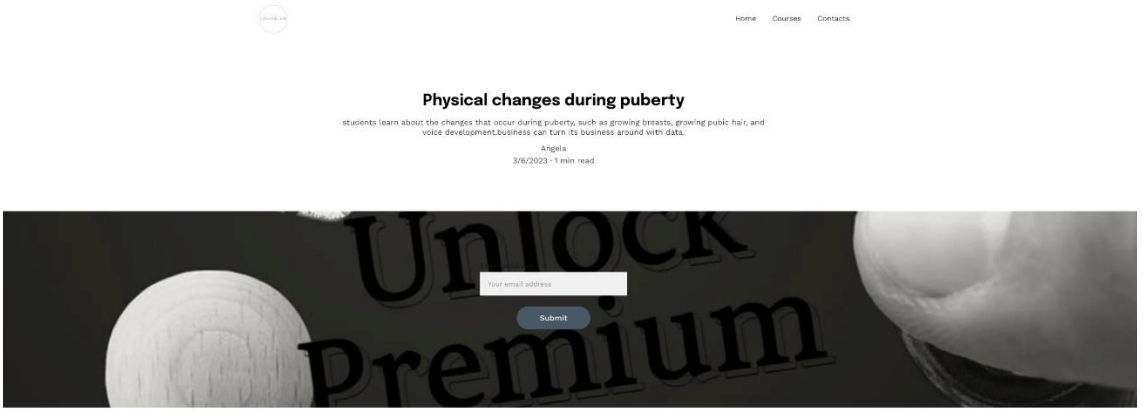
Julia
2/23/2023

Contraception

students learn about different types of contraception and how to avoid unwanted pregnancies and sexually transmitted infections. They also learn about the importance of consent and how to act safely and responsibly when sexually active.

Julia
2/20/2023

ngine.hostinger.com/sexual-orientation-and-gender-identity



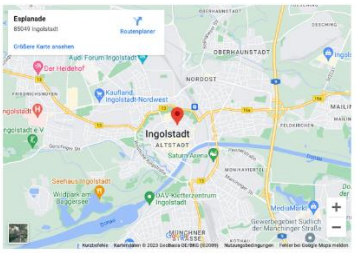
Location

Set up a meeting with our consultants, or simply stop by if you're in the neighborhood.

Contacts

angelamtnr@t-online.de

july.pollin@googlemail.com



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