



moiki

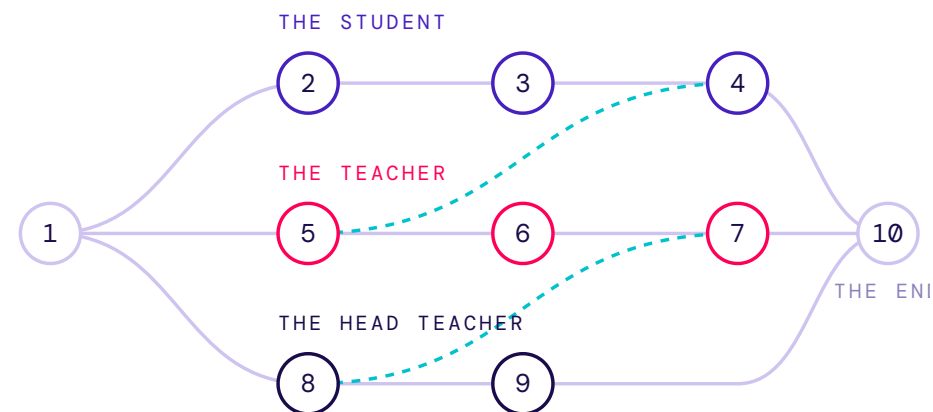
■ MOIKI EDU · AN AUTHORIZING PLATFORM

Get students **reading** **and writing** interactive stories

This deck is built like a Moiki story: ten sequences, three roles, and choices that are real links. Choose who you are, or click a sequence in the graph.

■ 800+ USERS SIGNED UP WITH A SCHOOL OR UNIVERSITY EMAIL · 84% BEFORE MOIKI
EDU

THIS DECK IS THE GRAPH · CLICK A SEQUENCE



The student

§ 2

You are fourteen. Berlin, August 1961, and a choice to make before the street closes.

The teacher

§ 5

Sunday evening, a Year 10 lesson to turn into a story for Monday.

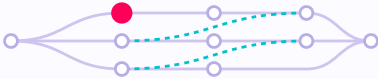
The head teacher

§ 8

A licence request on your desk, and the question you always ask: who else uses this?

§
2

SUNDAY 13 AUGUST 1961, SIX IN THE MORNING ·
EAST BERLIN



The trams have stopped

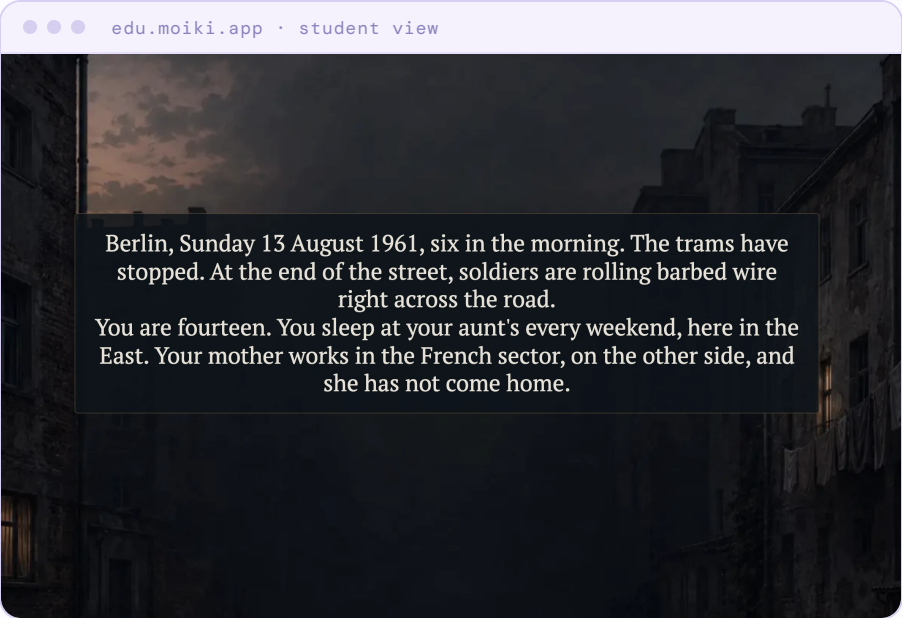
The noise wakes you before the light does. At the end of the street, soldiers are rolling barbed wire right across the road, and nobody is asking them anything.

You are fourteen. You sleep at your aunt's every weekend, here in the East. **Your mother works in the French sector**, on the other side. She did not come home last night.

Your aunt is in the kitchen. The street is still open, perhaps not for long. You have to decide now.

Run to the gate § 3

Go to your aunt's § 3



OUR DEMO STORY 14 SEQUENCES, 5 DECISIONS

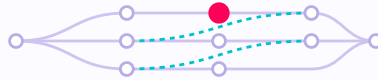
OFF GAME WHAT THIS PAGE SHOWS DECK · 02 · 05

Building a situation should be as easy as writing a quiz.

The student reads a situation and chooses what to do. Each choice changes what happens next. That is the first of three pillars: **reading**.

What you are reading is our **demo story**, as a student sees it on screen.

§ 3 LATER · OR TWENTY-EIGHT YEARS LATER



Your ending depends on what you chose

If you ran to the gate: the officer hands the pass back without looking up, and you are through before you understand. Your mother is on the platform. Your aunt stayed behind, and you did not say goodbye.

If you chose your aunt: you stay in the East with her. Your mother is six hundred metres away, behind the Wall. Letters arrive opened, and visits are rare, short and watched.

On Monday the teacher puts the graph on the board. Fourteen dots on one side, ten on the other. “Who crossed, and why?” Nobody has the same answer, and the discussion runs until the bell.

Your turn to write § 4

See what the teacher did § 5

ENDING 1 · ACROSS THE WIRE

The officer waves you through. You are in the West, and your mother is waiting on the platform. Your aunt stays on the other side, and you did not say goodbye.

ENDING 2 · THE FAMILY SPLIT

You stay in the East with your aunt. Your mother is six hundred metres away, behind the Wall. Letters arrive opened, and visits are rare, short and watched.

DEMO · BERLIN 1961

EACH PATH LEADS TO A DIFFERENT OUTCOME

OFF GAME

WHAT THIS PAGE SHOWS

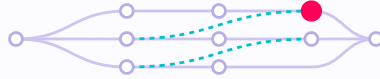
DECK · 05

One story, several endings: each one opens a discussion.

Second pillar, **thinking**: the student weighs the information, anticipates the consequences, then discusses the paths taken with the class.

As many endings as the subject needs, two for a dilemma, more for an investigation or a simulation. The teacher decides.

§ 4 THE FOLLOWING MONTH • IN CLASS



Your turn to write

The teacher hands out a theme and the start of a story: two sequences already written, a first choice, and the whole rest to invent. Some write alone. **You are three on one story**, each with your own part.

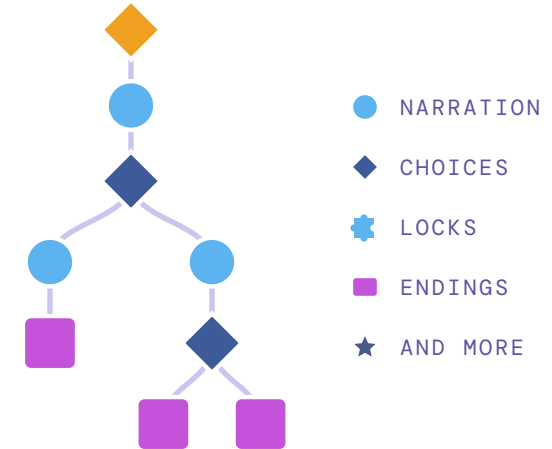
A quick tutorial, and you are writing. A sequence, its choices, and the graph draws itself alongside. You want an early choice to matter three sequences later? A counter and a condition, nothing to code. A forgotten sequence, a path with no ending? **The editor flags it** before your readers do.

The teacher reads and adds comments. It never felt like programming, and yet you have just handled variables, conditions and a graph.

See the teacher's side § 5

Go to the end § 10

UNLOCKED • A STORY OF YOUR OWN



SEQUENCE TYPES

NARRATION, CHOICES, LOCKS, ENDINGS

OFF GAME

WHAT THIS PAGE SHOWS

DECK · 03 · 05

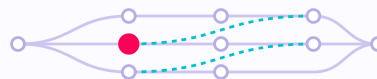
Reading, thinking and writing, differently.

Writing is the third pillar: sequences, choices, and what follows from each choice. Alone or several on one story, from a template or a story opening the teacher provides.

An interface the Orléans–Tours academy found “**easy to pick up**”, short tutorials, templates so nobody starts from a blank page, and the editor checks the story. The logic comes with the writing.

IN A HURRY? THE PROOF IS IN § 8 →

§ 5 SUNDAY, 9 PM · AT HOME



Sunday evening, one sequence and two choices

You teach history to Year 10. Monday is the Cold War, and you already know the look on your twenty-four students' faces by the third slide.

You open the editor. A first sequence: Berlin, 13 August 1961, six in the morning, the trams that have stopped. Two choices, and each one names the next sequence. **The graph builds itself** on the right as you write.

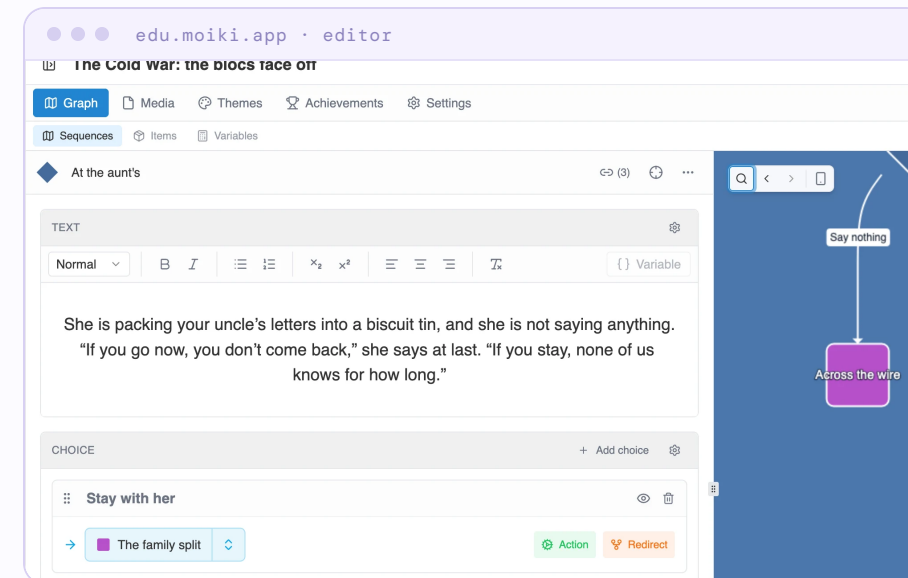
By 10:40 pm the story has fourteen sequences and three endings. You have not written a line of code, and you still could not say which of the three is the right one. That is exactly the question you will ask them on Monday.

Monday, in class

§ 6

See what your students will read

§ 2



DEMO STORY · EDITOR

14 SEQUENCES, 3 ENDINGS

OFF GAME

WHAT THIS PAGE SHOWS

DECK · 02 · 03

Building the situation was what stopped teachers.

Creating a branching experience, then playing it with a class, took **more design, tooling and organisation** than a document or a quiz.

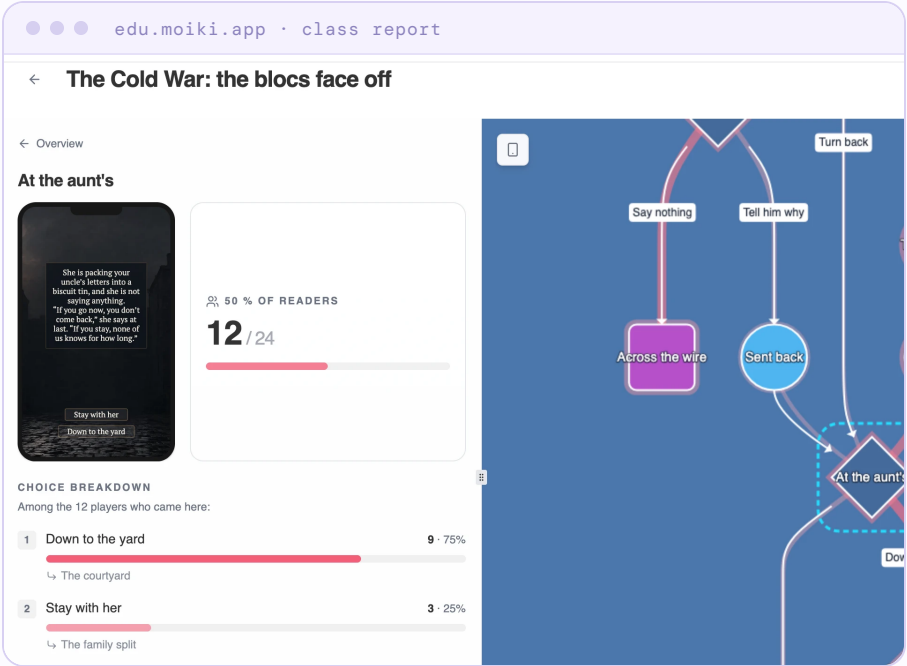
Write, branch, play, hand over: sequences, choices, consequences, **no code**. Counters and flags remember what the student did.

Twenty-four reads, and a report

They come in through the school portal, or with a code written on the board. **No account to create.** At 10:04 the room is silent. On a Monday morning.

At the end of the hour you open the report: **twenty-four reads, eighteen completed.** Fourteen ran to the gate from the very first sequence. At the aunt's, nine went down to the yard, three stayed with her.

You put the graph on the board. “Those who stayed, why?” The lesson starts there, and not at slide one.



DEMO · SAMPLE DATA

OPENED SEPT 2025

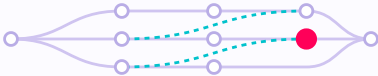
OFF GAME WHAT THIS PAGE SHOWS DECK · 07

The editor, and everything a class needs.

Classes and workshops, **student access without personal accounts**, from the school portal through GAR or with a simple code, class report, reuse between colleagues.

GAR, GDPR, **hosted in France**, no advertising. The figures on screen are sample data.

§ 7 MONDAY, 10:15 AM · THE STAFF ROOM



“You could have asked an AI”

The biology teacher saw your screen over the coffee machine. He is only half joking.

You tell him an AI would probably have written him a story. Not the class that walks in without a password, not the report at 11, nor the French teacher who, right behind him, is already asking **whether she can have the same one.**

You publish the story to the catalogue before the break is over. She duplicates it, changes two sequences, and your name stays on it.

See the head teacher's side § 8

Go to the end § 10

edu.moiki.app · catalogue

CatalogueTutorialsUse casesSubjectsPricingFAQDashboard

CD⚙️★

Workshop catalog

Ready-to-use workshops shared by teachers. Browse, preview, import.

h a workshop...

AllReadingWritingCollaborative writingEnglish

OfficialEN

WritingOfficialEN

THE CATALOGUE

DUPLICATE, ADAPT, AUTHOR CREDITED

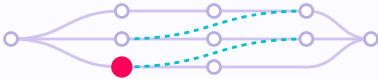
OFF GAMEWHAT THIS PAGE SHOWSDECK · 08

From a writing engine to teaching infrastructure.

Branching authoring tools already exist. Moiki EDU adds **the class, the follow-up and the institutional deployment** around the authoring tool. Colleagues duplicate and adapt a published workshop, and the author stays credited.

No generative AI in Moiki. The time saved is elsewhere: running it with a class, student access, tracking, reuse. The content stays the teacher's.

§ 8 TUESDAY · THE HEAD TEACHER'S OFFICE



Who else uses this?

A history teacher asks for a licence for her team. She has brought Monday's report. You ask the question you always ask: who else uses this, and since when?

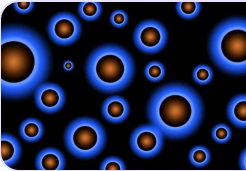
The answer fits in a few figures and a few sources. **800+ users** signed up with a school or university email, in 17 countries, **84% of them before Moiki EDU existed**. Édubase holds two scenarios built with it, a national ÉduNum letter presents it, the Versailles biology site publishes five articles, two of them full classroom reports. École branchée in Québec, eduLAB and the University of Liège in Belgium.

You look at the report with its twenty-four dots, then at the three most-played stories on the public site, all three written for a class. You keep the quote on your desk. The next day, a letter from the department.

The department writes to you § 9

See what the teacher did § 5

UNLOCKED · SIX SOURCES ANYONE CAN CHECK



Ramón le Carbone
The carbon cycle, upper secondary biology
25,000+



Chasseur d'infoux !
Media literacy escape game
3,600+



Haro sur le bouquetin des Alpes
Biosecurity, upper secondary science
2,900+

THE THREE MOST-PLAYED STORIES [CLICK TO READ](#)

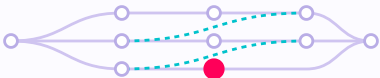
OFF GAME WHAT THIS PAGE SHOWS DECK · 04 · 06

Teachers adopted Moiki before Moiki EDU existed.

Organic adoption since 2020, with no advertising and no outbound sales: 13,500+ accounts, 8,000+ creators, 14,500+ stories, 78,000+ plays. The three most-played stories are classroom material.

We built a storytelling platform. Teachers turned it into an education tool.

§ 9 THE NEXT DAY · THE MAIL



The department writes to you

The department's youth council, collégiens elected for two years, chose screen time as the subject of the year. Their project has two parts: a prevention poster campaign, and **an interactive story competition with Moiki**.

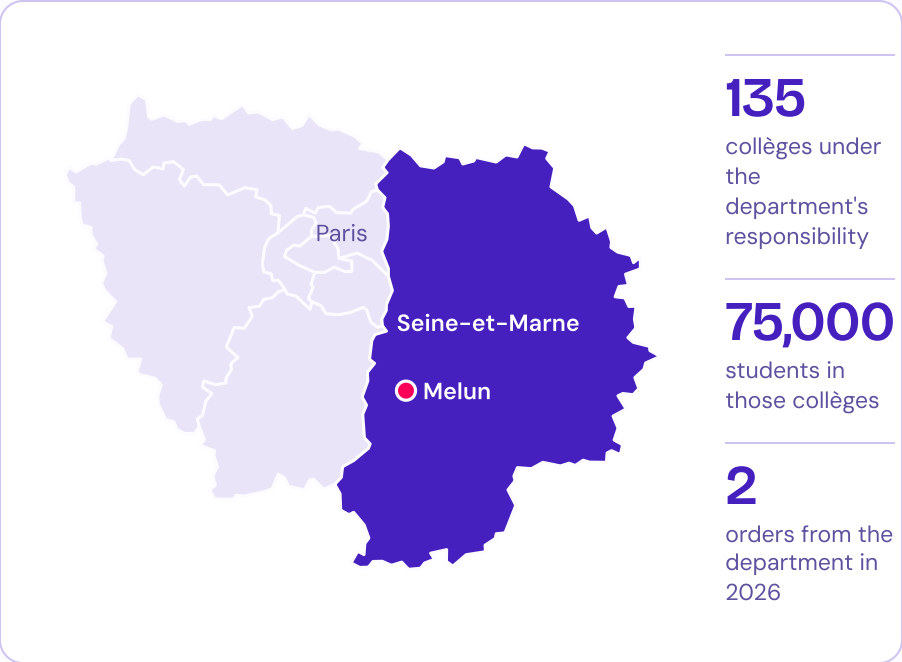
The Département de Seine-et-Marne bought preparatory workshops from Moiki in Melun, in March 2026, to design the competition with the young councillors. Then **a second, larger order**: teacher training, licences, organisation. The competition opens to its collèges, and classes write from October to April.

Your history teacher already has the letter in her hand when you hold it out to her.

The end § 10

Play another role § 1

UNLOCKED · A FIRST PUBLIC BUYER



OFF GAME WHAT THIS PAGE SHOWS DECK · 09

Our first proof of monetisation.

A public buyer pays for a teaching programme built around Moiki, and **comes back for more**. The department is responsible for 135 collèges and 75,000 students.

Three channels, three stages: territorial programmes, **already paid**. The school licence, **to be validated**. The teacher alone, 30 € a year, **self-service**.

Six years of product, eleven months of Moiki EDU

Bootstrapped for six years, with no outside capital raised.



Clément Jacquet

CO-FOUNDER · PRODUCT & TECHNOLOGY

Created Moiki in 2020 and has maintained it since. Owns product direction and architecture.



Julien Revel

CO-FOUNDER · ARCHITECTURE & R&D

Former CTO and R&D manager. Brings the engineering discipline a school platform needs.



Philippe Louchet

ASSOCIATE DIRECTOR · SALES

Key account and business development in technology and education. Owns the route to public buyers.

2020–2025 · use validated

Teachers found Moiki, used it in class, and documented it across subjects, academies and countries.

2025–2026 · the EDU product built

The school layer exists: classes, GAR, class report, co-writing, reuse. Opened September 2025, current version August 2026.

2026–2027 · a business model to replicate

Seine-et-Marne opens a first route: Moiki sold inside funded teaching programmes. The year ahead is about repeating it.

/ Make learning something students explore, not just consume.

Play again from the start

§ 1

edu.moiki.app

