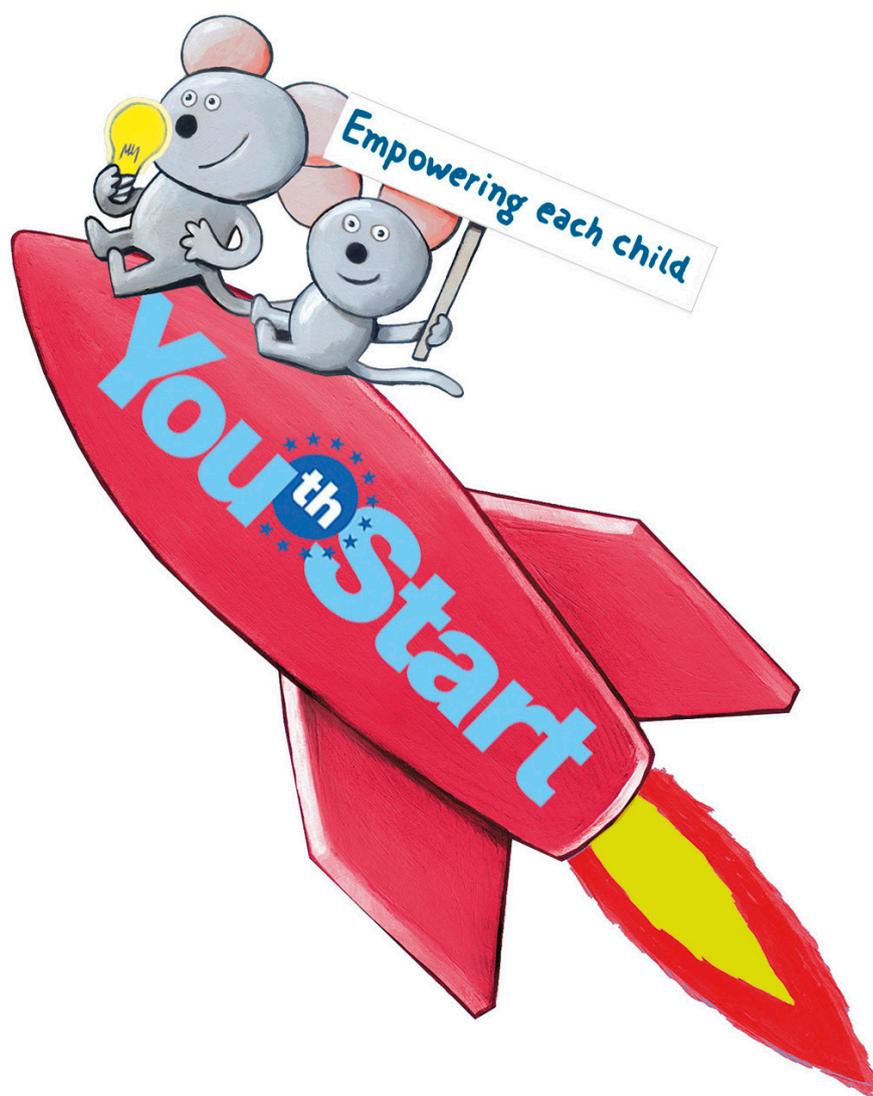




# A1 Idea Challenge

Get your ideas moving forward

## Student Manual



Johannes Lindner • Gerald Fröhlich • Eva Jambor

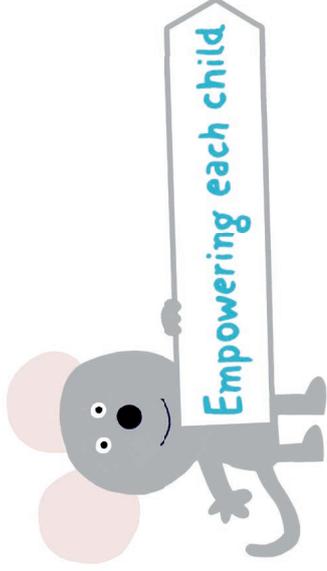
All Challenges of level A1 are also available in a printed version in German.  
You can find them at [www.jedeskindstärken.at](http://www.jedeskindstärken.at) (Jedes Kind stärken, volume 1 - 4).



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**with the You<sup>th</sup> Start Entrepreneurial Challenges Programme**

**LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!**

**DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!**

**USE YOUR IDEAS TO HELP OTHER PEOPLE!**

**IDEA CHALLENGE**  
 Get your ideas moving forward!  
 Let's create value!



**HERO CHALLENGE**  
 You're my role model





**EMPATHY CHALLENGE**  
 My feelings - Your feelings





**STORYTELLING CHALLENGE**  
 Creative storytelling





**BUDDY CHALLENGE**  
 Empower others!





**MY COMMUNITY CHALLENGE**  
 Solving problems together



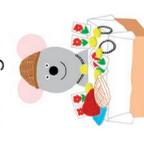


**MY PERSONAL CHALLENGE**  
 What's it worth?





**LEMONADE STAND CHALLENGE**  
 Selling is fun


**PERSPECTIVES CHALLENGE**  
 Tracking 20 Euros





**TRASH VALUE CHALLENGE**  
 Recycling adds value





**OPEN DOOR CHALLENGE**  
 Discovering clues





**DEBATE CHALLENGE**  
 Let's talk to each other!





**REAL MARKET CHALLENGE**  
 Becoming a "junior manager"





**START YOUR PROJECT CHALLENGE**  
 I'm off to a flying start!





**EXTREME CHALLENGE**  
 Assessing oneself





**BE A YES CHALLENGE**  
 This is good for me



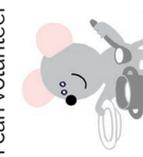


**EXPERT CHALLENGE**  
 Learning holistic learning





**VOLUNTEER CHALLENGE**  
 I can volunteer



The You<sup>th</sup> Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at [www.youthstart.eu](http://www.youthstart.eu). A mindfulness programme with video clips is provided in the "Mind & Body" section.

Challenges with a **yellow icon** instruct the children in entrepreneurial thinking and acting. **Pink** stands for personal development: these challenges focus on empathy, teamwork and self-confidence. **Green icons** indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

## Empowering each child ...

... refers to the title, the goal and the content of a practise-oriented, holistic learning programme which was developed for **primary school children**.

Bigger and smaller challenges form the key element of the programme. They function as learning prompts from three key areas that play an important role in empowering our children:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.



**Empowering each child** is part of the „You<sup>th</sup> Start Entrepreneurial Challenges“ Programme, which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.

In the **A1 Idea Challenge** (*“Get your ideas moving forward”*) the children use cookies to explore what it takes to develop an idea and to implement it. They then apply this knowledge to their own ideas.

**The „You<sup>th</sup> Start Entrepreneurial Challenges“ Programme supports children in developing their potential.**

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers. The research results demonstrate that by working with the programme in primary school, the children's self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others' needs, and they improve their vocabulary.

We wish all the children many inspiring learning experiences working on this challenge!

**Eva Jambor and Johannes Lindner, editors**

[www.ifte.at](http://www.ifte.at) | [www.youthstart.eu](http://www.youthstart.eu)



# A1 Idea Challenge

## Get your ideas moving forward

A challenge is an interesting task from which you can learn something. In the Idea Challenge you will learn what you must keep in mind to make your ideas come true.

Video clip explaining the challenge:

<http://www.youthstart.eu/en/challenges/get-your-ideas-moving/>

### 7 steps to the finish line:

-  1 Reading page 4
-  2 Answering questions page 5
-  3 Reflecting: What do you need to bake cookies? page 9
-  4 Adapting the idea: My dream cookie page 11
-  5 Experimenting: How to build a birdhouse page 12
-  6 Trying out my own idea page 14
-  7 Thinking things over page 16



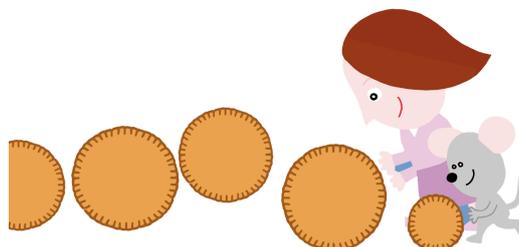
**I can develop my own ideas.**

# 1 Read the story "Get Your Ideas Moving Forward"

ENTREPRENEUR



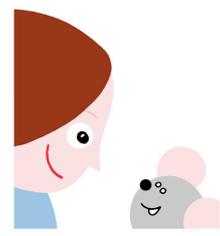
## Get Your Ideas Moving Forward!



Meet Julia. Julia is 8 years old. She lives together with her older brother Max at her parents house. Her loyal companion is a stuffed animal Lewi the Mouse.



Julia und Lewi together have a big secret: They can talk with each other, and no one can tell!



Julia spends every Tuesday afternoon with her grandmother. They go on regular excursions together. Today they want to take the bus into town to experience something new.



They go for a stroll through the city and find themselves standing in front of a display window.

Julia says to Lewi "These cookies look like you! We must have a look inside this shop!"

Julia gives a quick glance to grandma, and they all go inside the shop.



Julia has saved 5 Euro worth of pocket money and wants to buy cookies with it. All of them look so good that she would like to buy a little of each kind of cookie.

Nevertheless, she has to decide and of course buys the cookies that look like Lewi.



Download the "Get Your Ideas Moving Forward" comic so you can read the whole story. You can find it here: <http://www.youthstart.eu/en/challenges/get-your-ideas-moving/>



Answer the following questions about the text 1

1. What is the name of the mouse?

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2. What is the girl's name?

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---

3. What is their secret?

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4. How much money has the girl saved?

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5. They buy cookies. What do these cookies look like?

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6. Where do they eat the cookies?

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## 2 Which ingredients (= raw materials) come from Europe?

- Which ingredients (= raw materials) for the cookies come from Europe? Write down their names, starting with the letters below:



S \_\_\_\_\_

B \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

## 3 Where do the other raw materials come from?

- Connect the boxes that go together.

 The hazelnuts come from

Madagascar.

 The vanilla comes from

the Philippines.

 The coconuts come from

Brazil.

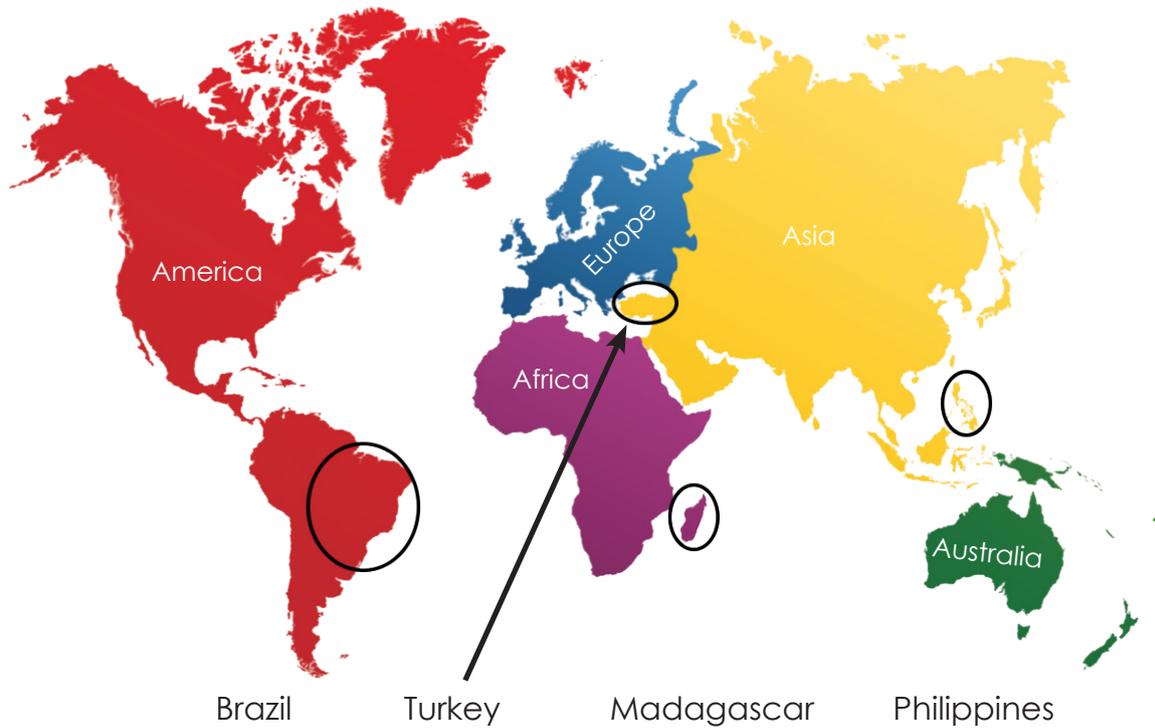
 The cocoa beans for the chocolate come from

Turkey.



### On which continent are the ingredients produced? 4

From which continents are the ingredients brought to Europe? Connect the names of the countries to the matching circles. 



Name the right continents:



A large part of Turkey is in \_\_\_\_\_

A small part is in \_\_\_\_\_

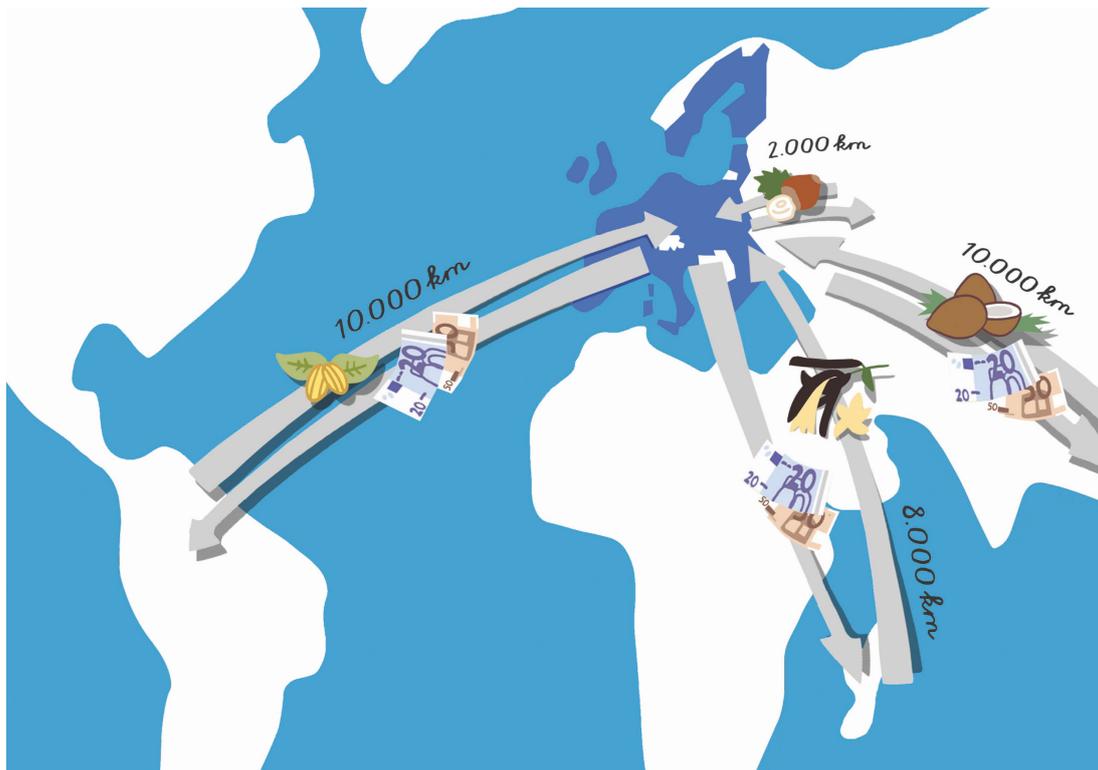
The Philippines are part of \_\_\_\_\_

Madagascar is part of \_\_\_\_\_

Brazil is in \_\_\_\_\_

## 5 How far do the ingredients (= raw materials) travel?

Look at the map below.  
Do you see how far all the ingredients travel?



Write it down:



The cocoa beans travel \_\_\_\_\_ kilometres.



The vanilla pods travel \_\_\_\_\_ kilometres.



The coconuts travel \_\_\_\_\_ kilometres.



The hazelnuts travel \_\_\_\_\_ kilometres.



Discuss with your classmates:  
Why do the arrows on the image go in both directions?



## What do you need if you want to bake cookies? 1

Learn from Julia and Lewi and write down what you need.  
Use the words from the box.



work (= labour), ideas, money, room (= space), knowledge,  
ingredients (= raw materials), equipment

1. Good _____	
2. The _____ how to bake cookies.	
3. A _____ with an oven where you can bake cookies.	
4. Good _____ that can be turned into delicious cookies.	
5. _____ to make the cookies.	
6. _____ to buy the ingredients.	
7. People who _____ with you.	



## 2 Repeat

Now you know what you need so you can bake cookies.



The terms in the puzzle pieces are also called *factors of production*. You will need them for any idea you want to implement.



List the seven terms in alphabetical order and write them down below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



Think about it: Why is a cookie worth more than the sum of its ingredients? Discuss this with your classmates.



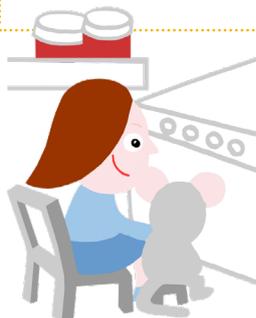
## Create your own recipe for your dream cookie 1

Lewi and Julia have found out exactly what is in the cookies they have bought. They were able to bake the same cookies themselves.

What does your dream cookie look like? Draw it in the space below:



Which ingredients do you need to bake your dream cookie? Don't forget all the things you need so you can decorate the cookies. Write down or draw the ingredients below:



Bake your dream cookies at home and celebrate that you were able to do it! Bring the cookies to school. Have the other children guess which ingredients you have put in your cookies. Collect all the recipes for your dream cookies in a class book.





## 1 What do you need to build a birdhouse?

- You have learnt which ingredients – and which other things – you need to bake your own dream cookies.

Now imagine you want to build a birdhouse. What do you need for that? The questions below will help you. Write down your answers and draw pictures.

Once you have everything you need, you can build your birdhouse!

1. . What should your birdhouse look like? What do you want the birds to do in it? Eat? Breed? Make a sketch of your birdhouse below:

2. What do you need to know so you can build a birdhouse? Do you need to know something about birds? Do you need more information on how to build a birdhouse?  
Talk to your classmates about it.

Whom will you ask if there is anything you don't know?

\_\_\_\_\_

3. You will need space / a room where you can build your birdhouse. What should be in it? Circle the words:

*chair, workbench, flowers, sink,  
cupboard with equipment, dishes*





4. From which material will your birdhouse be built?

\_\_\_\_\_

What will you need so you can connect the parts?

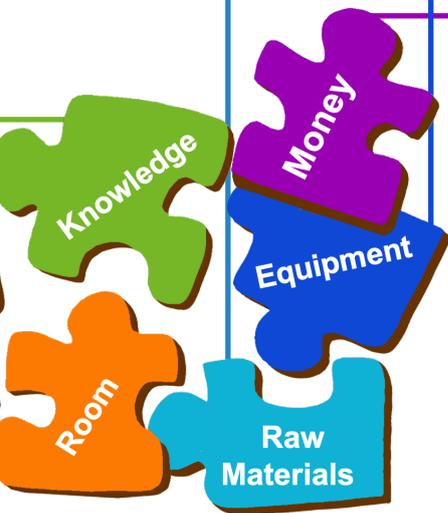
\_\_\_\_\_

Are all these raw materials available in our country or will they have to be transported over long distances?

5. Which equipment will you need? Choose the right words from the box and write them down.

*scissors, screwdriver, clamps,  
hammer, saw, wrench*

\_\_\_\_\_  
\_\_\_\_\_



6. For what will you need money?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Which work steps will be necessary? Who can do this work? Can you do everything by yourself or will you need some help? Talk to your classmates about it.

## 1 Come up with an idea of your own and try it out

-  Is there anything you would like to build yourself? Think about what you will need each step of the way. Then try out your idea and build your object.

Bring the object you have built to class and tell the others what it was like for you to make this object:

- What was especially difficult for you?
- Where did you need help?
- Did anything happen that you had not thought about?
- If yes, how did you solve this problem?

1. What do you want to build? Who will use it? What will it be used for exactly? What should it look like exactly? Make a sketch:

2. What do you need to know so you can implement your idea? Talk to your classmates about it.

Whom will you ask if there is anything you don't know?

---

3. What should be in the room where you will try out your idea?

---





4. Which raw materials (= materials) will you need?

\_\_\_\_\_

What will you need so you can connect the parts?

\_\_\_\_\_

Are all these raw materials available in our country or will they have to be transported over long distances? Talk to your classmates about it.

5. Which equipment will you need?

\_\_\_\_\_

\_\_\_\_\_

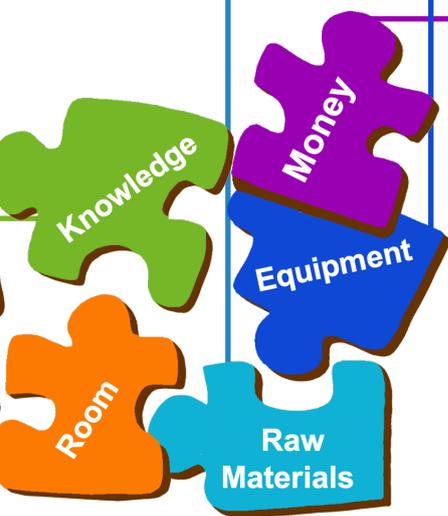
\_\_\_\_\_

6. For what will you need money?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7. Which work steps will be necessary? Who can do this work? Can you do everything by yourself?

Discuss it with one of your classmates. Who can do the work that you can't do?

## 1 How well can you do that already?

Think about how well you can do the things in the list below and colour the field under the symbol that fits the best.

Here is what the four symbols mean:



I need a lot more practice for that.



I'm good at that.



I can do that a little bit. If I practice, I will get better.



I'm very good at that.

Colour the field that fits the best.				
I can describe what my dream cookies should look like.				
I can explain which materials (= raw materials) I need so I can build a birdhouse.				
I know which ingredients I need for my dream cookies.				
I can explain where all the ingredients for my dream cookies come from.				
I can describe what should be in the room where I will build my birdhouse.				
I can explain which equipment I need so I can build a birdhouse.				
I can list all the things for which I will need money if I want to bake cookies.				
I can explain which work steps are necessary to build a birdhouse.				
I know what I will need to think about before I can try out an idea.				
I know whom to ask when I need help.				



## Questionnaire for „Idea Challenge Detectives“ 2

You have worked on the *Idea Challenge*. You have found out which ingredients cookies are made from and you have created a recipe for your own dream cookies. You have learnt what you need so you can build a birdhouse and what you need to think about before you can try out your own idea.

1. Of all the things you have learnt, what was especially interesting for you?

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2. Do you have any ideas of your own that you would like to “get moving forward” soon?

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3. What will you need for that?

---

---

4. Who can help you with that?

---

---

5. What can you tell your parents so they can learn something new from you?

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Discuss your answers with your classmates.

### **3 Reach your personal goal in a few steps ...**

You have written down some ideas of your own in the questionnaire for "Idea Challenge Detectives". Decide which one you would like to implement first. Pursue your goal step by step.



Write down exactly what you want to do.

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Imagine with all your senses what it will be like to reach this goal. Write down or draw a picture of your future: How are you going to feel? What will you see, hear, smell, taste, touch?

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Tell someone of your plan. Write down who you want to tell about it:

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Now implement your idea just like you have learnt to do in the Idea Challenge. As a preparation, answer all the questions on pages 14 and 15.



Each night, reflect on what you have done to implement your idea and be proud of what you have achieved.

If you find it difficult to stick to your plans: Imagine how it will be when you reach your goal and look forward to it!



You made it! You have implemented your idea!  
Write down how are you feeling right now and celebrate your success.

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Now choose another idea and implement it step by step!

„Empowering each child“ is a holistic learning programme for children at primary school level. It is part of the “You<sup>th</sup> Start Entrepreneurial Challenges” Programme.

All parts of the programme are available as Challenges at competence level A1 (= primary level) at [www.youthstart.eu](http://www.youthstart.eu) including also video clips explaining the challenge.

The “Mind & Body” section provides short video clips with physical “activate & concentrate” exercises and the “Youth Start mindfulness programme”.

Explanatory video for this challenge:

<http://youthstart.eu/en/challenges/get-your-ideas-moving/>

All Challenges of level A1 are also available in a printed version in German. You can download them for free or order them at [www.jedeskindstärken.at](http://www.jedeskindstärken.at) (*Jedes Kind stärken*, volume 1 - 4).



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