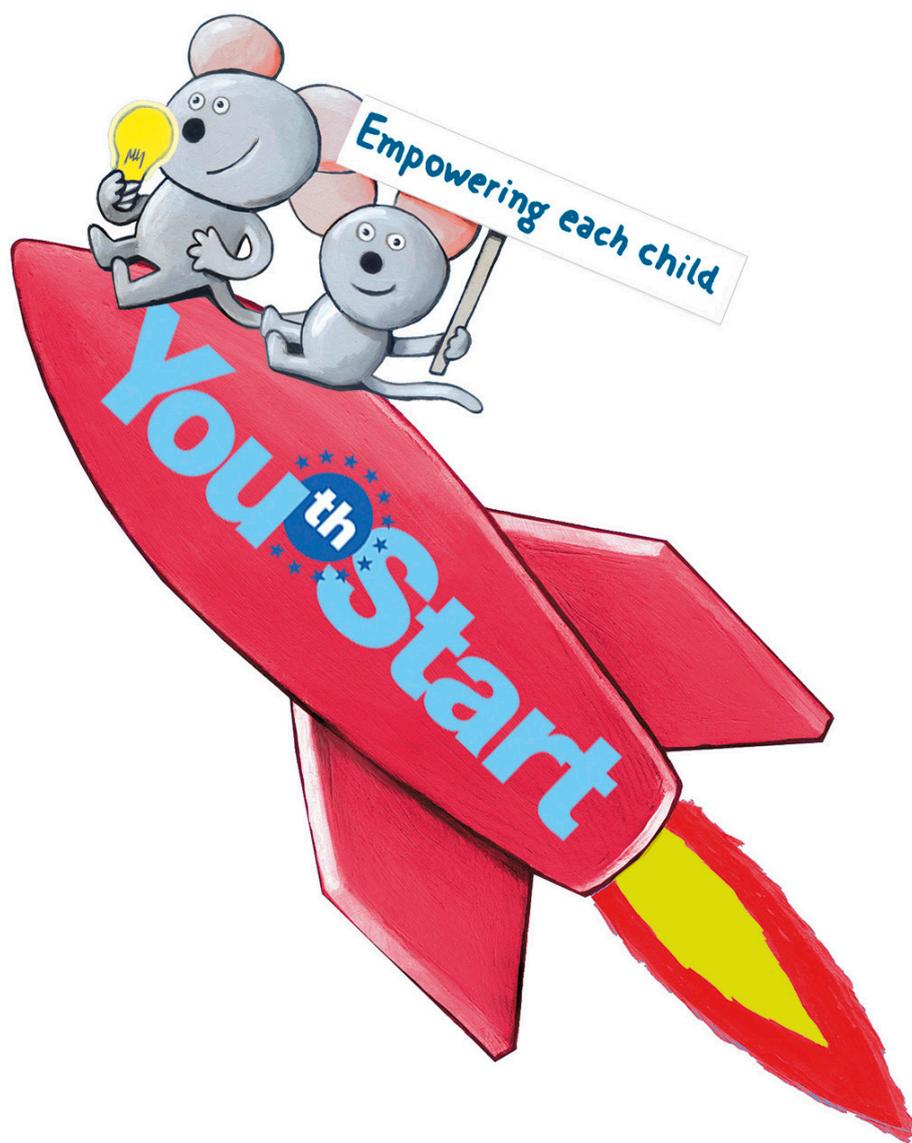




# A1 IDEA Challenge

Get Your Ideas Moving Forward

## Teacher Guide



**Johannes Lindner • Gerald Fröhlich • Eva Jambor**

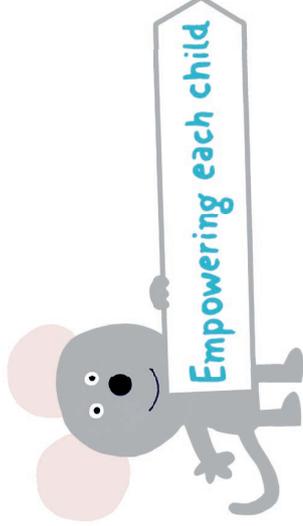
All Challenges of level A1 are also available in a printed version in German. You can find them at [www.jedeskindstaerken.at](http://www.jedeskindstaerken.at) (*Jedes Kind stärken*, volume 1 - 4).



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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



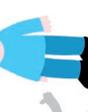

**EMPATHY CHALLENGE**  
 My feelings –  
 Your feelings




**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.

This Teacher Guide contains explanations of the exercises.

### **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.

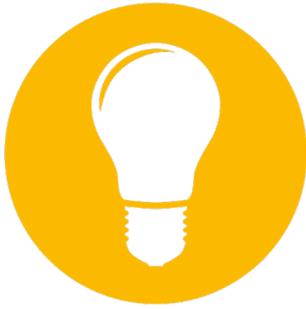
We wish all the children many inspiring learning experiences working on this challenge!

**Eva Jambor and Johannes Lindner, editors**

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

#### **Content:**

Competences	page 6
7 steps to the finish line	page 7
Unit planner	page 8
Working with the comic: lesson plan	page 9



# A1 Idea Challenge

## Get Your Ideas Moving Forward

To introduce the children to this topic in an age-appropriate manner, we will start by analysing a product, in this case cookies. The children will learn that by using various materials, work and money, something “valuable” can be created from an idea. The highlight for the children will be the chance to bake their own dream cookies. After that they will use their knowledge to try out an idea of their own.

Explanatory video for this challenge

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

### 7 steps to the finish line:

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



**Core competence for the challenge:**  
I can develop my own ideas.

**Big idea behind the challenge**

A product is often made from a combination of various materials. Creativity, labour, money, etc. are also needed to produce it. Students are challenged to analyse a product and then to develop their own product idea and (ideally) to implement it. Through an age-appropriate story, students will learn that even seemingly simple products are made from components that may come from around the world (international division of labour). They will also learn about the elements that are necessary for implementing their own ideas (productive factors).

**Explanatory video for this challenge**

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

**Entrepreneurial Competences according to the reference framework**

[www.youthstart.eu/en/whyitmatters/](http://www.youthstart.eu/en/whyitmatters/) (Competence-oriented learning)

- I can fulfil simple tasks.
- I can identify problems and develop creative ideas to solve them.
- I can plan simple activities mindfully and consider their consequences.
- I can work with others.

**Language objectives**

- I can describe the essential ingredients for my dream cookies and present them to others.
- I can explain everything that is necessary to make a product.

**Assessment**

Step 2: The children answer questions about the comic.

Steps 5 and 6: Transfer – the children build a birdhouse and implement their own ideas (ability to list components and think about where the components come from; ability to describe which factors of production are needed to make a product).

Step 7: The children use a self-assessment questionnaire to assess the competences they have acquired and reflect on their own work.

The children phrase their own learning objectives and thus assume responsibility for their personal learning progress step by step.

**Preparation for all steps:**

Hand out the student manual to the children; it contains exercises for the individual steps. Do the exercises in class.





## 1 Reading

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Preparation:

Provide the children with the „Get Your Ideas Moving Forward“ comic.

Prepare a PowerPoint presentation with pictures from the comic. The presentation as well as all other materials needed for the challenge can be downloaded here: <http://www.youthstart.eu/en/challenges/get-your-ideas-moving/>

- a. Discuss the story “Get Your Ideas Moving Forward”, using the PowerPoint presentation, and ask the children questions to help them grasp certain concepts (for details see “Working with the comic: lesson plan”). The story is about 8-year-old Julia who spends a day at her grandmother’s house together with her stuffed animal, Lewi the Mouse. They all take a trip to the city and buy cookies. They eat almost all the cookies and Julia wants to bake some more herself. To do that they need to find out of what ingredients the cookies are made from and where these ingredients come from (international division of labour; commodity economics). Then they think about what else they might need to bake cookies, apart from the ingredients (factors of production).
- b. The children are given copies of the “Get Your Ideas Moving Forward” comic and read the story alone at home or together in class.



## 2 Answering questions

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- a. The children answer the questions about the story in writing in their exercise books (at home or in school). The answers are then discussed in class.
- b. The children repeat which ingredients the cookies are made from and where the individual ingredients come from.



## 3 Reflecting: What do you need to bake cookies?

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- a. The factors of production are repeated in two written exercises.
- b. Once more, discuss task sharing (division of labour) with the children.
- c. Discuss in class why a cookie is worth more than the sum of its ingredients.



## 4 Adapting the idea: My dream cookie

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- a. The children take someone else’s idea (baking cookies) and adapt it to create their own dream cookies.



## 5 Experimenting: How to build a birdhouse

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- a. Transfer: The children use their acquired competences to start a new product. In class, discuss which factors of production are necessary to build a birdhouse, apart from (raw) materials, and where these components might come from.



- great ideas: What should your birdhouse look like? What do you want the birds to do in it? Eat? Breed? Which kind of wood do you want to use?
- knowledge: What do you need to know about birds? From which materials can you build a birdhouse? How can you connect the parts?
- raw materials: Which raw materials will you need [wood, screws, glue]? From which countries might the individual raw materials come? [The wood might come from Austria (or other countries), the glue and the screws might come from all over the world.]
- room: What should be in the room where you build your birdhouse? [work bench or work table]
- equipment: Which equipment will you need? [saw, hammer, clamps, screwdriver, etc.]
- money: For what will you need money? [to buy the raw materials, to buy equipment and tools, to rent a room, etc.]
- labour: Which work steps will be necessary [planning, cutting, assembling]? Who can do this work? Can you do everything by yourself or will you need some help?

- b. Discuss in class: What could go wrong when building a birdhouse? Which problems might there be? [lack of knowledge, a necessary component might be missing, etc.]
- c. If possible, build the birdhouses in handicraft lessons.

### Trying out my own idea



- a. Transfer: The children develop their own ideas and plan their implementation step by step, remembering the factors of production.
- b. If possible, the children build their objects at home and bring them to class.
- c. Ask the children: What was especially difficult for you? Where did you need some help? Which problems were there? How did you solve the problems?

### Thinking things over



- a. The children fill in the self-assessment questionnaire. Before they get started, please explain the 4 symbols.
- b. The questionnaire for "Idea Challenge Detectives" helps the children reflect on the Challenge and discuss it once more.
- c. Encourage the children to phrase their own learning objectives and to stick to them. This measure strengthens the children's personal responsibility. It has also been shown to have a great effect on students' learning success (see for instance John Hattie's study on "Visible Learning").

**TRIO-Modell for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Idea Challenge belongs to the area of **Core Entrepreneurial Education**, which deals with basic qualifications of entrepreneurial thinking and acting: the development of innovative ideas and their creative and structured implementation.

**Time / Length of the challenge**

about 3 periods to discuss the ;  
more for the transfer to the children's own ideas

**Necessary background knowledge**

none

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

The "A1 Idea Challenge" is best followed by the "A1 Debate Challenge", the "A1 Start Your Project Challenge" or the "A1 My Community Challenge". The "A1 Idea Challenge" also introduces the "Idea Challenges" of the learning levels A2 and B1.

**Comic**

Get Your Ideas Moving Forward, 4<sup>th</sup> edition, Vienna 2018 (concept and text: Johannes Lindner, Gerald Fröhlich, Heidi Huber)

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

The original version of the "Get Your Ideas Moving Forward" comic ("Ideen ins Rollen bringen") was published in cooperation with the Austrian Savings Bank Association, the Initiative for Teaching Entrepreneurship (IFTE) and the competence centre for value-based business education at the University Teacher College Vienna/Krems, 2<sup>nd</sup> edition, Vienna 2016.

 **Videos**

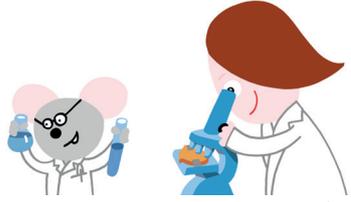
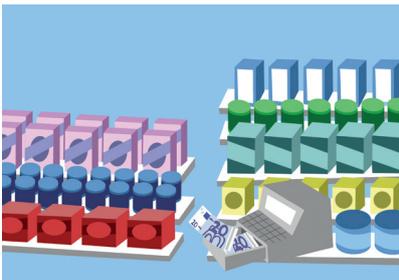
You can find many recipes and short video clips on YouTube (search for: "baking cookies with children").

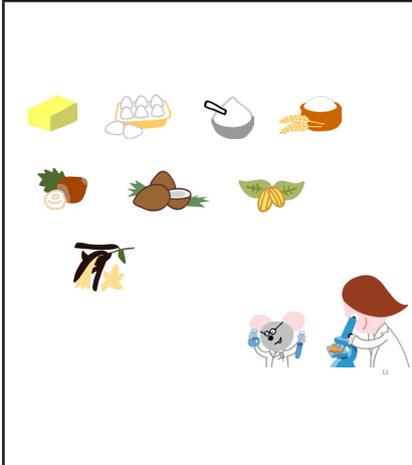
## Working with the comic: lesson plan

The presentation consists of 34 slides that will help you tell the story from the comic. We have decided not to use any explanatory text in the presentation. You will find all the necessary information about the story in the following lesson plan. The didactic comments are merely intended as suggestions and inspiration.

Slide	(Didactic) comments
	<p>Today I would like to tell you a story about a girl who likes to explore things. The story is called:  <i>"Get your Ideas Moving Forward"</i>.</p>
	<p>Meet Julia. Julia is 8 years old. She lives with her parents and her older brother Max. Her loyal companion is a stuffed animal, Lewi the Mouse.</p> <p>Julia and Lewi share a big secret: When they talk to each other, nobody else can hear them!</p> <p>These two will accompany us through the entire story.</p>
	<p>Julia spends every Tuesday afternoon with her grandmother.</p> <p>What do you think they like to do together?  <i>[Ask the class to brainstorm some possibilities.]</i></p> <p>Julia, her grandmother and Lewi regularly go on trips together. Today they want to take the bus into town to have a little adventure.</p>

	<p>They go for a stroll through the city and stop in front of a display window.</p> <p>What can you see in the display window?</p> <p>Julia sees right away that the shop sells cookies that look like Lewi. She says, "We must have a look inside this shop!" And so they all go inside the shop.</p>
	<p>Julia has saved 5 euros worth of pocket money and wants to buy some cookies with it. They all look so good that she would like to buy some of each kind, if she could.</p> <p>Which cookies do you think she will decide to buy? [Ask the students for their guesses.]</p> <p>Of course she buys the cookies that look like Lewi.</p> <p>What would you do with the cookies? Would you eat them right away or would you wait and eat them at home?</p> <p>Let's see what Julia does.</p>
	<p>The cookies don't make it all the way home. In the city park they all decide to take a small break and sit down on a park bench.</p> <p>Julia opens her bag of cookies and everyone can finally try them. They taste delicious!</p> <p>"What are these cookies made from?" Julia thinks to herself.</p> <p>How many of the cookies do you think they will eat? [Ask the students to guess.]</p> <p>They eat all but one cookie.</p>
	<p>When they come back home, only one cookie is left.</p> <p>"Now we don't have any cookies left for Max! And I would like to have some more, too," says Julia.</p> <p>"Your Grandma also bakes great cookies," Lewi says to comfort Julia.</p> <p>... and Julia says, "Yes, but I want exactly these cookies!"</p>

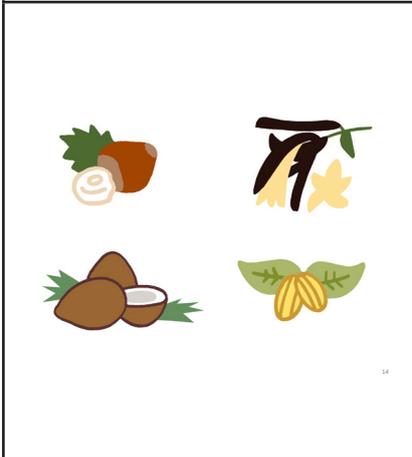
	<p>Lewi has a great idea.</p> <p>„We have to figure out from which ingredients these cookies are made.“</p> <p><i>Is there anybody else whom they could ask questions about baking cookies?</i></p> <p>Julia's grandmother will surely know which ingredients and what else they will need.</p>
	<p>Julia and Lewi investigate the cookies and discover exactly which ingredients they are made from.</p> <p>What do you think?</p> <p><i>[Collect possible answers.]</i></p>
	<p><i>[Tell the children the correct ingredients:]</i></p> <p>Butter, eggs, sugar, flour, hazelnuts, coconuts, chocolate and vanilla.</p> <p>Where do all these ingredients come from?</p> <p>Let's go to the ...</p>
	<p>... supermarket.</p> <p>There we can buy all the ingredients. But the supermarkets also have to buy their products from somewhere – and these products come from all over the world.</p>



Let's look at the ingredients again.  
 Which might come from this country and which from other countries?  
*[Discuss the individual ingredients with the children and tell them which come from this country and which do not.]*



*[Ask the students which country they see on the map.]*  
 Which ingredients are missing and where could they come from? Let's take a look at the individual ingredients and figure it out together!  
*[If possible, bring a few ingredients to class. Vanilla might be a good idea, because some children may have never seen a vanilla pod.]*



*[Ask the students why they think these products don't come from Austria.]*  
*[With the exception of hazelnuts, these ingredients simply don't grow here – they need a different climate.]*



Hazelnuts also grow in Austria, but they are mostly imported from Turkey.  
 Have any of you ever been to Turkey?  
*[Background information: Approximately 70% of the global hazelnut harvest comes from Turkey. Other exporting countries include Italy, the USA, Azerbaijan, Georgia, China, Iran, Spain and France.]*

	<p>This is what a vanilla plant looks like. Vanilla grows in Madagascar.</p> <p>Have you ever heard of Madagascar?</p> <p><i>[The children might know the animated films of the same name.]</i></p> <p>Have any of you ever been there?</p> <p><i>[Background information: Vanilla grows around the equator. Important vanilla producers include Indonesia, Papua New Guinea, India, Mexico and Tahiti.]</i></p>
	<p>The vanilla plant is then processed. Here, we can buy it in this form.</p> <p><i>[Suggestion: Bring vanilla pods and let the students smell them. In this case we recommend interrupting the lesson for a few minutes to make sure the children can all focus on the presentation.]</i></p>
	<p>Coconuts for instance grow in the Philippines.</p> <p>What parts of the coconut do you think can be used for food? <i>[milk, pulp, fibres]</i></p> <p>Have any of you ever been to the Philippines?</p> <p><i>[Background Information: Coconuts also grow near the equator. Important producing countries include Indonesia, India, Brazil, Sri Lanka, Thailand, Mexico and Vietnam.]</i></p>
	<p>Chocolate is made from cocoa beans. These are for instance harvested in Brazil.</p> <p>This is what a cocoa fruit looks like.</p> <p><i>[Background Information: Cocoa beans also grow around the equator. Important producing countries include the Ivory Coast, Ghana, Nigeria, Cameroon (Africa is one of the largest producers), Indonesia and Ecuador.]</i></p>



In this picture you can see cocoa beans and cocoa powder. Cocoa is one of the main ingredients in chocolate.

Have any of you ever been to Brazil?

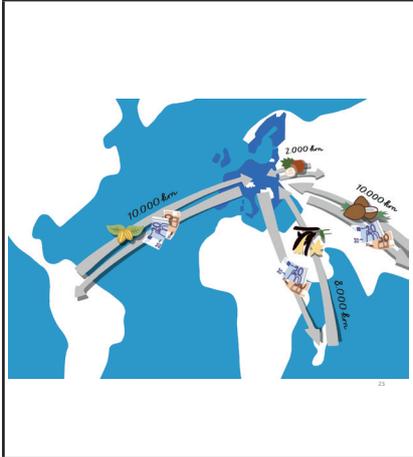
Let's look at a map of the world and find out where all these countries are.



*[Discuss the map and ask the students to identify the continents. The countries are marked in the PowerPoint presentation. First ask the students where they think their home country is and then ask them about the other countries.]*

Let's look at how far these products have to travel so we can enjoy them in our cookies!

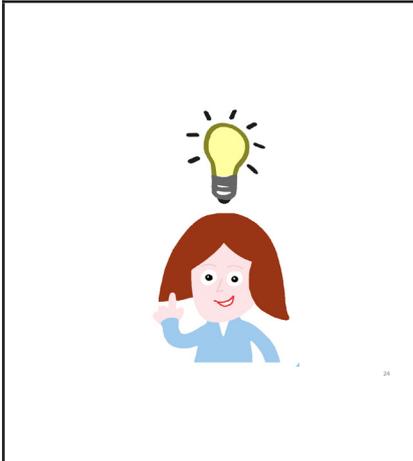
*[Tell the students that a trip around the world is approximately 40,000 km.]*



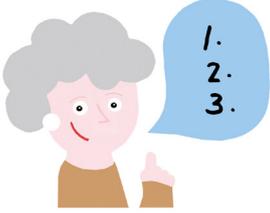
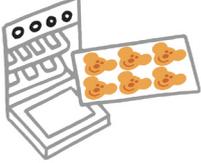
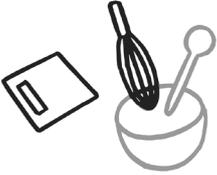
Why do the arrows go in both directions?

*[Goods are exchanged for money. But the farmers who produce the products usually get only a very small portion of the money because many other companies also get a share of the earnings (e.g. distributors, transport companies ...)]*

The ingredients alone – we also call them raw materials – are not all we need to bake cookies. We also need:



Ideas

 <p>25</p>	<p>The knowledge how to produce something.</p>
 <p>26</p>	<p>Money to buy everything we need.</p>
 <p>27</p>	<p>A room (space) with an oven where we can bake the cookies.</p>
 <p>28</p>	<p>Equipment. Which equipment do you see in the picture? <i>[scale, whisk, bowl, cooking spoon]</i></p>
 <p>29</p>	<p>People – and, in this case, a mouse – to work with us (labour).</p>

	<p>Julia and Lewi are now baking their own cookies. Julia wants to decorate them with marmalade and marzipan. Baking cookies yourself is cheaper and much more fun!</p> <p><i>[Ask the students why cookies from the supermarket are more expensive than home-made ones. (The supermarket needs to pay its employees, rent, etc.)]</i></p> <p>Now let's review all the factors we need so we can bake cookies and get our ideas moving forward! <i>[next slide]</i></p>
	<p><i>[Repeat the individual elements (factors of production) we need to get our ideas moving forward.]</i></p> <p><i>[Ask the students why the cookies are worth more than the sum of their ingredients. (Ideas, labour, etc. go into each cookie and once the cookies are baked, they also taste much better than their individual ingredients.)]</i></p>
<p>My dream cookie creation</p> 	<p>We have come to the end of our story and you will now each get your own copy of the book about Julia and Lewi. In the book there's also space for you to draw your own dream cookies. It would be great if you could also bake them.</p> <p><i>[Suggestion: You can also use separate sheets for the drawings and hang up the drawings in class. Ideally, the children will really bake their dream cookies – at home or in school.]</i></p> <p><i>[Ask the children what ingredients they will need for their dream cookies and how they plan to decorate them.]</i></p> <p><i>[Finally, ask them what problems they might encounter when trying to make their cookies (e.g. lack of resources: not enough money to buy the ingredients, the ingredients may not be available in the supermarket all year round, lack of materials, grown-ups don't have time to help, etc.)]</i></p>

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

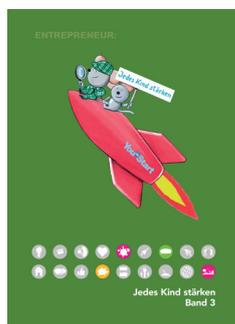
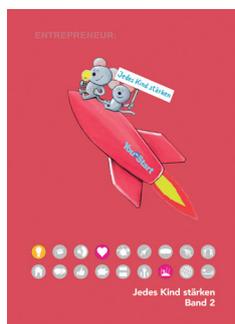
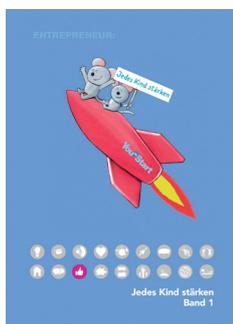
„Empowering each child“ is a holistic learning programme for children at primary school level. It is part of the “You<sup>th</sup> Start Entrepreneurial Challenges” Programme.

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 “You<sup>th</sup> Start mindfulness programme”.

Explanatory video for this challenge

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





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