



A1 My Community Challenge

Solving problems together

Teacher Guide



Gerald Fröhlich • Eva Jambor • Andrea Bisanz • Johannes Lindner

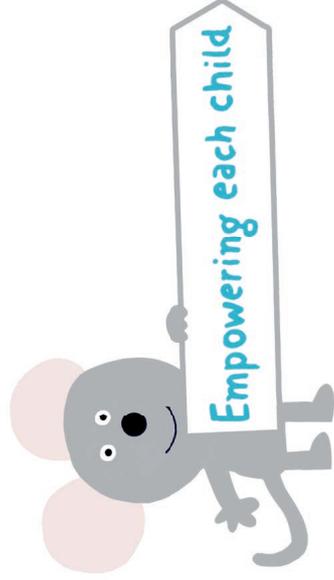
All Challenges of level A1 are also available in a printed version in German. You can find them at
www.jedeskindstärken.at (*Jedes Kind stärken*, volume 1 - 4).



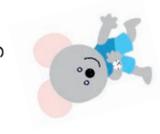
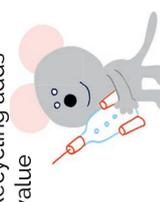
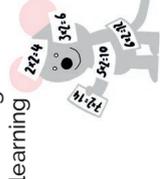
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with the Youth Start Entrepreneurial Challenges Programme

<p>LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!</p>	<p>DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!</p>	<p>USE YOUR IDEAS TO HELP OTHER PEOPLE!</p>
<p>IDEA CHALLENGE Get your ideas moving forward! Let's create value!</p>   <input type="checkbox"/> <input type="checkbox"/>	<p>HERO CHALLENGE You're my role model</p>   <input type="checkbox"/>	<p>MY COMMUNITY CHALLENGE Solving problems together</p>   <input type="checkbox"/>
<p>MY PERSONAL CHALLENGE What's it worth?</p>   <input type="checkbox"/>	<p>LEMONADE STAND CHALLENGE Selling is fun</p>   <input type="checkbox"/>	<p>DEBATE CHALLENGE Let's talk to each other!</p>   <input type="checkbox"/>
<p>REAL MARKET CHALLENGE Becoming a "junior manager"</p>   <input type="checkbox"/>	<p>EXTREME CHALLENGE Assessing oneself</p>   <input type="checkbox"/>	<p>VOLUNTEER CHALLENGE I can volunteer</p>   <input type="checkbox"/>
<p>STORYTELLING CHALLENGE Creative storytelling</p>   <input type="checkbox"/>	<p>TRASH VALUE CHALLENGE Recycling adds value</p>   <input type="checkbox"/>	<p>BUDDY CHALLENGE Empower others!</p>   <input type="checkbox"/>
<p>EMPATHY CHALLENGE My feelings – Your feelings</p>   <input type="checkbox"/>	<p>PERSPECTIVES CHALLENGE Tracking 20 Euros</p>   <input type="checkbox"/>	<p>OPEN DOOR CHALLENGE Discovering clues</p>   <input type="checkbox"/>
<p>BE A YES CHALLENGE This is good for me</p>   <input type="checkbox"/>	<p>EXPERT CHALLENGE Learning holistic learning</p>   <input type="checkbox"/>	<p>MY COMMUNITY CHALLENGE Solving problems together</p>   <input type="checkbox"/>

The Youth 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. 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 “Youth 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 My Community Challenge** (“Solving problems together”) the children look for solutions to a global problem together. How do they do that? By trying out their ideas and learning along the way.

This Teacher Guide contains explanations of the exercises.

The “Youth 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 | www.youthstart.eu

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A1 My Community Challenge

Solving problems together

How can we empower children? By encouraging them to use their ideas and their energy to solve problems that affect us all. In the WILMA inventors' workshop, the children identify a problem and work together to find solutions by trying out what works well and what does not and by learning from their mistakes.

Explanatory video for this challenge

http://www.youthstart.eu/en/challenges/solving_problems_together/

6 steps to the finish line:

-  1 Identifying a problem
-  2 Coming up with ideas
-  3 Drawing my ideas
-  4 Building a prototype
-  5 Sharing my ideas
-  6 Thinking things over



Core competence for the challenge:

I can contribute to the community I live in.



Big idea behind the challenge

The children choose one of the 17 Global Sustainable Development Goals (= Global Goals) they want to contribute finding a solution for. Working together, they think of creative solutions and become inventors. In the WILMA inventors' workshop (= We Inspire Learning by Making) they build prototypes based on their ideas and find out what works well and what does not. The main principle of WILMA is: Making mistakes is allowed and encouraged, because you can learn from them.

The children are encouraged to have confidence in themselves and their ideas and to use their creativity to confront global challenges. By doing so, they learn to assume responsibility and to contribute to the community they live in. use their creativity to confront global challenges. By doing so, they learn to assume responsibility and to contribute to the community they live in. use their creativity to confront global challenges. By doing so, they learn to assume responsibility and to contribute to the community they live in.



Explanatory video for this challenge

http://www.youthstart.eu/en/challenges/solving_problems_together/

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can consider a topic from different points of view.
- I can identify problems and develop creative ideas to solve them.
- I can recognise other people's feelings and needs, and I can deal with them mindfully and compassionately.
- I can work with others.

Language objectives

- I can listen and summarise what I have heard.
- I can identify various needs.
- I can communicate with others when working in a team.
- I can analyse strengths and weaknesses in an appreciative way.
- I can present my invention to others and give reasons for my decisions.

Assessment

A questionnaire is included in step 6 "Thinking things over" in the student manual which they use to assess the many competences they have acquired in this challenge and to reflect on their own work.

At the end of the challenge, the children define individual learning objectives, which help them practice assuming responsibility for their personal learning process step by step.



Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all children. Complete the exercises in the student manual with the children.

The titles of the exercises shown below are marked in green and labelled "E".

Before starting the challenge, ask the children to collect waste materials that can be upcycled, e.g. plastic drinks bottles, polystyrene, cardboard tubes, cardboard strips and sheets, cardboard boxes, Tetra Paks, egg boxes, old newspapers and other materials.

The children can use these materials to create their prototypes.



Identifying a problem



E1: We are all responsible for our planet

Introduce the children to the Global Goals using the following video:

Short version: <https://www.youtube.com/watch?v=cBxN9E5f7pc>

Full version: <https://vimeo.com/138852758>

For background information and a large range of lesson plans go to:

<http://worldslargestlesson.globalgoals.org/>

Additional teaching materials are provided free of charge under the following link and are recommended by the Austrian Federal Ministry for Sustainability and Tourism and the Austrian Federal Ministry of Education, Science and Research: <https://www.umweltbildung.at/publikationen-materialien.html> (some of these are available in English).

E2: Goal 2: Zero hunger

Suggestions for additional questions on this topic:

- What is left in supermarkets before the weekends or public holidays?
- What could be done with this food?
- Have you ever thrown away food? Why?

E3: Goal 13: Climate action + Goal 14: Life below water

Answers to the quiz on plastics

(Source: <https://www.zeit.de/2015/26/plastikmuell-nordsee-recycling-umweltschutz/seite-2>, in German only):

A plastic bag spends between 10 and 20 years in the ocean before it dissolves completely.

A polystyrene cup takes 50 years to break down.

A plastic drinks bottle is likely to decompose in 450 years. (This information is only an estimation since it will take more than 400 years for the first bottle to reach its possible point of disintegration.)



Remind the children of their work on the "A1 Trash Value Challenge" (www.youthstart.eu) and ask them: What can you do to create less waste?



Coming up with ideas

E1: Inventors solve problems

Have the children name inventions they know of and discuss why all of these products were invented. What possible wish or need led to each invention?

The primary goal of this exercise is to make the children understand that each and every one of us can be an inventor and that inventions are made to satisfy needs.



Remind the children of their work on the "A1 Idea Challenge: Get your ideas moving forward!" (www.youthstart.eu) and ask them: Which idea of yours did you move forward while working on the Idea Challenge? Was this also an invention?

Is there anything you would like to invent if given the possibility?



E2: Let's use our creative superpower!

Have the children form groups of 2 to 4 members and let each group choose a problem from the Global Goals that they want to find a solution for.

Encourage each child to write down or draw everything they can think of and have them compare their ideas with the other members of their group.

The children can use the following questions to guide them:

- What do the people you want to invent something for need?
- Why do they need it?
- How is the invention going to work?

Explain the rules of this exercise to the children:

1. There are no wrong or bad ideas.
2. Work together as a team.
3. Respect your teammates and all of the ideas.
4. Your invention should take into account both humans and animals.

After presenting their ideas to the other members of their group, the children choose an idea they want to continue working on together or they may combine several ideas.



Drawing my ideas

E1: Let's start!

In their groups, the children make a drawing of their invention taking into account the following: Which of the available materials and tools do we want to use? What else do we need? How can we get hold of this?

If the challenge is carried out in the form of a workshop with external mentors, they bring the materials and tools and present them to the children in advance.

If you carry out the challenge in the classroom, think of which tools and materials from the crafts room you want to provide the children with.

Before starting the challenge, ask the children to collect waste materials that can be upcycled, e. g. plastic drinks bottles, polystyrene, cardboard tubes, cardboard strips and sheets, cardboard boxes, Tetra Paks, egg boxes, old newspapers and other materials.



Building a prototype

E1: WILMA: We inspire learning by making

Explain what WILMA is about:

WILMA is short for “**WE** **INSPIRE** **LEARNING** **BY** **MAKING**”.

The **WILMA** inventors' workshop enables you to learn through trial and error.

If something does not work, simply try again.

In the inventors' workshop you are allowed to and you should make mistakes and learn from them.

Let the children try to build a prototype based on their drawing. They may create a model, a game or something else. It is important that they clearly show how their invention works and how it can benefit other people.

The idea behind it:

Try first and then think about what works well and what does not.

If something did not work or if the children are unsatisfied, simply have them continue working on and refining their prototype.

The most important message for the children is: You are allowed to make mistakes and to learn from them!

The following questions can help the children with their task:

- Does your idea solve the problem you are working on? How?
- What can you learn from looking at the ideas of the other teams?
- What is your invention missing?
- What could you do better?

One of the most important rules is to use as much collected waste material as possible and to avoid creating new waste where possible.

Remind the children of the upcycling objects they created in the “A1 Trash Value Challenge” (www.youthstart.eu).



Sharing my ideas



E1: Learning from each other

Learning from each other means presenting your ideas to others and being open to suggestions.

For this reason, the children present their prototypes to their classmates. The other teams are invited to give feedback and to make suggestions.

The feedback should not be expressed in a way that insults the children presenting their prototype, but rather helps them learn something. Remind the children to use the giraffe language they learned in the “A1 Empathy Challenge” (www.youthstart.eu):



Do not say how something is, but rather what you see and how you see it.
Express what you have observed; do not judge.
Your observations help others to learn something new.

The children should answer the following questions when presenting their invention:

- How does your invention work?
- What is the best feature of your invention? Why?
- Which problem does it solve?
- Who can use your invention?
- How can others implement your idea and replicate your invention?

The children can present their invention to their classmates or you can invite children from other classes, parents, relatives and friends to the presentation.

If there is enough time left, let the teams make short videos presenting their inventions. You can upload the video clips to the school's website.

The following apps help create particularly nice effects:

“Green Screen by Do Ink” is an app for changing the background of a scene with green screen compositing: www.doink.com

Instructions for creating stop-motion animated films are available at: www.cateater.com/stopmotionstudio/



Thinking things over

E1: Questionnaire for “My Community Challenge Detectives”

Use the questionnaire to reflect about and discuss the entire challenge together once more.

E2: How well can you do that already?

The children assess the progress they have made regarding each strength. Prior to that, explain the meaning of the smileys. The questionnaire helps the children to repeat important competences that were practiced during the challenge.

E3: Reach your personal goal in a few steps ...

This exercise motivates the children to think of individual learning objectives and to practice perseverance as a group. This strengthens their individual sense of responsibility and is proven to have a very high effect on learning results (see the widely known “Visible Learning” study by John Hattie).

Based on the self-assessment in the questionnaire “How well can you do that already?”, the children choose an area they need more practice in and that they want to work on. Let them write it down, e.g.: I can identify what somebody else needs.

Instruct the children to imagine with all their senses what it will be like when they are able to do what they decided to practice. For the children to get the most out of the exercise, ask them to close their eyes.

Here is an example of how you can instruct the children:

Imagine being with a friend. You feel comfortable. Both you and your friend are laughing. You feel close to each other.

Feel free to write down what you see. You can also draw a picture of it.

Talk to the children about the importance of them telling someone about their goals. This will help them to persevere.

Resolving to practice every day helps turning practice into a habit – just like brushing your teeth.

Another good way to encourage perseverance is to reflect in the evenings. The children learn to motivate themselves in a positive way. Work with the children to figure out who or what else might help them to persevere and celebrate each successful step together!

TRIO-Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the My Community Challenge belongs to the area of **Entrepreneurial Civic Education**, which is all about strengthening the social competence of citizens: assuming responsibility for oneself, others and the environment.

Time / Length of the challenge

About 5 lessons

The challenge can be carried out together with trained mentors (e. g. students between 14 and 19 years of age or apprentices) as a morning workshop. We recommend scheduling at least one follow-up lesson.

Necessary background knowledge

The children must be able to safely use the tools and materials from the materials and tools list (see copy templates).

Context within the “Youth Start Entrepreneurial Challenges” Programme

All challenges: www.youthstart.eu

The “A1 My Community Challenge A1” builds upon the “A1 Trash Value Challenge” and the “A1 Idea Challenge: Get your ideas moving forward”. We recommend working on the “A1 Debate Challenge” next.

The “A1 My Community Challenge” serves as an introduction to levels A2 and B1 of the “My Community Challenges”.

Additional materials:

The Global Goals – background information, lesson plans and games:

<http://worldslargestlesson.globalgoals.org>

Environmental Education Forum:

<https://www.umweltbildung.at/publikationen-materialien.html> (some of these are available in English)

Helpful tools for creating videos:

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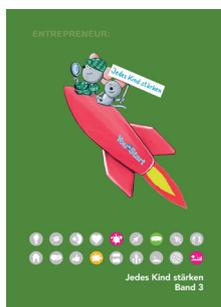
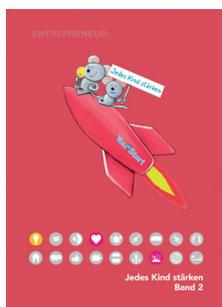
„Empowering each child“ is a holistic learning programme for children at primary school level. It is part of the “Youth Start Entrepreneurial Challenges” Programme.

All parts of the programme are available as Challenges at competence level A1 (= primary level) at 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://www.youthstart.eu/en/challenges/solving_problems_together/





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Editors: Eva Jambor, Johannes Lindner
Authors: Eva Jambor
Translation: Tamara Popilka
Redaction: Maureen Maher-Wizel
Graphic Design: Gabriel Bremer, Dominik Wychera and Raphael Lorenzi (Layout), Helmut Pokornig (cover and illustrations), Lukas Philippovich (overview Youth Start Entrepreneurial Challenges Program), Peter Stromberger (Icons Youth Start), Stefan Torreiter (Smileys), Footprint-Icon by Freepik from www.flaticon.com

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