



A2 Lemonade Stand Challenge

Be part of a sales team!

Student Manual



Eva Jambor • Gerda Reißner • Marietta Steindl

All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

ENTREPRENEURIAL CULTURE

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

ENTREPRENEURIAL CIVIC EDUCATION

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
- ENTREPRENEURIAL CULTURE** – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
- ENTREPRENEURIAL CIVIC EDUCATION** – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All competence levels (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level) can be downloaded at www.youthstart.eu in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Preface

Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school** students. Bigger and smaller “**challenges**” form the key element of the programme. They function as learning prompts in three key areas that play an important role in empowering young people:

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

Each key area is assigned a different color to help differentiate between them.

A diagram of the entire programme is included at the beginning of this document.

Empowering Youth 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 **Lemonade Stand Challenge**, the students learn to **be part of a sales team**! They are challenged to sell something as a team. Why? To whom? What? Together they plan every step – from developing a sales idea, fixing a fair price and preparing a market stand to actually selling their products or services. They learn to assume responsibility and to contribute their strengths where they are needed.

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 lower secondary school, the adolescents’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.


The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.


We wish everyone working with this programme many inspiring learning experiences!


Eva Jambor and Johannes Lindner, editors


www.youthstart.eu | www.jedeskindstärken.at | www.ifte.at


These symbols will guide you through the challenge. They have the following meaning:


 Instructions for an exercise

 Extra tip for you

 Bonus task

 Talk to someone about it

 Think about it

 More information can be found in the teacher guide










A2 Lemonade Stand Challenge

Be part of a sales team!

In the **A2 Lemonade Stand Challenge** your class will become a sales team. Together, you will plan a sales experience step by step – from defining your objectives to the actual sales day: Why do you want to sell something? Who are your potential customers? What might they need? You will work in teams to create a product or prepare a service. In doing so, you will contribute your strengths where they are needed and assume responsibility for your tasks.

Explanatory video: www.youthstartchallenges.eu/A2LemonadeStandEN

Seven steps to the finish line:

-  **Step 1** - Setting objectives _____ **4**
-  **Step 2** - Finding sales ideas _____ **5**
-  **Step 3** - Creating and presenting prototypes _____ **8**
-  **Step 4** - Planning the sale _____ **9**
-  **Step 5** - Calculating the sales price _____ **12**
-  **Step 6** - Selling successfully _____ **14**
-  **Step 7** - Thinking things over _____ **17**

Aim

I can sell something.





1.1. What are you planning to do?

Are you planning to support a charity project, organise a class trip or implement any other ideas you have voted on in class, but your class piggy bank is empty? You can work together to sell a product or service so you can earn money for your objectives!

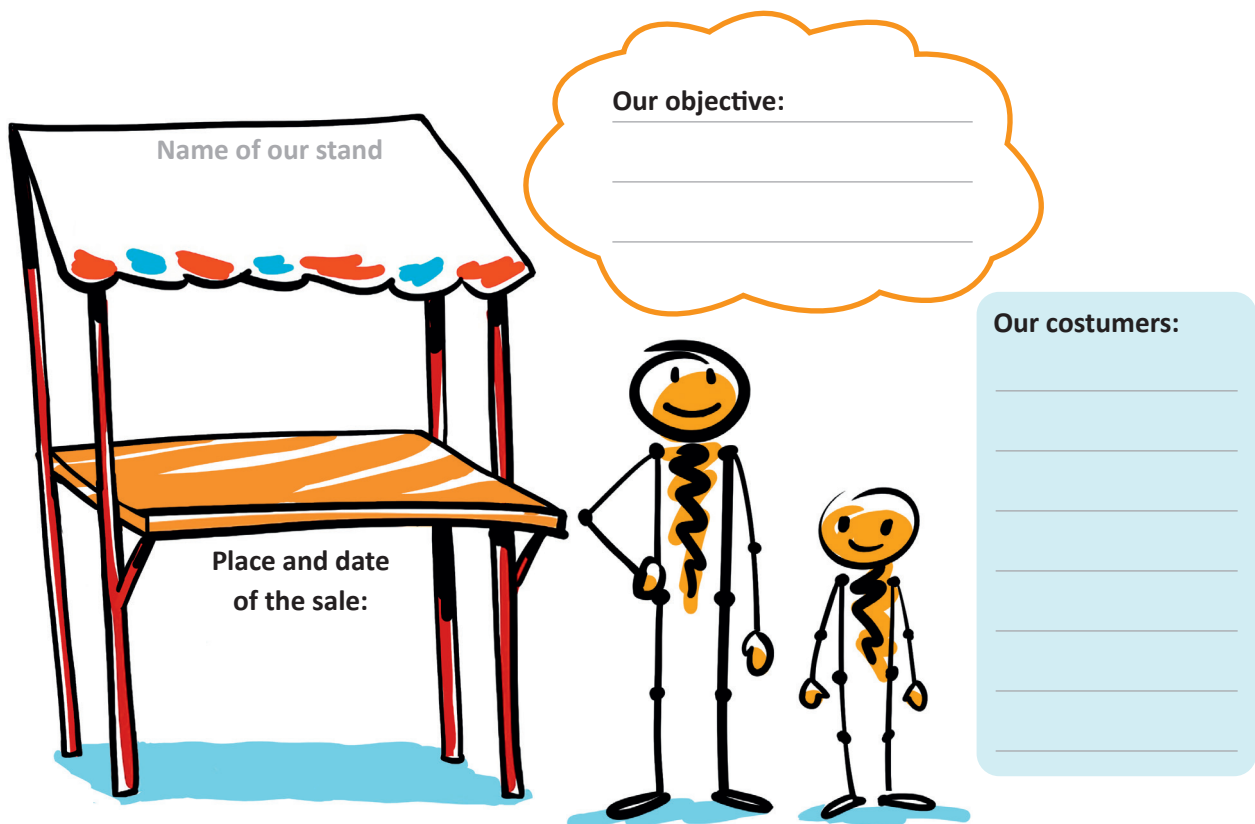


Your market stand in the illustration below is empty. Fill it with your ideas! Discuss the following questions, first in smaller teams and then in class:

- Why do you want to sell something? For what do you need money? (= “Our objective”)
- Where can you sell something? When would be a good opportunity?
E.g. at a school fair, an Easter bazaar, a PTA meeting, ... (= “Place and date of the sale”)
- Who might buy your products or services?
E.g. other students, parents, people passing by, ... (= “Our customers”)



Have you found a joint objective? A good place to sell your products or services? Write down everything you have agreed upon in the market stand. You can leave out the name of the stand for now. Leave the counter empty as well, because you will collect sales ideas in the next step!



With the *Design Thinking* method you can put yourself in the place of your customers and find out what they need. You can learn all about it in the **A2 Idea Challenge** (free download at http://youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/) and use it to develop a good sales idea. You can find an additional e-learning tool at www.flipchallenge.at (Entrepreneurship Challenge, German only).



2.1. Searching for sales ideas ...

Selling is not as easy as one might think. Which product might the customers want? How can you make it? Which service is the right one for your purposes and what do you have to prepare for it? Find answers to all these questions.

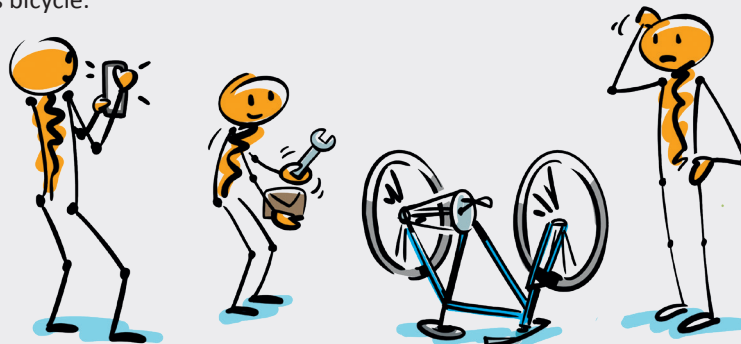


Read through the story of Liane and Leon, who are planning to sell something with their class.

The 8th grade of the “Violet School” has taken a vote. They have decided to go on a class trip and to participate in a school project that will fulfil the heartfelt wish of a child in need. They want to set up a market stand at the school’s summer festival to raise funds.

Liane and Leon meet in the park outside their school to discuss sales ideas. They look around them. Leon uses the opportunity to write a story about the park for “The Lightning”, their student newspaper. He always keeps his camera handy, because taking pictures is his great passion.

Some of their classmates are eagerly rehearsing a TikTok dance. There are several elderly people sitting on park benches. Some of them seem quite lonely. An overworked man is briskly walking his dog. A young man is trying to repair his bicycle.



Liane notices that he doesn’t have the right tools and seems rather inexperienced at repairs. Since she is always working on her bicycle in her free time, she offers to help. Leon asks if he may take a picture of her fixing the bike.



What might the people in the park need? Can Liane, Leon and their classmates offer anything for sale that might help them? How can they contribute their personal strengths?

Sales ideas for the 8th grade of the “Violet School” (products or services):



What might the people around **you** need? Look around and **brainstorm ideas** – just like in the *Design Thinking* method. Find products and services that your class could sell. Remember your individual hobbies and talents.





2.2. Which ideas are promising?



Write down all the sales ideas that you have come up with in class. You will find further suggestions below. Mark the ideas you like best.

Sales ideas	X
Your sales ideas:	
A cookbook with local recipes from various countries, with pictures of the dishes	
A themed calendar with photos or drawings, e.g. about the “Global Goals” (= the UN’s Sustainable Development Goals), your favourite places in and around the school, professions, ...	
A newspaper that reports only good news	
A photo booth with an instant camera and funny accessories	
Writing and performing a play	
Cotton bags (printed, painted, embroidered, ...)	
Table decorations made from recycled materials	
Mobile phone cases	
Home-made chutney, marmalade or syrup made from fruit or vegetables you have gathered yourself or obtained from the remaining stock of market stands*	
Freshly made lemonades*	

* Make sure you follow all hygiene regulations when dealing with food!



Which sales ideas appeal to most of you? Which seem to be the most promising? Together, select the “top 3” ideas and mark them on your list.



Ask your teacher for tips on how you can reach decisions as a group quickly and fairly.



2.3. Which idea passes the test?



Which idea best matches your potential customers? Put yourself in their place and think about it.

Our customers:



What do these people think?

What do they like doing?

How do they feel?

What do they worry about?

What do they need?



You can find out more about your customers' needs with the *Design Thinking* method in Steps 2–3 of the **A2 Idea Challenge** (free download at http://youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/; e-learning tool at www.flipchallenge.at – Entrepreneurship Challenge, German only).



Use the checklist below to assess your “top 3” ideas. If the answer to one or more questions is “no”, you should adapt or dismiss the idea.

✓ Customers	Are your customers ready to spend money on your sales idea? Can they afford the product or service?
✓ Money	Do you have enough money to implement your sales idea? If not: Are there any free alternatives?
✓ Materials	Can you get all the materials you need? Do you have all the necessary machines and tools?
✓ Time	Do you have enough time to get everything done before the sale? Are there enough people to take care of preparations, selling and cleaning up?
✓ Know-how	Do you know how to manufacture the product or perform the service? If not: Can you learn it in time?
✓ Success	Does the sale create a benefit for you or the community? Can you make a profit from the sale?
✓ Sustainability	Can you protect the environment, e.g. by utilising recycled or used materials? Can you avoid plastic waste? Does your idea contribute to environmental protection?

Which idea will you choose? _____



3.1. The sales idea takes shape – first prototypes

Experiment and work together to find the most promising version of your sales idea. A *prototype* can help you do that – this is a fast and simple representation of your idea. It could be a first sample of your product or a vivid description of your service.



You can learn how to create and present a prototype and how to develop it further with the *Design Thinking* method (see **A2 Idea Challenge**, Step 5).



In small teams, create a prototype of your sales idea, e.g. a drawing, something you build, a role play, a video. What matters is that it makes your idea easy to understand for others.

As you are creating your prototype, take notes about the individual steps you take. Write down:

- What exactly happens in this step?
- Which materials are needed?
- How long does the production or preparation take?



The more detailed your description of the production steps, the easier it will be to repeat them later on. You can also take pictures to document the individual steps.

Production step: description	Materials needed	Time needed

3.2. Which prototype gets the best response?



Each team presents its prototype. Make sure you answer the following questions in your presentation:

- What makes your prototype special? How does it stand out?
- Why should the customers spend money on the product or service?
- From which materials is the product made? What do you need for your service?
- How does your product/service protect the environment?
- How long does it take to manufacture the product or prepare the service?



Listen carefully to all the presentations. Give each team respectful feedback about their prototypes.

The following guiding questions for giving feedback can help you work together to develop your prototypes further:

Guiding questions for giving feedback:

- What did you like about this prototype?
- What would you change?
- How would you change it?



Together, find your bestseller! You can also combine several prototypes to ensure the greatest success for your sales idea.



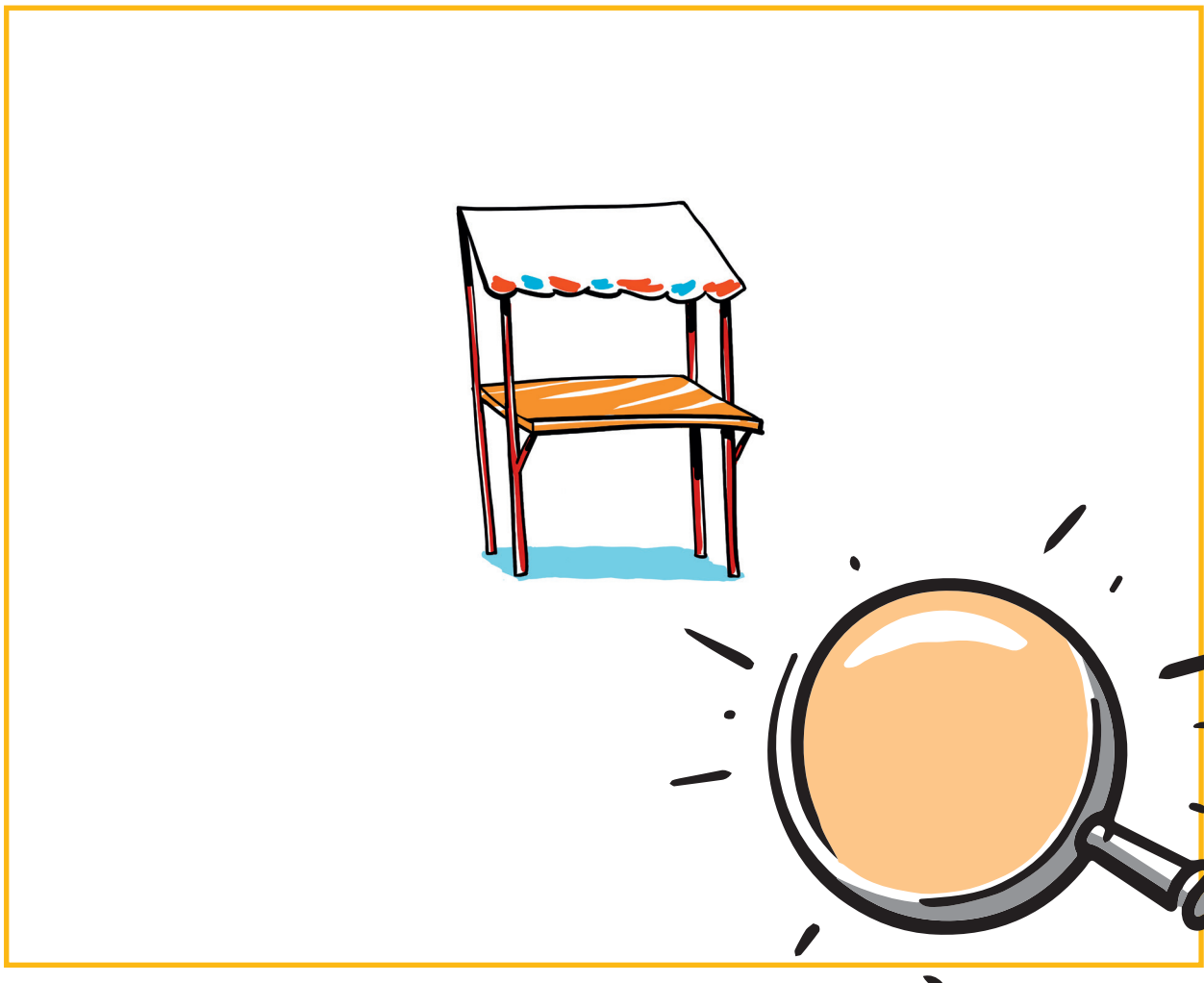
4.1. Let's start planning ...

To turn your sales idea into a bestseller, you will need to plan all your preparations for the sales day very carefully. What needs to be done? When? Who will be in charge of what?



Write down your sales idea in the market stand below and think about what you will need so you can implement it – from getting all the components to creating a sales experience.

- Which materials, containers, packaging, tools, costumes etc. do you need? Write down anything you can think of – all around the market stand. Don't forget decorations for the stand.
- In the magnifier, write down which strengths, know-how and support you will need.



Compare your notes. Together, make a complete class list of everything you need for selling your product or service. What do you already have?
Mark anything on the list that you will still need to get.



Will you need a permit for the sale? Write it down on your class list.



4.2. Creating a bestseller – step by step



Read through the description of the five steps. Mark the tasks you would like to perform.

1. Getting materials



Get all the materials and components you need for your product/ service and the market stand.

- Check your class list to see what you need to get.
- You don't have to buy everything new. Maybe you can borrow or reuse something.
- You will need to pay for any purchases up front. Hopefully, you will earn the money back through the sale.

2. Making the product/preparing the service



Manufacture as many units of your product as you want to sell/ prepare supplies for your service in the quantities you need.

- Choose a suitable production space. Make sure you have all the tools and materials you need.
- Organise the production, using the descriptions of the production steps from prototyping.
- Split up in small teams. Each team will be in charge of a specific task – this way, you can work faster and more efficiently.
- Find a place to store your goods.

3. Preparing the market stand

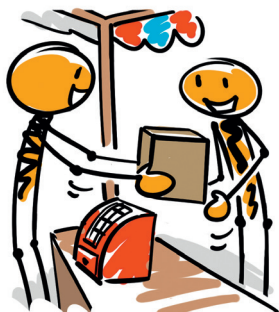


Prepare your market stand.

- Organise a sturdy table, chairs, if possible a pinboard or a poster stand.
- Draw and craft decorations for the stand that match your offer and attract attention.
- Write out clearly and legibly what you are selling and how much it costs.
- Create posters with additional information that might interest your customers: How was the product made (e.g. photos)? On what do you want to spend the proceeds?
- Get a cash box and sufficient change.
- Advertise your market stand:
 - Make advertising signs and put them up where people will see them.
 - Inform your families, friends and acquaintances.
 - Ask your parents to advertise your stand in social media.



4. Selling



Sell your product/service.

- Make a duty roster for the time you will spend at the market stand. It is enough if three of you are selling at the same time.
- Address people in a friendly tone and present your offer. Think about what could make them buy your product/service.
- Keep your stand clean and neat.
- After each sale, write down how much you sold and how much money you earned.
- Finally, add up your earnings and count the money.

5. Cleaning up



Dismantle the stand and clean up after you.

- Dispose of your trash and leave a clean area.
- Make a plan in advance for what you want to do with any leftover products or materials.
- Keep the money in a safe place.



Which tasks are described in the 5 steps above? Talk about it. Together, compile a neat and complete class task list. Put it up in your classroom where everybody can see it. The Teacher Guide contains a template.

What needs to be done?	By when?	Who is responsible?	✓
Make a list of all the materials needed			
Find out what can be borrowed			



Who will be in charge of what task? Together, find a fair way to divide the work. Put a check mark beside every task you have completed.



You can learn how to plan a project as a team in the **A2 Start Your Project Challenge** (free download at http://youthstart.eu/en/challenges/how_do_you_start_a_project/).



Which tasks will you perform? Do they match your personal strengths? Or will you be able to learn something new from these tasks?

What?	By when?	✓

Make a personal timetable so you can keep track of what you have to do.



Regularly check your lists to see if all the tasks you have agreed upon have been completed in time. If you feel you cannot do your tasks on your own, ask for help.

All of you need to assume responsibility and you need to feel that you can rely on each other. Only then can you work together to turn your sales idea into a bestseller, step by step.



5.1. Supply and demand determine the price!

Your preparations for the sales day are in full swing. Now you'll have to set a price. In order to determine it, you will need to think about supply and demand and calculate all your expenses.



The copy templates in the Teacher Guide contain an overview on how to compile a financial plan.

The more people **demand** (= want to buy) your product or service, the higher the price that you can ask for it.

If your product or service is **supplied** in large quantities, the price falls.

Set a price that balances supply and demand and is fair to you as well as to your potential customers.



How much **demand** will there be?

How many people will be there on the sales day? Ask the people organising the event or visit the location where you will put up your market stand around the same time of day that you will hold the sale. How many of the people who will be present are potential customers?

Expected number
of customers



How big will your **supply** be?

Determine the quantities you can produce. Make sure you don't make more than you are likely to sell. If you are selling a service, think about how often you can perform it.

Product: How many?

Service: How often?



Is your product or service sold by other sellers in the same place? If so, you will need to adjust your prices to those of your competitors. If your offer differs from theirs, a higher price may be justified.



Production (almost always) costs money. Brainstorm ideas about how you can raise the money without taking a financial risk. Possible ways of financing:



How much are your potential customers willing to spend on your offer? Ask the people around you and research the prices of similar offers online or at the places where they are sold.

→ **Do not determine your final price until you have calculated your expenses!**



The price should be fair to you and fair to your customers.

To make sure that you will get paid for the time you spend working, the unit price should be higher than your expenses per unit/performance. It could for instance be 1.5 or 2 times as high.

Preliminary fair price
for our offer:



5.2. How much money must we spend?



You'll need to know your **expenses** before you can calculate a **sales price** that promises a **profit**.

Think about all the things on which you will need to spend money and calculate the sum total of your expenses.

- Write a **shopping list**. Research **prices** online or at stores.
- How much will you need to buy? The **quantity** depends on how many units of your product you want to make or how often you want to perform your service.
- Remember that you may also face costs for the market stand and for advertising.

Shopping list (for 50 self-designed cotton bags)	Price	Quantity	Total (price × quantity)
Bags made from fair-trade organic cotton	2.05 €	50	102.50 €
Set of textile markers (6 basic colours, 15 ml each)	12.95 €	6	77.70 €
Decorative buttons – used, 100 pieces	10.00 €	1	10.00 €
Photo poster for the market stand, 30 × 45 cm	4.99 €	10	49.90 €
Shopping expenses			240.10 €
Rental fee for the market stand pinboard	20.00 €	1	20.00 €
Total expenses			260.10 €



Make a spreadsheet with *Excel*. You can find a template at www.youthstartchallenges.eu/shoppinglist.



Make sure you use our planet's resources mindfully when manufacturing your product/preparing your service. Look at the following **ecology checklist**:

- ✓ Are your materials organic and produced fairly?
Look for organic and fair-trade seals.
- ✓ Are your materials regional, with short transport distances?
- ✓ Can you avoid packaging waste and plastic?
- ✓ Can you buy any of the materials used or borrow them?



How much does it cost to manufacture/prepare a single unit of your product/service?

Expenses	:	number of units produced/ number of performances	=	expenses per unit/performance
_____	:	_____	=	_____



Compare the **expenses per unit/performance** to the preliminary price you have set. Does it cover all your **expenses**? Can you make a **profit**? Where could you save some money?

This is our **fair price** with which we will make a **profit**: _____

We will need to sell at least this many units of our product/perform our service at least this many times to make a **profit**: _____



6.1. Learning how to sell ...



Use a role play to find out which sales personalities customers prefer.
In pairs, act out a trial sale for your offer. Exchange roles and repeat.

As the seller, make sure you ...

- ... know all about the product/service.
- ... can tell a story about your offer.
- ... relate what you are planning to do with the profit (= your “objective”).

Remember the following **sales talk tips**:

- ✓ Smile! It makes people like you and will put the customers in a good mood.
- ✓ Address the customers in a friendly tone and introduce yourself by name.
- ✓ Face your customers and look them in the eye. Keep your phone in your pocket.
- ✓ Show interest and listen carefully. Ask questions to find out what the person needs.
- ✓ Speak loudly and clearly, so people can understand you.



If you want, you can perform your sales talk in front of the class. Can you close the deal?
You can also record your sales talks on camera and discuss them. What do you notice?



Discuss in pairs or in class:

- Which of the sales talk tips were used in the role play? Which weren't?
- How did you feel as a customer? Did you buy the product? If yes – why?
- Who was especially convincing as a seller? Why?



What do you remember from the role play? Which phrases appealed to you as a customer?
Which phrases convinced you of the offer? Write them down in the speech balloons.
Also write down friendly greetings – in several languages, if you like.



Read through the text in the balloons before the sales day so you can use the phrases in your sales talks.



6.2. An attractive market stand ...



How can you design your stand so that people will want to stop and take a closer look at your offer?
Together, think about ...

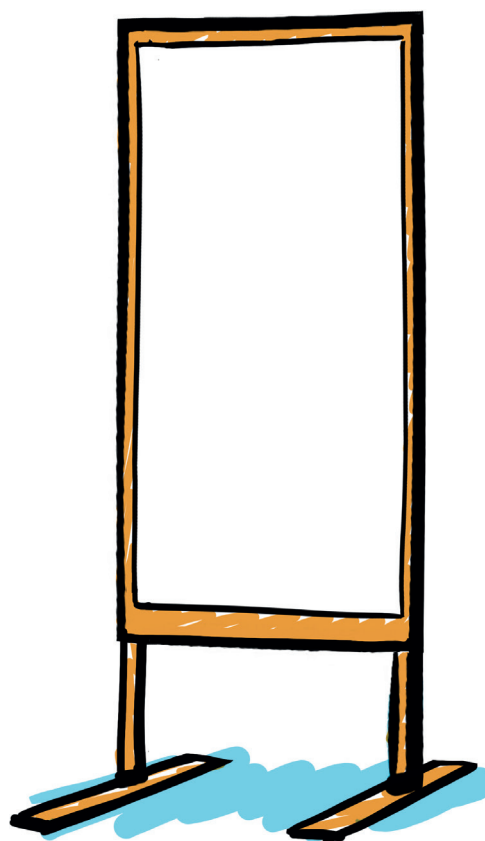
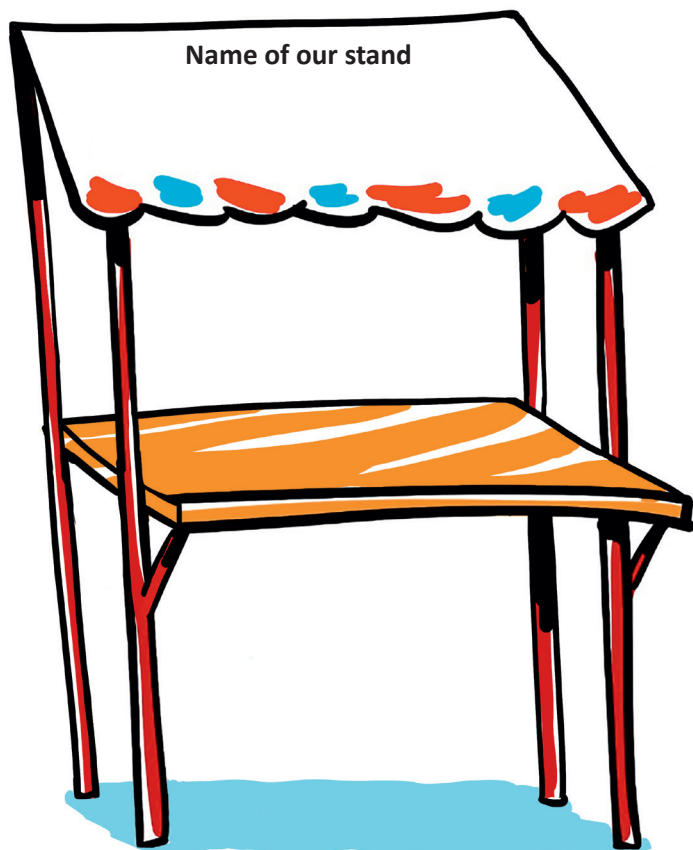
- ... a good name for your market stand that matches your objective or makes people curious about your product or service:

e.g. “A wheelchair for Julia” (you want to donate your profits to Julia), “Joy in a jar” (home-made marmalade) or “Phibbsy’s photo booth” (your amateur photographer is called Phibbsy)
- ... short, interesting information about your objective (text, photos or drawings).
This might be another buying incentive for your customers.



Use the market stand below for a trial run. Decorate and label it:

- Write down the name of the stand on the awning and any information about your objective on the board.
- On the board, add your offer and prices (write legibly!).
- Decorate the stand to match both your offer and the name of the stand.
- Draw your offer on the counter, neatly arranged. Small products look better in baskets or boxes.



Present your suggestions to each other and together decide on how you want to decorate your market stand. Agree on matching outfits for the vendors. If you think about it, you will surely come up with further “eye-catchers”!



6.3. Was your sales day a success?

There are different ways to assess whether you were successful:

- Were you able to reach your objective?
- Did you make a profit?

But also:

- Did you work well as a team?
- Was it a positive experience for you? Did you learn something new?



After the sales day, calculate your **earnings**. To do that, write down the **sales price** for your offer and your **expenses** in the table below (you can look up the correct figures in Step 5). Write down how often you sold your product/service and calculate your **earnings**. If you subtract your **expenses** from your **earnings** you'll find out your **profit**.

Expenses	_____ €
Sales price	_____ € per unit/performance
Earnings	= sales price <i>times</i> units sold/number of performances _____ € = _____ € × _____
Profit	= earnings <i>minus</i> expenses _____ € = _____ € - _____ €



Did you sell all your supply? If not, how much is left?

Calculate your **maximum earnings**:

sales price *times* **units produced / maximum number of performances**

How much **profit** would you have made if you had sold everything?

maximum potential profit = **maximum earnings** *minus* **expenses**

_____ € = _____ € - _____ €

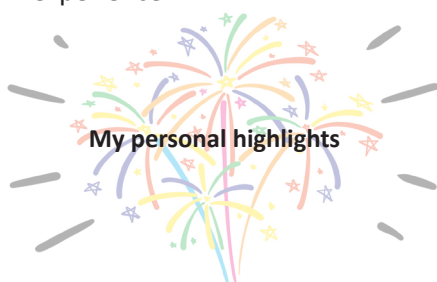


Discuss the results. Did you make a **profit**? If so, are you satisfied with your profit?

Can you finance the objective you have set yourselves in Step 1? If not, why not? What do you think? What could you have done differently?



Think about the happy memories you have created – and about everything you have learned from your sales team experience.





7.1. Questionnaire for the Lemonade Stand Challenge

You have jointly developed a sales idea and manufactured a product or offered a service. You have worked together as a team and have assumed different tasks. You have planned your sales experience, decorated a market stand and conducted sales talks. You have calculated your expenses, the sales price and your earnings. In the best case, you have made a profit and were able to finance your objective.

1. How much profit did you make?	
2. Was the price calculated well? If not, what could you do differently next time?	
3. Did you sell everything? If not, why do you think not?	
4. Which of your objectives did you reach? Which not?	
5. Did everybody in class assume a task and carry it out reliably? If not, how could you make sure of that next time?	
6. If you were to organise another market stand, what would you like to sell? Why?	
7. Which tip would you give to somebody who is organising a market stand for the first time?	



Talk to others about your answers.



7.2. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things.
Mark the area under the symbol that fits the best.

Here is what the four symbols mean:



I can do that in
most cases.



I can do that in
some cases.



I can rarely
do that.



I need a lot more
practice for that.

I can identify potential sales opportunities in my surroundings.				
I can develop ideas to solve problems or use opportunities.				
I can assess whether a sales idea is promising.				
I can create and present a prototype.				
I can explain how supply and demand determine the price.				
I can calculate expenses.				
I can make a task list.				
I can assume tasks and complete them in time.				
I can conduct a sales talk.				
I can decorate a market stand attractively.				
I can calculate my profit.				

Additional activity:

- market day for children and teenagers in Austria: www.ifte.at/markttag (German only)

All Challenges of level A2 are also available in a printed version in German.
You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



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



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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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