



## Real Market Challenge B1

I can develop a business plan for the market.

Core Entrepreneurial Education



### Core Business Plan

How can you develop an idea into a business model? What are the necessary requirements? Step by step, the students draft a core business plan for their own product or service: including start-up costs, market opportunities, target groups and a financial prognosis.

## Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➡-sign indicates optional tasks for a deeper understanding. All materials are provided at [www.youthstart.eu](http://www.youthstart.eu).

# You<sup>th</sup> Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – [www.youthstart.eu](http://www.youthstart.eu)

Core Entrepreneurial Education				Entrepreneurial Culture						Entrepreneurial Civic Education	
	Idea Challenge		Hero Challenge		Empathy Challenge		Storytelling Challenge		Buddy Challenge		My Community Challenge
	My Personal Challenge		Lemonade Stand Challenge		Perspectives Challenge		Trash Value Challenge		Open Door Challenge		Volunteer Challenge
	Real Market Challenge		Start Your Project Challenge		Extreme Challenge		Be A YES Challenge		Expert Challenge		Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

**Core Entrepreneurial Education** comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

**Entrepreneurial Culture** refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

**Entrepreneurial Civic Education** aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



## Unit Planner

<b>Theme</b>	Core Business Plan
<b>Level</b>	B1
<b>Challenge Family</b>	<p>Real Market Challenge – keeping on track with a plan!</p> <p>If you want to implement an idea, you need to have a good business plan. This applies both to small and big endeavours. Students at the lower secondary level start very, very small – with a mini business plan for a mini project and a budget of just 5 Euros. The task set for students at the upper secondary level is more complex: they are asked to draw up a core business plan for a business idea including start-up costs. Students at the higher learning levels will draw up a “genuine” business plan including a financial plan that might be presented to a potential investor. The next step is analysing a business plan that has already been put into practice, because it is easier to identify strengths and weaknesses in hindsight and this may give students valuable insights for their own plan.</p>
<b>Time / Length</b>	at least 8 periods
<b>Big Idea behind the Challenge</b>	<p>Planning the implementation of an idea is a challenge. If you want to build a house, you need a building plan. If you want to implement an idea, you should also design a plan. A business plan describes the concept of a business idea. It includes the objective, the economic environment, the market situation and, in particular, the necessary investments. Furthermore, a business plan makes it possible to assess opportunities and risks for the implementation of the business idea.</p> <p>A core business plan is based on a business idea and should have about 12 pages providing detailed information. A core business plan does not contain a complete financial plan, but it does list start-up costs and expenses for the first six months. A list of questions can help you design your core business plan.</p>
<b>Entrepreneurial Competences according to the Reference Framework</b>	<p>I can identify my strengths and weaknesses and set goals to improve my skills where needed.</p> <p>I can face potential competition in the implementation of tasks.</p> <p>I can develop ideas and provide justifications for why they should be implemented.</p> <p>I can identify and seize opportunities.</p> <p>I am aware of risks and can take responsibility for my own actions.</p>



	<p>I can present a draft concept and understand the purpose of a core business plan.</p> <p>I can come up with ideas for effective marketing.</p> <p>I would like to contribute my ideas to a future-oriented ecologically and socially sensitive behaviour in business and society. I can identify ethical problems.</p> <p>I can explain my ideas about fair trade.</p> <p>I can explain different possibilities to finance my ideas.</p>
<b>Language Objective</b>	<p>I can write a 12-page core business plan describing my business idea, its implementation and financial plan in overview.</p> <p>I use all recently learned content vocabulary correctly.</p>
<b>Content Vocabulary (Word Wall)</b>	<p>Business plan, executive summary, product/service description, start-up team, potential competitors, start-up company, market chances, risk evaluation, financial prognosis, appendices, market research, innovative business idea, start-up costs, sustainability.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>I can write a 12-page core business plan (in small groups): peer/teacher assessment.</li> <li>I can assess my own entrepreneurial competences (individually): self-assessment.</li> </ul>
<b>Necessary Background Knowledge</b>	<p>Students should have completed the “Idea Challenge” (level B1) prior to beginning this challenge: entrepreneurial design (= a sustainable business model) is a key component of any core business plan.</p> <p>Students should know and understand how to develop an idea and implement it using alternative methods with a sustainable business model.</p>
<b>Mind &amp; Body</b>	<p>For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: <a href="http://www.youthstart.eu">www.youthstart.eu</a> (incl. video clips). Choose the appropriate exercise(s) to support your challenge!</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Students should already have an idea and a sustainable business model for their core business plan.</li> <li>Copy worksheets.</li> <li>Beamer for presentation</li> <li>For Step 1: chopping boards, knives, plates, access to water and money (about 5.00 to 10.00 EUR per team).</li> </ul>



<b>Step-By-Step Activities</b>	<p>The Real Market Challenge relies on basic knowledge taught in economics classes and explains general principles. If the students have not been taught these lessons, please do only Step 1 and use Worksheets 1, 5 and 6.</p>
Step 1	<p>The Sandwich Activity (Worksheet 1)</p> <p>The Sandwich Activity is carried out in small teams. Each team is a sandwich company in the start-up phase. This activity consists of the creation and production of a prototype and the calculation of costs, as well as an overview of further business planning.</p> <ul style="list-style-type: none"> <li>a) The perfect sandwich Each team decides on what is the perfect sandwich to them and makes a list of the ingredients required.</li> <li>b) Buying ingredients Each team goes shopping for ingredients. Receipts should be kept.</li> <li>c) Creating a prototype Each team creates their perfect sandwich and decides on a product name.</li> <li>d) Calculating costs per item The students calculate the costs per item. Some costs (e.g. those for lettuce) will be more difficult to calculate than others. The students might even forget to calculate certain costs (e.g. renting a space, personnel, etc., see g).</li> <li>e) Researching possible market prices</li> <li>f) Calculating earnings and production volumes The team members decide on their monthly target earnings and calculate the number of sandwiches they need to sell.</li> <li>g) Analysing the calculations The team members reflect on whether they have considered all costs (e.g. rent, personnel) and whether all sandwiches produced can be sold.</li> <li>h) ABC-list for start-up business planning An ABC-list of the necessary planning steps for the formation of a company is compiled individually. Clustering in class (see Worksheet 3).</li> </ul>



Step 2	<p>How to arrive at an Individual Core Business Plan</p> <p>The students will design a core business plan individually or in teams. First, they need their own business idea. Then they will obtain the necessary knowledge to design a core business plan and use it to write their own individual core business plans step-by-step. It may take a few months to compile the individual core business plans. This activity is suitable for economics classes.</p> <p>The strategy for this challenge is to move from simple to more difficult tasks. When explaining the structure of a core business plan, the teacher should outline lesson objectives and offer consultation hours to help students draft their plan. The Core Business Plan Presentation and Worksheets 2 + 3 offer valuable support for the compilation of an individual core business plan.</p>
Step 3	<p>Writing a Core Business Plan (Worksheets 2, 3 and 4)</p> <p>From the first draft to the final copy.</p> <p>Once students have completed all the necessary background work about designing a core business plan, they are ready to write their own! Since this will be done as group work, it is important that you read through the entire worksheet together with students and discuss as a class the description, task, essential agreements, and step-by-step process. The information on this worksheet is not to be underestimated, as it gives students an opportunity to take ownership of their own time by making deadlines for themselves and sticking to them. This should be an autonomous project – just like starting a business would be!</p> <p>You will also want to review with students all the criteria required in the core business plan (<b>Worksheet 3</b>). Remind students to use this worksheet as a check-list.</p> <p>Finally, read through the peer/teacher assessment rubric (<b>Worksheet 4</b>) so that students are familiar with how they will be graded. You may also need to explain how each section is weighted differently and how some sections are <i>embedded</i> in the core business plan.</p> <p>Read through <b>Worksheet 2</b> with the students and walk them through the individual steps. Not all steps should be done in class – much can be done outside instructional time.</p>
➡ Step 4	<p>Participation in a core business planning and business idea contest (see <a href="http://www.eesi-impulszentrum.at">www.eesi-impulszentrum.at</a> and <a href="http://www.ifte.at">www.ifte.at</a>)</p>



Step 5	<p>End of Unit Self-Assessment (Worksheet 5)</p> <p>(To be done individually) The students will now assess themselves. Read through each attribute slowly. Give time for students to reflect and assess themselves by circling the appropriate number of smiley faces. It might be necessary to further clarify each attribute by giving the students an example (e.g. <i>I can identify my strengths and weaknesses</i>. <b>Ask the students:</b> <i>Can you give an example of each?</i>). Once completed, you can either collect the questionnaires or use them for a classroom discussion.</p>
➡ Step 6	<p>Self-Reflection Wrap-up (➡ Worksheet 6)</p> <p>(To be done individually or in pairs) Be sure to read each question together with the class and give students time to write their responses. Use this wrap-up worksheet for a final discussion! This worksheet is also a great way to demonstrate to parents what their son/daughter has learned!</p>
<b>Context within the Challenge Programme</b>	<p>This challenge builds on the “Real Market Challenges” of the lower learning levels and introduces the pertaining challenges of the higher learning levels. You should make sure to complete the “Idea Challenge” (level B1) first. This challenge also goes well with the “Empathy Challenge” (level B1).</p>
<b>Useful Links</b>	<p>About the Youth Start Entrepreneurial Challenges project: <a href="http://www.youthstartproject.eu">www.youthstartproject.eu</a></p> <p>Further teaching materials (including videos): <a href="http://www.youthstart.eu">www.youthstart.eu</a></p> <p>The Bank Austria “Next Generation” business idea contest, with samples: <a href="http://www.hak-imst.ac.at/cms/front_content.php?idart=537">www.hak-imst.ac.at/cms/front_content.php?idart=537</a></p> <p>The bmbf eesi impulse centre: <a href="http://www.eesi-impulszentrum.at">www.eesi-impulszentrum.at</a></p>
<b>Suggestion</b>	<p>Participate in the Bank Austria “Next Generation” business idea and core business planning contest and the “Festival of Ideas”! This contest also offers business coaching for young people.</p>
<b>Book Suggestion</b>	<p>Faltin, G. (2012): Kopf schlägt Kapital: Die ganz andere Art, ein Unternehmen zu gründen Von der Lust, ein Entrepreneur zu sein, Berlin</p> <p>i2B Business Plan Manual, download: <a href="http://www.i2b.at/content.aspx?l1=2&amp;l2=7&amp;AID=8">www.i2b.at/content.aspx?l1=2&amp;l2=7&amp;AID=8</a></p>
<b>Film Suggestion</b>	<p>An introduction to business plans: <a href="http://www.youtube.com/watch?v=DZloRGxZ1_E">www.youtube.com/watch?v=DZloRGxZ1_E</a></p>



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