



# A2 Volunteer Challenge

Doing good feels good

## Teacher Guide



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



Co-funded by the  
Erasmus+ Programme  
of the European Union

 Federal Ministry  
Republic of Austria  
Education, Science  
and Research

















# Empowering Youth with the You<sup>th</sup> Start Entrepreneurial Challenges Programme

## CORE ENTREPRENEURIAL EDUCATION

## ENTREPRENEURIAL CULTURE

## ENTREPRENEURIAL CIVIC EDUCATION

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

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

 <b>MY COMMUNITY CHALLENGE</b> I can do things for the community where I live.	 <b>VOLUNTEER CHALLENGE</b> I can engage in community service.	 <b>DEBATE CHALLENGE</b> I can develop and debate my opinion.
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The You<sup>th</sup> 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 "You<sup>th</sup> 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](http://www.youthstart.eu) in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "You<sup>th</sup> Start mindfulness programme".



## 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 “**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.



The **A2 Volunteer Challenge** with its motto "Doing good feels good" directly addresses the teenagers and invites them to become active themselves and volunteer to commit themselves to help other people, animals or the environment.

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



# A2 Volunteer Challenge

## Doing good feels good

Volunteering and social commitment are important elements of social cohesion.

In the **A2 Volunteer Challenge** the students learn about organisations and about how they themselves can contribute as volunteers. They look for volunteer workers among their families and friends and interview them. In the end they decide on how to volunteer themselves.

### Core competences for the challenge:

**I can contribute as a volunteer.**

Explanatory video for this challenge:

[www.youthstartchallenges.eu/A2VolunteerEN](http://www.youthstartchallenges.eu/A2VolunteerEN)



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### Big idea behind the challenge

What does it mean to volunteer and where can teenagers contribute as a volunteer?

Why do people volunteer? By carrying out an interview project and asking volunteers about their work and their reasons for volunteering, the students find out a lot about volunteer work. This project aims at inspiring the students to become active themselves in the end and to motivate others to volunteer.

A "volunteer week" at school or a buddy project will improve cohesion among the students and invites others to do the same.

### Entrepreneurial Competences according to the reference framework

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

- I can observe myself and my environment mindfully and act according to the needs I perceive.
- I can name a person whom I consider a role model due to their strengths and skills.
- I can look at a topic from different points of view and put myself in the shoes of others.
- I can identify the possible causes of a problem and develop a number of creative ideas to solve the problem.
- I can set goals for myself and plan the necessary steps to achieve them.
- I can take on responsibility for my tasks when working in a team and follow the rules we agreed on.
- I can take on responsibility for the community I live in.

### Assessment

The student manual shall serve as an assessment of the students' own learning process on their way to "social commitment".

Just like in the other challenges, the questionnaires in the last step ("Thinking things over") encourages the students to self-assess the competences acquired and reflect on their own work. At the end, they plan their own social project and practise step by step how to assume social responsibility.



### In preparation for all steps:

Hand out the student manual containing the exercises for the individual steps to all students.

The titles of the exercises are labelled "E".



## Step 1 - Exploring volunteer work

### E 1.1. Where do "your hands" help?

Helping hands are often - and including in this challenge - used as a symbol for volunteer work. In the beginning exercise, the students write down around the hand everything they do for others, for society or for the environment. This may be small things, such as:

helping neighbours with the shopping, helping somebody to study, helping with the housework, repairing something, donating money to charity, getting involved as the class representative, visiting people in the old people's home, collecting rubbish, taking care of an animal, ...

What is important is that the students become aware of the vast amount of possibilities there are - and easy ones at that - to volunteer and to learn from one another.



A poster with the title "Our helping hands" can accompany the challenge right from the start: For this purpose, the students create a collage with their handprints and write down all of their volunteer activities. They can add new activities to the poster on a continuing basis.

### E 1.2. Good reasons for good deeds ...

The students think about WHY people volunteer and do something for others without getting paid. The student manual offers a few suggestions. Each student marks the things that are important to him/her and writes down further good reasons. These reasons are discussed in class.

### E 1.3. The "Volunteer Glossary"

During this exercise the students collect words that are often used in connection with volunteer work:

Engagement free of charge  
karitativ solidarity volunteer work association  
social NGO non-profit volunteer service  
human rights

The students choose 3 words, the meaning of which they look up in a dictionary and start their own "Volunteer Glossary". Then they compare their explanations with the others. A poster can be created with all 12 words.

- <https://en.wikipedia.org/wiki/Volunteering> [https://en.wikipedia.org/wiki/Non-governmental\\_organization](https://en.wikipedia.org/wiki/Non-governmental_organization)
- <https://www.un.org/en/global-issues/human-rights> <https://www.un.org/en/observances/human-solidarity-day>
- [www.politik-lexikon.at](http://www.politik-lexikon.at)

### E 1.4. Lena from Fridays for Future – "That is how I contribute"!

In an interview, Lena tells us about her volunteer work for Fridays for Future. Lena is 14 years old. She goes to school in Lower Austria. The students read the interview and mark all reasons Lena names for being a volunteer.

- Were similar reasons mentioned in class in E 1.2. Good reasons for good deeds ... ?
- What do the students think about Lena's volunteering?
- Who feels inspired by her story to commit themselves to the protection of the environment?

Talk to the students about it.

- *Fridays for Future* – Information on regional groups:  
<https://fridaysforfuture.org/action-map/map/> or [www.fridaysforfuture.at/regionalgruppen](http://www.fridaysforfuture.at/regionalgruppen) (German only)

In step 2 the students learn about how to conduct an interview with volunteers.





### E 1.5. So many possibilities to do good ...

The students think about people they know who are volunteers like Lena and write down their name and area of commitment on a small piece of paper or post-it. After presenting them in front of the class, the students allocate each post-it to the following areas (shown on a poster or the blackboard):

- **people (social issues) – helping people:** e.g. giving language lessons for refugees
- **justice – working for justice:** e.g. hosting an information stand on anti-racism issues
- **animal welfare – protecting animals:** e.g. helping out at an animal sanctuary
- **environment – committing yourself to the protection of the environment:**  
e.g. organising a demonstration for better climate protection

Each student thinks about which area he/she is most interested in. You can also add further areas, such as culture, sports, religion.

Name organisations in which many volunteers are active, e.g.:

- Relief organisations
  - local environment and climate protection organisations
  - community-oriented activities (e.g. enhancing the townscape, traffic calming)
  - Pressure groups fighting for human rights and development cooperation (Amnesty International, Global Responsibility, ...)
  - Cultural associations (marching band, youth orchestra, school orchestra, choir, theatre groups, ...)
  - sports clubs
  - animal welfare associations (Four Paws, ...)
  - Parish council, church choir, YMCA, confirmation groups
  - children's and youth organisations
  - Parent representatives or student councils at school, student union
- <https://www.ongood.ngo/info/resources/25-must-follow-ngos-in-europe>;  
<https://www.weareteachers.com/best-volunteer-opportunities-for-kids/>; <https://toolkit.volunteeringmatters.org.uk/>

### E 1.6. Volunteer work for young people

Each student pairs up with another student who is interested in the same area:

**people (social issues) – justice – animal welfare – environment**

Together they search the internet for possibilities to volunteer near their homes or school and take notes of the **names and locations of the organisations** as well as of the **activities** and any **benefits or disadvantages** they see.

Useful links for the research:

- Explanatory video on volunteering: <https://www.youtube.com/watch?v=ClrFW2Y2Bv8>
- <https://www.dosomething.org/us/articles/community-service-project-ideas>
- <https://www.dosomething.org/us/articles/volunteering-ideas-to-help-the-environment>
- <https://www.localwise.com/a/295-do-a-world-of-good-15-best-places-to-volunteer>
- [https://reliefweb.int/sites/reliefweb.int/files/resources/ar2019\\_facts\\_and\\_figures.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/ar2019_facts_and_figures.pdf)
- <https://blog.prepscholar.com/129-examples-of-community-service-projects>
- <https://media.ifrc.org/ifrc/what-we-do/red-cross-and-red-crescent-youth>
- [https://europa.eu/youth/go-abroad/volunteering\\_en](https://europa.eu/youth/go-abroad/volunteering_en) <https://www.youthpass.eu/en/>
- [www.wienextra.at/jugendinfo/infos-von-a-z/info-tag/freiwilliges-engagement/](http://www.wienextra.at/jugendinfo/infos-von-a-z/info-tag/freiwilliges-engagement/) (German only)

Inform yourself beforehand about whether your school has any organisations or associations as collaborating partners.



It is important to provide the students with links, seeing that researching "blindly" might result in Fake News. The **"Fake Alarm" game** will help the students distinguish facts from fakes. The teacher manual in the **A2 My Personal Challenge – Less risk – more fun** provides a copy template for the game, including a poster on fact checking for fake news (download at [http://www.youthstart.eu/en/challenges/less\\_risk\\_more\\_fun/](http://www.youthstart.eu/en/challenges/less_risk_more_fun/)).





The students write the most interesting research results into their student manual and then present them in front of the class before filing them in a class **volunteer folder**. They can decorate it to make it more appealing. The folder shall serve as a source of reference and inspiration and can be extended on a regular basis.

The students can present it to students from other classes at an information stand as a part of "volunteer week" (see **step 3 - Becoming a volunteer yourself**).



## Step 2 - Conducting interviews on volunteer work

### E 2.1. Start an interview project!

Building on the research results from **step 1, E 1.6: Volunteer activities for young people**, the students start an interview project, the aim of which is to find out more about volunteers, about their work and their motivation.

The students get together in teams of 3 to 4 people and conduct an interview with somebody who volunteers.



The students learn all about which steps are required to start a project in the **A2 Start Your Project Challenge** (download at [http://www.youthstart.eu/en/challenges/how\\_do\\_you\\_start\\_a\\_project\\_/](http://www.youthstart.eu/en/challenges/how_do_you_start_a_project_/)).

Following the exercises in the student manual, the students draw up a work plan together. Each team decides for themselves which of the members take on responsibility for which task. Then all teams draw up a time schedule together. Define a date for the project closing (= presentation of the interviews).

### Solution: Work plan

What has to be done?	By when?	Who is responsible?	✓
1. Carry out internet research on the organisation			
2. Make contact with the interview partner			
3. Prepare guidelines for the interview			
4. Conduct the interview			
5. Present the results			

The following tips will help to implement the interview project:

Check on a regular basis which tasks have been finished. Does anybody need any assistance?  
Are there any unexpected problems you need to find a solution for together? Stick together as a team.

### E 2.2. Choose an organisation and interview partner

Each team chooses an organisation they are interested in and searches for the following information on the internet:

- What is the organisation engaged in? What is their aim?
- What tasks are carried out by volunteers?
- Where is the organisation's nearest contact office?

The students prepare an infographic that presents the information in a clear and appealing manner. They may even design their own pictographs and get inspiration from infographics on social activities on the internet.







The students can present the infographics on their organisations within the framework of a "**volunteer week**" (see **step 3 - Becoming a volunteer yourself**).

Of course the students may also choose personal contacts for their interviews. In any case, the interview project shall teach them how to politely ask for an interview. The request should be made via e-mail or on the telephone. Phrases and modules for both options are provided in the copy templates.

The request should include the following information:

- Who are we? (Name of students + school)
- Where did we get the contact details from?
- What is the reason for making contact?
- When and where is the interview to take place?



Ideally, the person will agree to come to the school for the interview.

Agree on possible dates and times for the interviews with the students.

Alternatively, the interview may take place at the workplace of the person to be interviewed. In that case, the parents are required to sign a declaration of consent. Also, an authorised person has to be asked to accompany the members of the team conducting the interview (no more than 2).

Another possibility is to conduct the interview via telephone or video conferencing.

### E 2.3. Prepare guidelines for the interview

Every project team thinks about what they want to find out during the interview. Based on these considerations, they prepare guidelines for the interview that comprise no more than 10 open questions (i.e. questions beginning with an interrogative pronoun that cannot be answered with yes or no).



Make a copy of the supplementary sheet for interviews (copy templates) for each project team. It contains 5 questions, which can also be found in the student manual, and provides room for further questions and notes.

The students can write their questions on the supplementary sheet for interviews and use it to conduct the real interview (**E 2.5.**) as well as for the role play in preparation of that (**E 2.4.**).

These predefined questions shall guide the students through the interview. They are free to ask any spontaneous questions that may arise during the interview, too.

### E 2.4. Prepare for the interview

The students are asked to take notes during the interview.

These are needed for the follow-up exercises. It can be helpful to record the interview (e.g. using the dictation function on your smartphone).

It is also possible to record interviews that are conducted digitally. Many video conferencing tools have an integrated recording function.

**Attention: Legally, you are only allowed to record the interview after you have asked the interview partner and he/she consented.**

The students do a role play of the interview in preparation for the real interview. The team members take turns in asking the interview questions.

Before they start, discuss with the students what they could tell their interview partners about their project and practise a friendly and polite way of greeting.



For the role play, the students shall

- have their guidelines (or the supplementary sheet for interviews) ready,
- review the interview-checklist from **E 2.5: "Conduct your interview"** in the team and stick to the tips while conducting the interview,
- optionally, try taking notes on the supplementary sheet for interviews.

For test purposes, the students may record the interview with their smartphones.

What is important for the real interview as well as the test run: fully charge the battery of your phone, have your charger with you and check that your smartphone has enough memory.

After the role play, each team analyses (using the recordings), ...

- ... whether the interviewer spoke loudly and clearly,
- ... what seemed to have been especially pleasant for the interviewed person,
- ... what should be done differently for the real interview.

Perhaps the school is working together with external people (such as social workers or reading mentors) you could ask for help in preparing the interviews. The students could also ask them to be their interview partners.

### E 2.5. Conduct your interview

Shortly before the interview dates, discuss with the whole class what each of the students have learned from the role play: What especially do they want to pay attention to during the interview?

The student manual contains an **interview-checklist** summarising useful tips for the interview which the students should practise during the role play. Go through each of the items on the checklist and collect what experiences the students have made in that regard during the role plays. If the students want to, they can also perform the role play or parts thereof in front of the class.

- ✓ Greet your interview partner and introduce yourself. Be friendly and polite.
- ✓ Briefly talk about your project.
- ✓ When you start recording, mention the date and who you are interviewing.
- ✓ Listen intently and show interest.
- ✓ When you have reached the end of your guidelines, announce that that is your final question.
- ✓ After that you can ask: "Is there anything else you would like to say to us?"



The **supplementary sheet for interviews** (see copy templates) also contains a reference to the last and final questions. The students can use it to take notes during the interview. To ensure that they do not forget anything, the students should fill it out immediately after the interview.

### E 2.6. Present your interview project

Each project team has 5 minutes to present the results of their interview project. They should prepare all information material in advance.

The teams should choose a presentation method that suits them: poster, photo collage, slide show, video, podcast, ...



They may even play clips of the interview (provided that they have the interviewee's permission to do so!). The team may also decide to write down the whole interview, like the one with Lena, (see **step 1, E 1.4: Lena from Fridays for Future – "That is how I contribute"**) and use it as a handout.



All presentations should contain answers to the following questions:

- What is the organisation engaged in? Were you able to gather any interesting information? (Use your infographics!)
- Which values are created for others by volunteering? Which values are created for the volunteers themselves?
- Which answers from the interview did you find most interesting?
- What left an especially strong impression?

All teams listen to the presentations attentively and collect further "Good reasons for good deeds" to fill in in **step 1, E 1.2**.

### Presenting in expert panels:

1. The teams prepare everything they need for a presentation anywhere in the classroom, in the auditorium, in the festival hall, in the hallway, .... You can set up tables and bulletin boards for that purpose.
2. The students get together in mixed groups, i.e. the team members split up so that there is at least one member of each team in each group.
3. Every group starts at one of the stations. The person from the respective team gives their presentation, the others are allowed to ask questions.
4. After 5 minutes, the groups move on to the next station where the next presentation is started.

## Step 3 - Becoming a volunteer yourself

### E 3.1. "Volunteer week" at your school

Talk to the students about what area they would like to volunteer in. Perhaps the volunteers they got to know during their interviews inspired them to contribute:



e.g. to a project working towards reaching one of the UN's 17 Sustainable Development Goals (Global Goals or SDGs). In the A2 My Community Challenge the students find out more about this topic (at [http://www.youth-start.eu/en/challenges/the\\_17\\_sustainable\\_development\\_goals\\_and\\_how\\_to\\_contribute/](http://www.youth-start.eu/en/challenges/the_17_sustainable_development_goals_and_how_to_contribute/)).

- The Forum Umweltbildung provides instructions on how to increase one's "social handprint" with SDG projects: [www.umweltbildung.at/cgi-bin/cms/praxisdb/suche.pl?aktion=uv&typ=Umsetzungsvorschlaege&basisid=612](http://www.umweltbildung.at/cgi-bin/cms/praxisdb/suche.pl?aktion=uv&typ=Umsetzungsvorschlaege&basisid=612) (German only)
- Websites in English: <https://handprinter.org/pages/home>, <https://trimtab.living-future.org/trim-tab/issue-35/footprints-and-handprints-the-ripple-effects-of-our-presence/>, <https://extension.harvard.edu/introducing-hand-prints-a-net-positive-approach-to-sustainability/>

The **volunteer week** is an opportunity for the students to look for volunteers in other classes to join their project. You might want to start the volunteer week with a **Gallery Walk** where the students share their research results about volunteering with students and teachers from other classes, with their parents and other guests.

Suggestions for stations to pave your **Gallery Walk**:

- one station per project team for the presentation of their chosen organisations and the results of their interviews with the volunteers
- the poster showing "Good reasons for good deeds" (see **step 1, E 1.2: Good reasons for good deeds**)
- a poster (or series of posters) with the infographics (and information from the volunteer folder) on all researched organisations in which young people can volunteer)

Good reasons for good deeds





- a self-made video showing testimonies of volunteers who talk about their motivations (alternatively a compilation of short video clips from the interviews filmed in class - here, too, you require the permission of the persons shown in the video)
- The following videos might serve as an inspiration:  
**What Does Volunteering Mean To You?** (<https://www.youtube.com/watch?v=asbwwNyjRrA>)
- Project 51 "Warum wir die Gesellschaft mitgestalten wollen – GEMEINSAM SIND WIR STÄRKER" (Why we want to help shape society - TOGETHER WE ARE STRONGER - [www.youtube.com/watch?v=3JFrPQXkVoA&list=PLpQvZ1yT91Oq3JWMcu3\\_hiKto\\_60D-bCg](https://www.youtube.com/watch?v=3JFrPQXkVoA&list=PLpQvZ1yT91Oq3JWMcu3_hiKto_60D-bCg); German only)

### Volunteer Week in Vienna:

The Department of Education in Vienna invites schools in Vienna to organise a volunteer week and provides ideas for how schools can commit to making their environment more pleasant, colourful and liveable:

<https://www.wienextra.at/schulevents/wiener-ehrenamtswoche/> (German only)

The inspirational stories range from volunteering in the health care and social sector in times of curfews and restrictions, to projects aiming at making the cities greener (e.g. hurling "seed bombs" or neighbourhood gardening), free and open bookcases or bags and campaigns to provide impoverished families with school supplies.

Successful projects are made visible by posting hashtags such as #volunteering or #volunteerweek in social media.

→ Volunteers' Week in the UK: <https://volunteersweek.org/>

### E 3.2. A climate club for more climate protection

A climate club is an opportunity to contribute to the achievement of no. 13 ("Climate Action") of the UN'S 17 Sustainable Development Goals (Global Goals or SDGs). To establish such a club you need motivated teachers, students and parents.

More detailed information on climate clubs, instructions on their establishment, examples, contact details of existing climate clubs etc. can be found on the internet:

[www.teachersforfuture.at/aktiv-werden/klimaclub](http://www.teachersforfuture.at/aktiv-werden/klimaclub) (German only)

The student manual contains numerous examples for projects that have already been implemented by climate clubs. The students discuss which of these projects made an impression on them and seek inspiration for their own project ideas.

### E 3.3. Welcome to your new school - a buddy project

A buddy project is another opportunity for students to volunteer. For example, by supporting children who have just started at their school, they contribute to improving social cohesion.

The Design Thinking method helps the students learn how to identify the challenges children starting school are facing. 3 story cards in the student manual make it easier to empathise with individuals.



The **A2 Idea Challenge** provides a step by step approach to the **Design Thinking method** (download at [http://www.youthstart.eu/en/challenges/finding\\_solutions\\_with\\_the\\_design\\_thinking\\_method/](http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/)). First, the students learn to identify the problem before enquiring empathetically for a better understanding and clearly defining the specific need. Based on this information, they develop ideas to eliminate the problem by prototyping, experimenting and testing until they have found a good solution.

[www.flipchallenge.at](http://www.flipchallenge.at) provides a complementary E-Learning tool ("Entrepreneurship Challenge", German only).





The *Design Thinking method* uses empathy cards to help the students put themselves in the position of the person they are trying to develop a solution for. A fictional diary entry of this person can intensify this empathising process. It also helps to re-enact scenes from the story cards in short sketches.

Another approach is to imagine that you are walking "In the other person's shoes" (see copy templates). This method is especially suitable for students who find it hard to empathise with another person, e.g. because they have had negative experiences with them, because they don't like them or for another reason. This method can be used specifically to help the students empathise with children starting school in order to better find out what they need and how to support them in a buddy project.



The A2 Empathy Challenge especially deals with empathy and with "Understanding others and being understood" (download at [http://www.youthstart.eu/en/challenges/mutual\\_understanding\\_giraffe\\_tool\\_box/](http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/)). A "Giraffe-Tool-Box" full of useful Nonviolent Communication tools as developed by Marshall B. Rosenberg helps the students with mutual understanding and with preventing conflicts.



Also, different approaches to mindfulness can support students in practising to interact with others in a respectful, empathetic and mindful manner. They are presented in the "Why be mindful?" training programme and accompanied by short video clips (download at <http://www.youthstart.eu/en/warmup/?jumpto=350>).

- Look at these best practice examples for buddy projects (ranging from studying mentors and mediators to class sponsorships and lunches organised by students) at a German school: <https://www.goldbach-schule.de/schulprofil/buddy-projekt/?mobile=1> (German only)

## Step 4 - Thinking things over

### E 4.1. Questionnaire for the Volunteer Challenge

As always at the end of a challenge, the students are encouraged to self-reflect by answering a questionnaire with open questions on what they have learned. The answers summarise their personal findings from the challenge.

Give every student the opportunity to talk about their answers in pairs or in class.

### E 4.2. How well can you do that already?

The questionnaire repeats the most important competences that were trained during the challenge. The students assess how well they can do what. Explain the meaning of the smileys before starting.

### E 4.3. Implement your social project in a few steps ...

The students think of a personal project they would like to implement. They write down their goal and imagine with all their senses what it will be like when they have reached their goal. They plan the project in detail. Encourage the students to look for someone to support them in implementing their project.

Monitoring the pending tasks on a daily basis will ensure that their project is proceeding on schedule. Checking off and being pleased about each finished task will motivate them to persevere just as much as a prospective view of the aspired goal, namely: contributing to a better world.

Help your students motivate others to get involved.



### TRIO-Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the Volunteer 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

6 to 8 periods (ideally as double periods), interdisciplinary or within the framework of project days, social weeks or job orientation weeks, suitable for the following subjects: English (or German), job orientation, basic digital education, art, social learning and ethics or religion

### Necessary background knowledge

none

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

All Challenges: [www.youthstart.eu](http://www.youthstart.eu)

The "A2 Volunteer Challenge" builds on the "A1 Volunteer Challenge – Volunteering". It is closely linked to the "A2 My Community Challenge – The 17 Sustainable Development Goals and how to contribute" as well as to the "A2 Start Your Project Challenge – How do you start a project" and to the "A2 Idea Challenge - Finding solutions with the Design Thinking method"; Furthermore, there are links to the "A2 Empathy Challenge - Mutual understanding - Giraffe-Tool-Box" and to the "Youth Start Mindfulness Programme" (visit under the header "Mind & Body" at [www.youthstart.eu](http://www.youthstart.eu)).

### Additional materials

- My social handprint: <https://handprinter.org/pages/home>,
- <https://trimtab.living-future.org/trim-tab/issue-35/footprints-and-handprints-the-ripple-effects-of-our-presence/>,
- <https://extension.harvard.edu/introducing-handprints-a-net-positive-approach-to-sustainability/>
- [www.umweltbildung.at/cgi-bin/cms/praxisdb/suche.pl?aktion=uv&typ=Umsetzungsvorschlaege&basisid=612](http://www.umweltbildung.at/cgi-bin/cms/praxisdb/suche.pl?aktion=uv&typ=Umsetzungsvorschlaege&basisid=612) (Forum Umweltbildung, German only)
- Project 51 "Warum wir die Gesellschaft mitgestalten wollen – GEMEINSAM SIND WIR STÄRKER" (Why we want to help shape society - TOGETHER WE ARE STRONGER): [www.youtube.com/watch?v=3JFrPOXkVoA&list=PLpQvZ1y-T91Oq3JWMcu3\\_hiKto\\_60D-bCg](https://www.youtube.com/watch?v=3JFrPOXkVoA&list=PLpQvZ1y-T91Oq3JWMcu3_hiKto_60D-bCg) (German only)
- What Does Volunteering Mean To You? <https://www.youtube.com/watch?v=asbwvNyrRA>
- Best-practice Buddy project: [www.goldbachschule.de/schulprofil/buddy-projekt/?mobile=1](http://www.goldbachschule.de/schulprofil/buddy-projekt/?mobile=1) (German only)
- Buddy projects (German only): <https://award.starkeschulen.at/projekte/buddy-projekt/>
- E-Learning tool for the Design Thinking method: [www.flipchallenge.at](http://www.flipchallenge.at) (Entrepreneurship-Challenge, German only)
- Video "Herausforderungen finden" (German only): [youtu.be/VONVm0q8pul](https://youtu.be/VONVm0q8pul)





### @ via e-mail



#### Subject: Invitation to an interview

Dear Ms / Mr \_\_\_\_\_ (*name of the person*),

We are students at the \_\_\_\_\_ (*name of your school*)  
from \_\_\_\_\_ (*class*). We are very interested in your activities as a volunteer. We received  
your contact details from \_\_\_\_\_. For our "Volunteer Challenge" we  
would like to find out more about your volunteer activities and ask you a few questions. We  
would appreciate it if you could give us some of your precious time on the \_\_\_\_\_ or the  
\_\_\_\_\_ between \_\_\_\_\_ o'clock for an interview in our class. If you cannot  
come to school, we would kindly ask you to suggest a date for an interview at your office or  
online.

We look forward to your early response.

Yours sincerely \_\_\_\_\_ (*your names*)

### ☎ per telephone

- Good day. Am I speaking to Mr / Ms \_\_\_\_\_ (*name of the person*)?
- My name is \_\_\_\_\_ (*your name*). I'm a student at the  
\_\_\_\_\_ (*name of your school*) in \_\_\_\_\_ (*your class*).
- I received your contact details from \_\_\_\_\_. I am calling because we are very  
interested in your activities as a volunteer. We would like to find out more and ask you a  
few questions about your volunteer activities. May we interview you?
- When would it be convenient for you?
- Would it be possible that you come to our school?
- (if not:) May we visit you at your workplace?  
(*Make an appointment, e.g. to meet at your school or at the interviewee's workplace.*)
- Thank you for talking to us. Goodbye!



**Name interview partner:**

**Organisation:**

**Time & place of the interview:**

**1.** Why do you volunteer? What is your motivation?

**2.** Why did you choose this organisation?

**3.** What exactly do you do? Please describe your tasks.

**4.** Is it also possible to do what you do for a living?

**5.** What is positive for you about volunteering? Is there anything negative?

**6.**

**7.**

**8.**

**9.** Our final question:

**10.** Is there anything else you would like to say to us?

**Thank you for taking your time for this interview!**



An Indian proverb states: **"Walk a mile in someone else's shoes if you want to understand that person."**

Walking 100 steps in somebody else's shoes is more than just imagining how somebody feels. It is going a short way "as" this person. Go for it:

What do you experience when you take 100 steps in **Leonie's** shoes? On her way to school; at school, when she is walking around the school building insecurely, searching for orientation; on her way home?



What do you experience when you take 100 steps in **Stefan's** shoes? On his way to school; at school when he is sitting alone in the classroom, timidly watching the others play; on his way home?



What do you experience when you take 100 steps in **Jakub's** shoes? On his way to school; at school where he is downright bombarded with information, most of which he cannot understand, which is why he cannot even show what he is capable of; on his way home?



Take 100 steps in the shoes of one of the above-mentioned students and write down what you see, hear, smell, taste and touch, what you feel in your body, which thoughts you have:

Once you have walked 100 steps in his/her shoes:

What do you think this person needs? Choose a person from your environment whom you do not really like and imagine taking 100 steps in his/her shoes. Walk these 100 steps in your mind like you did with the fictional person before. Again, write down what you saw, heard, smelled, tasted and touched, which feelings you had in your body and which thoughts went through your head:



What have you learned about this person? What have you learned about yourself?

**Use this method whenever you find it hard to empathise with or understand another person.**

### Further links (in English):

<https://www.ongood.ngo/info/resources/25-must-follow-ngos-in-europe>

<https://www.weareteachers.com/best-volunteer-opportunities-for-kids/>

<https://toolkit.volunteermatters.org.uk/>

<https://www.dosomething.org/us/articles/community-service-project-ideas>

<https://www.dosomething.org/us/articles/volunteering-ideas-to-help-the-environment>

<https://www.localwise.com/a/295-do-a-world-of-good-15-best-places-to-volunteer>

[https://reliefweb.int/sites/reliefweb.int/files/resources/ar2019\\_facts\\_and\\_figures.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/ar2019_facts_and_figures.pdf)

<https://blog.prepscholar.com/129-examples-of-community-service-projects> <https://media.ifrc.org/ifrc/what-we-do/red-cross-and-red-crescent-youth>

[https://europa.eu/youth/go-abroad/volunteering\\_en](https://europa.eu/youth/go-abroad/volunteering_en)

<https://www.youthpass.eu/en/>

<https://volunteersweek.org/>

### Further links (in German):

[www.freiwilligenweb.at](http://www.freiwilligenweb.at)

<https://www.freiwilligenweb.at/freiwilliges-engagement/international/>

[www.jugendportal.at](http://www.jugendportal.at)

[www.logo.at/ehrenamt-beteiligung#](http://www.logo.at/ehrenamt-beteiligung#)

<https://wien.youngcaritas.at/actionpool/>

<https://www.jugendrotkreuz.at/>

[www.aktivwerden.at](http://www.aktivwerden.at)

All Challenges of level A2 are also available in a printed version in German.

You can find them at [www.jugendstaerken.at](http://www.jugendstaerken.at) (Jugend stärken, volume 1 - 4).



**Empowering Youth** is a holistic learning programme for lower secondary school students. It is part of the “You<sup>th</sup> Start Entrepreneurial Challenges” programme.

All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at [www.youthstart.eu](http://www.youthstart.eu) in **German, English** and, in some cases, in five other languages.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the *You<sup>th</sup> Start mindfulness programme*.



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