

Storytelling Challenge B1

I can tell stories.

Entrepreneurial Culture



Elevator Pitch

Students present their business idea to a group of “investors”, but are given only 1 minute to do so. In addition to that they need to succeed against their competitors. This task is not easy and requires quite a lot of know-how.

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.

Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – 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

Theme	Elevator Pitch
Level	B1
Challenge Family	<p>Storytelling Challenge – the power of words!</p> <p>Putting ideas into words and fascinating others with what we have to say is a very useful art. At the primary and lower secondary levels, students practice this ability by writing their own stories – inspired by pictures, the beginnings of sentences or short texts. Students at the upper secondary level learn how to attract and hold the interest of an audience when telling a story: they turn an everyday object into something special by featuring it in a story. At the next learning level, students present a business idea to a group of “investors”. They only have 1 minute for their pitch and need to succeed against their competitors.</p>
Time / Length	4 periods
Big Idea behind the Challenge	<p>Using the art of traditional storytelling in part one as a fundamental basis to pitch your idea, in this challenge students will transfer their storytelling skills into pitching a business idea to a potential audience of investors in 1 minute or less. Students will realise how conviction, persuasion, and stage presence are also important variables in an elevator pitch. This challenge is an excellent way to conclude the Idea Challenge as it also requires students to be able to orally explain their knowledge about their business idea and sustainable business model.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I can face potential competition in the implementation of tasks.</p> <p>I can develop ideas and provide justification why they should be implemented.</p> <p>I can identify and seize opportunities.</p> <p>I am aware of risks and take over responsibility for my own actions.</p> <p>I can pitch a business idea.</p> <p>I can work with others and maximise the use of individual skills.</p> <p>I can take the initiative to convince others when making group decisions.</p> <p>I can communicate well with other people.</p> <p>I can come up with ideas for effective marketing.</p> <p>I would like to contribute with my idea to a future-oriented ecologically and socially sensitive behaviour in business and society.</p> <p>I can see ethical problems.</p>

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	I can explain different possibilities to finance my ideas.
Language Objective	I can orally present an idea using concise and descriptive language. I can summarise an idea in an organised way.
Content Vocabulary (Word Wall)	Elevator pitch, pitching an idea, slogan, USP (unique selling proposition), marketing strategy (4 Ps), product, price, place, promotion, target group, market potential, competitor, socially responsible, sustainability, socio-economic status.
Assessment	<ul style="list-style-type: none"> Students (in either pairs or small groups) will develop a business idea and pitch it in 1 minute or less. (teacher assessment, peer assessment – worksheet 4) ➔ Students may assess their competences by circling a face, showing how they did (worksheet 5). Students will reflect on their strengths/weaknesses in pitching their idea (self-assessment – worksheet 6)
Necessary Background Knowledge	Successful completion of Storytelling Part 1 recommended Basic understanding of a business idea, sustainable business model Successful completion of Idea Challenge recommended
Mind & Body	For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!
Materials Needed	<ul style="list-style-type: none"> Google “Bizarre Japanese Inventions” download and prepare enough images so that each student receives one. Photocopy enough copies of the student workbook. Photocopy enough copies of the teacher/peer assessment from the student workbook to assess elevator pitch presentations and pass back to students. Photocopy extra copies of the teacher/peer assessment from the student workbook so that the students can assess each other's elevator pitch presentations. Organise a prize for the Elevator Pitch Winners. (It needs to be something that they can share.)
Step-By-Step Activities	
Step 1	<p>Introduction</p> <p>Organise the images of <i>Bizarre Japanese Inventions</i>. Ideally one image for each student and place them strategically in different places of the room, so that students can easily get to them. It is okay if the images repeat themselves, but it makes the task more challenging and interesting for</p>

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the students if they work with different inventions/images.
(This activity can be done either individually or in pairs)

Read to students:

Japan has been and continues to be a country where business ideas flourish and entrepreneurship is embraced. Some are even willing to take their problem solving skills to an extreme and develop potential business ideas that no one on earth would have ever thought of. This is why we are calling these inventions bizarre because they are simply very much outside the traditional mind-set!

There are images of Bizarre Japanese Inventions lying in the room. Although extremely clever, these business ideas were never successful. Choose one image that you like and that you think might have potential success in the market today. Take 3-5 minutes to practise with a partner your answer to the following two questions:

Write the questions on the board or say out loud. Student Worksheet 1

- What is your image about?
- Why do you like this business idea? What aspect(s) do you think are clever and unique?
- Do you think this business idea could stand a chance if reintroduced to the free market today? Why or why not?
- Students take turns presenting their Bizarre Inventions to the rest of the class while answering the two questions.
- As a class, ask students in pairs to reflect on the following (write on board if possible) then have them pair share back to class (Student Worksheet 1):
- What makes a business idea successful? Do you think only having a clever idea leads to success? Why or why not?
- What other elements that you already know are predicting factors for the success of a business idea?
- What do you think is more important for success? A good business idea or a strong sustainable business model? Or both? Explain and support your answer.

Step 2 Important Meeting Agenda (Worksheet 2)

- a) Tell the students the following: You are all employees of a marketing department of an international company. Your task is to launch a new product for the company and to pitch the business idea in one minute or less in front of an audience of potential clients and the Board of Directors of the company. We are now going to pretend that we have been all been called to an important departmental meeting. Please be sure to maintain professional behaviour as you would imagine at work.

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	<ul style="list-style-type: none">b) Nominate a few students to be the department manager/supervisor to facilitate the meeting and a few students to act as the board of directors. You will also need to nominate a willing and able student to take minutes. Ask the students to turn to Worksheet 2 in their student workbooks. Read through and complete the agenda. The student who takes minutes should type and make a copy for everyone.
Step 3	<p>Developing Your Elevator Pitch</p> <p>Using Student Worksheet 3, ask students to form groups of three to four. Then students will begin to develop their own elevator pitch. The pitch can last no longer than a minute in total.</p> <ul style="list-style-type: none">a) Preview the vocabulary and criteria in the Elevator Pitch.b) Walk through the structure of the elevator pitch with students.c) Have students take a business idea/sustainable business model that they have already created and use it to develop their pitch (This would have already been done during the Idea Challenge) <p>NOTE: If students have not yet completed the Idea Challenge, nor are familiar with the terms and criteria in the Elevator Pitch, you will have to spend extra periods to explain key concepts (e.g. USP, Marketing Strategy 4Ps, Target Group, etc).</p>
Step 4	<p>Review Assessment</p> <ul style="list-style-type: none">a) Be sure to review the Teacher/Peer Assessment (Worksheet 4) with students prior to having them pitch their idea. It is important that students know how they will be assessed and what will be expected of them.b) 2. Be sure to let students know that they will be assessing each other's pitch (Peer Assessment) and that it will be the same criteria that you will use to perform the teacher assessment. Remind students that when they are Peer Assessing that they are doing it as if they were the board of directors of the company. Make this a contest - the best Elevator Pitch wins a prize. Think about some small prize you can award the winners that they could share.c) Give students time to practise their elevator pitches.

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Step 5	<p>Let's Elevator Pitch</p> <ol style="list-style-type: none"> Assign a timer <ul style="list-style-type: none"> Pass out peer assessment sheet to each student (worksheet 4). Remind them that they are the board of the directors and they are looking for the best Elevator Pitch to represent the company. The winning Elevator Pitch wins a prize! Begin Pitching! As students peer assess/you also fill out a teacher assessment (worksheet 4). Have the class discuss the best pitch using the peer assessment results. Pick a winner.
➡ Step 6	<p>End of Unit Self-Assessment – Worksheet 5</p> <p>If there is not instructional time available, students can fill this out as homework and return to class. They should be able to individually read through each attribute and assess themselves by circling the appropriate smiley.</p>
Step 7	<p>Self-Reflection Wrap-up (Worksheet 6)</p> <p>If there is not instructional time available, students can fill this out as homework and return to class. They should be able to individually answer each question and provide meaningful, thoughtful answers. This Wrap-up worksheet is a great way to facilitate class discussion at the end of the challenge. It is also a way to demonstrate to parents what their son/daughter has been doing in class!</p>
➡ Step 8	<p>Extension Activity</p> <p>Have students turn back to the Meeting Agenda on Worksheet 2. Have them reflect on items 3 and 4. They should each write a brief report of no more than one page to the CEO. If there is additional instructional time, this would be a great opportunity to wrap-up this challenge.</p>
Context within the Challenge Programme	<p>This challenge builds on the B1 storytelling challenge “Grab their attention with a story” and may be combined with the following challenges to pitch the ideas created:</p> <ul style="list-style-type: none"> B1 Idea Challenge (Entrepreneurial Design – Mini Canvas) B1 Real Market (Core Business Plan) B1 Lemonade Stand Challenge (selling products) Trash value Challenge
Useful Links	<p>About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu</p>



	<p>Further teaching materials (including videos): www.youthstart.eu</p> <p>Inspiration for Elevator Pitch: www.mindtools.com/pages/article/elevator-pitch.htm, Ruth Hill</p>
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