



My Community Challenge B1

I can do things for the community where I live.

Entrepreneurial Civic Education



Improving the Quality of Life

How can you measure the quality of life? And what do terms like gross domestic product or the Gini coefficient have to do with it? Specific tasks in the different training units will help the students answer these questions. Finally, they will develop their own indicator to measure quality of life and discuss, question and debate various aspects of wealth in our society.

Student Materials

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.



Task Sheet:

Classroom Learning Stations – Quality of Life

Station	Compulsory or Optional	Arrangement	Tasks	Assessment - Self (S) - Teacher (T) - Plenary (P)	Done ✓
0	Compulsory	Individually	Read through the task sheet before you begin in order to have an overview on the different activities and to organise your time appropriately (you have 70 mins). Please note: Station 8 will be a plenary discussion at the end of the second period. If you finish early with all of the compulsory tasks, you can additionally complete two optional tasks which will be counted as a bonus.	S	
1	Compulsory	Group	Three different perspectives on wealth (approx. 10 mins): Task 1 / GDP-Memory: Find the matching concepts. Task 2 / Determining GDP: Match the concepts with the different approaches for calculating GDP and enter them on your worksheet.	S	
➔ 1	Optional	Individually	Determining GDP (approx. 15 mins): Calculate GDP for one of the given examples.	S/T	
2	Compulsory	Individually	Analysing GDP (approx. 15 mins): Read through the instructions and start to work on the tasks given on your worksheet.	T	
3	Compulsory	Partner	Reflecting on GDP (approx. 15 mins): Read through the article and answer the following questions.	S/T	
4	Compulsory	Individually	Explaining indicators (approx. 20 mins): Choose at least three of the given indicators and answer the following questions. You may use your smartphone.	T	
5	Compulsory	Partner or Group	Play a game of Country Trumps (approx. 15 mins): Play the game and take down notes on any experiences you've had with the different countries. Try grouping them.	S	
6	Compulsory	Partner	Developing your own indicator to measure the quality of life (approx. 10 mins): Develop your own indicator. The information sheet might serve as a stimulus. Write down the chosen indicator on a card and, if possible, design a poster.	P/T	
7	Compulsory	Group	Reflection at the round table (approx. 15 mins): Take part in the final discussion.	P	



Worksheet (Station 1)

Task 2 / Determining GDP:

Find out which concepts written on the Memory Cards belong to which method for determining GDP!

(GDP = gross domestic product)

Production approach:

Expenditure approach:

Income approach:



Worksheet (Station 2)

Task 1: Using the numbers given in table 1 on the data sheet (Station 2), explain how the GDP of each country has developed.

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Task 2: Compare tables 1 and 2 on your data sheet (Station 2). Analyse and explain the data given for Luxembourg and China.

Task 3: Analyse the fact that from 2012 to 2013 total GDP increased in Saudi Arabia and India, whereas GDP per capita decreased.

Task 4: From 2014 to 2015, a country's nominal GDP went up by 2%, whereas the real growth rate was only 0.3%. Differentiate.



Worksheet (Station 4)

Index 1

Task 1: Name the indicator's components and explain what they are made up of.

Task 2: Write down the position of your homeland – if available – in the global ranking of the chosen index.

Index 2

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Task 2: Write down the position of your homeland – if available – in the global ranking of the chosen index.

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Index 3

Task 1: Name the indicator's components and explain what they are made up of.

Task 2: Write down the position of your homeland – if available – in the global ranking of the chosen index.

Compare the indicators you chose:



Worksheet 1

End of Unit Self-Assessment

Assess yourself by circling the appropriate smileys!

I can identify my strengths and weaknesses, and I can make goals to improve my skills where needed.	☺	☺☺	☺☺☺
I am comfortable in taking responsibility for a task.	☺	☺☺	☺☺☺
I can face potential competition in the implementation of tasks.	☺	☺☺	☺☺☺
I can develop ideas and provide justification for why they should be implemented.	☺	☺☺	☺☺☺
I can identify and seize opportunities.	☺	☺☺	☺☺☺
I am aware of the risks and take responsibility for my own actions.	☺	☺☺	☺☺☺
I can plan goals and implement a supervised project.	☺	☺☺	☺☺☺
I can work with others and maximise the use of individual skills. I can take the initiative to convince others when making group decisions.	☺	☺☺	☺☺☺
I would like to contribute with my ideas to a future-oriented, ecologically and socially sensitive behaviour in business and society.	☺	☺☺	☺☺☺
I can explain and analyse GDP and alternative concepts. I can analyse GDP's limits. Furthermore, I can reflect on the relationship between GDP and social and individual factors such as education, fortune, happiness as well as about the environment.	☺	☺☺	☺☺☺



Worksheet 2

Self-Reflection Wrap-Up

1. What did I like about this challenge?

2. What did I not like about this challenge?

3. How could I use GDP to improve the environment around me? Give examples.

4. Do I think I am better at assessing quality of life? Why or why not?

5. How could I apply the skills I learned in this challenge to real life? Give three examples.
