

## Trash Value Challenge B1

I can create something valuable out of garbage.

Entrepreneurial Culture



### Increase Value with Upcycling

Students learn how to upcycle waste products. They use them to create individual objects. Then they present their objects and assess each other's presentations. A key aspect of this challenge is the analysis of the values created (material and immaterial values).

## 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>	Increase value with upcycling
<b>Level</b>	B1
<b>Challenge Family</b>	<p>Trash Value Challenge – the challenge with added value!</p> <p>Items that we thoughtlessly throw away often have more value than we think! We are not talking about re-using raw materials in the sense of “re”-cycling. Rather, we want to upgrade these materials by “up”-cycling them. Students at the primary and lower secondary levels collect seemingly worthless waste products and then create something new from them. Students at the upper secondary level are asked to use their imagination and “upcycle” more complex items, such as old clothes or fruit crates, into innovative products. From art education to science education or economics, the Trash Value Challenges can be integrated into various content areas.</p>
<b>Time / Length</b>	At least 5-6 Periods
<b>Big Idea behind the Challenge</b>	<p>It can seem like a big challenge to take (seemingly) useless materials and convert them into a valuable product. Upcycling not only recycles but also reuses materials to create new products that can become valuable.</p> <p>You can use a variety of materials such as plastic containers, old fruit boxes, trays, wine bottles or pipes to create a new product to enhance your indoor or outdoor furniture design. Upcycling requires individuality, ecological sensitivity and a different perception of value.</p>
<b>Entrepreneurial Competences according to the Reference Framework</b>	<p>I can identify my strengths and weaknesses and I can set goals to improve my skills where needed.</p> <p>I am comfortable in taking responsibility for a task.</p> <p>I can face potential competition in the implementation of tasks.</p> <p>I can develop ideas and provide justifications why they should be implemented.</p> <p>I can identify and seize opportunities.</p> <p>I can work with others and maximise the use of individual skills and I can take the initiative to convince others when making group decisions.</p> <p>I can communicate well with other people.</p> <p>I would like to contribute with my ideas 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 my ideas about fair trade.
<b>Language Objective</b>	I can orally explain and present my new product, how I came up with the idea and how my product functions using a variety of descriptive language. I can convince others of my product.
<b>Content Vocabulary (Word Wall)</b>	Upcycling, Value, Resources, Waste Prevention, Recycling, Promotion
<b>Assessment</b>	In small groups: <ul style="list-style-type: none"> <li>• Create a product from available resources</li> <li>• Reflection about value – trash and treasure</li> <li>• Persuasive product presentation.</li> </ul>
<b>Necessary Background Knowledge</b>	Students should be familiar with teamwork. They should also know the basics of communication, basic creative craftsmanship and how to present. Some prior knowledge of marketing would also be helpful.
<b>Mind &amp; Body</b>	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!
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Students should begin collecting materials three weeks before beginning the challenge (e.g. plastic bottles for beverages, drug store articles, oil and vinegar, etc.).</li> <li>• Specific materials needed (e.g. scissors, glue, rubber bands, plastic wrap, coloured paper, paint, paintbrushes, etc.); access to a workroom if possible.</li> <li>• Students should have access to the Internet. Suggestion: Google “upcycling with plastic bottles” or “craftsmanship with plastic bottles” and then click on “images”. The search results will yield some useful inspiration but will also contain sites that will make students reflect on environmental protection.</li> <li>• Camera, cell phone for camera use, possibly film to document your work</li> <li>• ➔ Step: Look into the participation requirements for the <i>Trash Value Festival</i>.</li> </ul>
<b>Step-By-Step Activities</b>	
Step 1	<p>Check Resources and Form Groups</p> <ol style="list-style-type: none"> <li>Students bring empty plastic bottles to class – e.g. from beverages, vinegar, drug store articles (or any other resources, depending on what you have agreed upon).</li> <li>Students form small groups of 2-3.</li> </ol>

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- Step 2 Creative Work (Worksheet 1)
- a) Every student receives instructions.
  - b) Individually or in groups, students think about what they will create out of the rubbish they collected – for instance they could create a new and individual product from a plastic bottle.
  - c) Individually or in groups, students sketch their draft ideas on scrap paper.
  - d) Students go and get the necessary materials and tools to begin making their new upcycled creation.
  - e) Students produce their useful objects or works of art. The majority of the work should be completed outside instructional time.
  - f) Students photograph their creations.
- Step 3 Prepare a Presentation and Analyse the Value of your Creation (Worksheet 2)
- a) Read through the guiding questions together with students so that they can get a better idea of how to develop a quality presentation. Every small group should create a presentation of 2 to 3 minutes.
  - b) Through participation in the Trash Value Challenge students will begin to realise just how valuable resources are. A central aspect of this challenge will be analysing the value that was created. Values can be material or sentimental. Something is valuable if has material importance or emotional significance for someone. Examples of material values are money, memorabilia, photos, treasures, gifts, gold, crystal, and stocks. Examples of non-material values are family, friends, feelings, love, relationships, memories, youth, patriotism, peace, victory, faith, honour.
- Step 4 Poster, presentation and assessment
- a) Each small group makes an advertising poster for their product using the graphic organiser (Worksheet 4): a brief introduction into poster design and the promotion of products with posters.
  - b) Be sure to read through Worksheet 5 (Self-Assessment: Poster and Presentation) together with students so that they know what is expected of them.
  - c) Every presentation should use the poster as a visual aide.
  - d) Give students an opportunity to pair up and practise their presentation in front of each other, using Worksheet 3 as a presentation checklist.
  - e) Students present their objects using their posters. Finally they assess each other using Worksheet 6 (Peer or Jury Assessment)

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<p>➤ Step 5</p>	<p>Trash Value Festival</p> <ol style="list-style-type: none"> <li>a) Students can film their presentations (depending on the age of the students, a parent permission slip may be required to make their presentations public).</li> <li>b) Students upload their video-clips to <a href="http://www.youthstart.eu">www.youthstart.eu</a> and specify their name, age and school.</li> <li>c) Public voting: Students will be invited to visit the website and vote for their favourite upcycling creation, as well as the best presentation.</li> <li>d) Jury or Peer Assessment (Worksheet 6)</li> </ol> <p>Suggestion 1: Your school can link to the Trash Value Festival on its homepage.</p> <p>Suggestion 2: Your school can create a display to showcase the Trash Value creations.</p>
<p>Step 6</p>	<p>Self-Reflection (Worksheet 7)</p> <p>Students should individually assess themselves. Read each attribute slowly out loud and give the students time to reflect. Students then assess themselves by circling the appropriate smiley faces. Afterwards you can collect the reflections or use them for a class discussion.</p>
<p>➤ Step 7</p>	<p>Self-reflection Wrap-up (➤ Worksheet 8)</p> <p>This step should be performed individually or in pairs. Students answer the questions. Use the summary worksheets as a basis for a wrap-up discussion. This worksheet is also great to show parents what their son/daughter has learned at school.</p>
<p><b>Context within the Challenge Programme</b></p>	<p>This challenge builds on the level A1 and A2 “Trash Value Challenges”. We recommend following it up with the “Lemonade Stand Challenge” (level B1).</p>
<p><b>Useful Links</b></p>	<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>What is upcycling? <a href="http://www.weupcycle.com/was-ist-upcycling/">www.weupcycle.com/was-ist-upcycling/</a></p> <p>Design manufacture: <a href="http://www.gabarage.at">www.gabarage.at</a> / <a href="https://www.youtube.com/watch?v=sBQFqmL5gTg">www.youtube.com/watch?v=sBQFqmL5gTg</a></p> <p>Film on the Plastic Generation <a href="http://www.plastic-planet.de">www.plastic-planet.de</a></p>
<p><b>Sources</b></p>	<p>Blatzheim, S./Huang, Ch./Pipp, M: “Schafft Wert” Activity (Poster), eesi-Impulszentrum/IFTE (ed.), Vienna 2008</p>

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