



A2 Hero Challenge

Learning from Role Models

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 (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

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

ENTREPRENEURIAL CULTURE

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

ENTREPRENEURIAL CIVIC EDUCATION

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth 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 "Youth 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 in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth 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 elements of the programme. They function as learning prompts from 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 colour to help differentiate between them. A diagram of the entire programme is included on the previous page.

Empowering Youth is part of the “**Youth 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 **Hero Challenge** is about **learning from role models**: the students look for role models and learn from them. This helps them to discover their own strengths and learn how to use them to reach their goals.

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 students’ 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 / www.jedeskindstärken.at / www.ifte.at



A2 Hero Challenge

Learning from Role Models

Which strengths do my heroes have? How do they use them successfully? Exploring this subject will help students realise that they, too, can achieve great things. They then explore their own strengths: What are my special abilities and how can they help me reach my goals?

Core competence for the challenge:

I can learn from role models.

Erklärvideo zur Challenge: www.youthstartchallenges.eu/A2HeroEN



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Big idea behind the challenge

Those who know their own strengths can find their path with more confidence and self-awareness. Imaginary and real heroes can help along the way. These role models are examples of how one's own strengths can be used successfully, while everyday heroes teach the students moral courage. This helps them to recognise their own strengths and to make plans for the future. In a letter to themselves, the students write down where their strengths will take them.

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can name someone whose strengths and abilities are an example to me.
- I can recognise my strengths and weaknesses and use them on my path to my dream job.
- I can give others encouraging and appreciative feedback.
- I can present my own ideas and stories verbally and in writing.
- I can consistently pursue my goals step by step, even if I find it difficult.
- I can recognise and use my learning progress to set new and challenging goals for myself.

Assessment

The student manual serves as an assessment of the students' own learning process towards confidence and self-awareness. The exercises teach them to recognise and respect the strengths of others and to become aware of their own strengths.

As with all the challenges, the final step ("Thinking Things Over") contains a questionnaire encouraging students to assess the competences they have acquired and to reflect on their own work. At the end of the exercise, they formulate their own learning goals, practicing how, step by step, they can assume responsibility for their personal learning process.

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 – Learning from superheroes



Preparation: Print the copy template “film strips”.

Find online tools to digitally generate superheroes at www.teacherrebootcamp.com.

E 1.1. Hero bingo

The students invent their own superhero. They are given some typical characteristics and are to choose four further features from the list of strengths from Step 4 (Student Manual). Help the students explore the meaning of the adjectives.

The “hero bingo” allows you to reiterate the vocabulary in a playful manner: Read out the strengths in random order. If a student has written three adjectives in horizontal, vertical or diagonal order in their hero bingo, they call out “bingo!” This way, the students repeat the strengths, while you get an idea of the strengths they have selected.

E 1.2. Hero profile

E 1.3. This is what my superhero looks like

The invented superhero is to become the protagonist of a story the students write in class or at home. The story can be told in the form of a text, comic, film strip or photo novella. The main character must have three clearly discernible characteristics from the hero bingo. You can create a small book with the collection of hero stories. The website www.minibuch.ch offers templates for designing books online and printing them. Alternatively, the “mini book” can be published on the website.

Step 2 – Learning from real-life heroes



Preparation: Computers or smartphones with internet access, beamer

E 2.1. Three exceptional people

The students research information on three young people who have all achieved extraordinary things through their commitment. Suggest further people you consider to be appropriate role models.

The students will find information on Greta Thunberg in a newspaper article printed in the Student Manual.

They are asked to research information about Boyan Slat’s project “The Ocean Cleanup”, which is all about fishing waste out of the sea, on the project’s website. YouTube offers numerous impressive videos on Simone Biles, a successful floor and parallel bars gymnast.

The goal is for students to be able to answer the questions on their chosen person once they have done their research.

Try to fit in brief physical exercises to activate the students and improve their ability to concentrate, for example:



Cross-over exercise: This rhythmic exercise helps to activate and centre.

There is one version that can be done sitting down and two standing up.

For a short video on the “cross-over exercise” and further exercises for activation & concentration, visit the “Mind & Body” section at www.youthstart.eu, where you will also find a more detailed description of the exercises and their effects.



E 2.2. Competition “Meet & Greet”

This exercise taps into the students’ experiences with social media. They can win an imaginary “Meet & Greet” with the person they have chosen in the previous exercise. (They may also choose another famous person.)

We recommend you collect the posts on a computer and project them using a beamer. During the presentation, the students have the opportunity to explain their posts and to answer central questions.

The posts are then assessed through peer feedback, like on an online platform. The checklist in the Student Manual helps the students make their assessments. If a post meets at least four of the requirements outlined in the checklist, it gets a “like”. Students can signal this simply by giving a “thumbs up”, with you counting and recording the number of “likes”.

Step 3 – Being a hero in everyday life

E 3.1. Moral courage

Discuss the concept of “moral courage” in class. Collect examples together: Ask the students to research local newspapers for articles about people demonstrating moral courage and to bring them to class. Should they be unable to find appropriate articles, they can also look for examples on the internet. In small groups, the students then talk about their stories.

E 3.2. Everyone can be a hero!

This exercise is based on the moral courage training devised by US psychologist Dr. Philip Zimbardo as part of his “Heroic Imagination Project”. The idea behind the project is that “doing good” can be trained and learnt by practising it. The list offers suggestions for small acts the students can perform in their everyday lives which will allow them to recognise their self-efficacy, helping them to build their confidence step by step.

It is particularly important for the students to be able to communicate their experiences to others – because positive behaviour is “contagious”! You could discuss their progress with them at regular intervals and let them talk about new experiences.

E 3.3. My everyday hero

This exercise gives students the opportunity to describe a family member or acquaintance as a role model. It is not necessary for this person to have achieved impossible feats but rather to be performing seemingly small acts of heroism in everyday life.

Before the students talk to each other about their role models, make a point of reminding them of the tips for active listening: “Listen attentively to the person you are talking to. Maintain eye contact with them. Indicate that you are listening by nodding. Repeat what you have understood ...”



The **A2 Expert Challenge** trains active listening through various exercises in the chapter “Learning through Empathy”.

The challenge is available for free at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.

The students summarise the information on their role models in short texts either in class or at home. If they want, they may bring a photo of their role model and present them to the class during the following lesson.



Step 4 – Recognising Your Own Strengths

E 4.1. Finding your strengths

Give the students enough time to read through the list of strengths and to think about which of them they possess. The students then mark these strengths.



With the **A2 Be A YES Challenge**, based wholly on the scientific findings of Positive Psychology, you can delve deeper into the topic of strengths through exercises and games. These help the students to get to know themselves better, to recognise their potential and learn how to tap into it.

The challenge is available for free at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/.

E 4.2. Strengths sun

Designing a strengths sun helps the students to summarise their own strengths and make them visible. Furthermore, the sun is itself a symbol of strength, which may be designed creatively and can keep students motivated – whether they see it in their books or on display in the classroom.

First, the students note their own strengths in the sunrays. Then, they look at their classmates' strengths suns and add further strengths to theirs. It is up to you to decide whether your students are responsible enough to write directly onto their classmates' suns or whether they should first write their suggestions on cards or pieces of paper for each student to then add these suggestions to their suns themselves.

E 4.3. Talking about strengths

The students practise acknowledging the strengths of others and talking about them. The questions encourage the students to explore their own strengths in greater detail and to reflect on them. Give the students enough time to ask their questions and to prepare a short presentation of their partner's strengths on the basis of their conversation.



The **A2 Perspectives Challenge** "Paths leading to your (dream)job" shows the students how their strengths can guide them towards a job suited to them. The challenge is available for free at http://www.youthstart.eu/en/challenges/paths_leading_to_your_dream_job/.

Step 5 – Looking to the future

E 5.1. Where will my strengths take me?

In this exercise the students think about how they want to evolve in the future and how their role models may exert a (positive) influence on them. Their answers provide the basis for a letter they write to themselves (E 5.2.).

E 5.2. Letter to myself

The students write a letter to their future self. This exercise is a great opportunity to show individuality and creativity.

The class can decide together what to do with the letters. The students could seal their letters, write the date on which they may be opened on them and keep them in a safe place. Alternatively, the letters could be kept at the school and given to the students on their last day of school.



Step 6 – Thinking things over

In the final step, the students are asked to assess their own learning progress and to set new learning goals for themselves.

E 6.1. Questionnaire for the Hero Challenge

The answers to the questions summarise the personal realisations gained from the challenge.

E 6.2. How well can you do that already?

The students assess their own competences.

First discuss the meaning of the smileys with them.

E 6.3. Step by step towards your personal goal ...

Motivate the students to set their own learning goals and to practise perseverance together.

This strengthens their self-reliance and is proven to have a highly positive effect on their learning success (see, for instance, the widely known study by John Hattie on “Visible Learning”).

Based on their self-assessment through the questionnaire “How well can you do that already?” the students pick one area which still needs practice or which they would like to improve upon.

They formulate this topic in a sentence.

Guide the students towards imagining with all their senses what it will be like once they have mastered the topic.

Remind them how important it is for them to talk to someone about their endeavour, as this encourages them to keep going. Practising every day helps them make their training into a habit. Reflecting on their progress in the evening further strengthens their perseverance. Thus, the students learn to motivate themselves.

Explore with them in class what else might help them persevere – and celebrate every success together!



TRIO-Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the Hero Challenge belongs to the area of **“Core Entrepreneurial Education”**, which deals with basic qualifications of entrepreneurial thinking and acting: the development of in-novative ideas and their creative and structured implementation.

Length of the challenge

approx. 12 teaching units

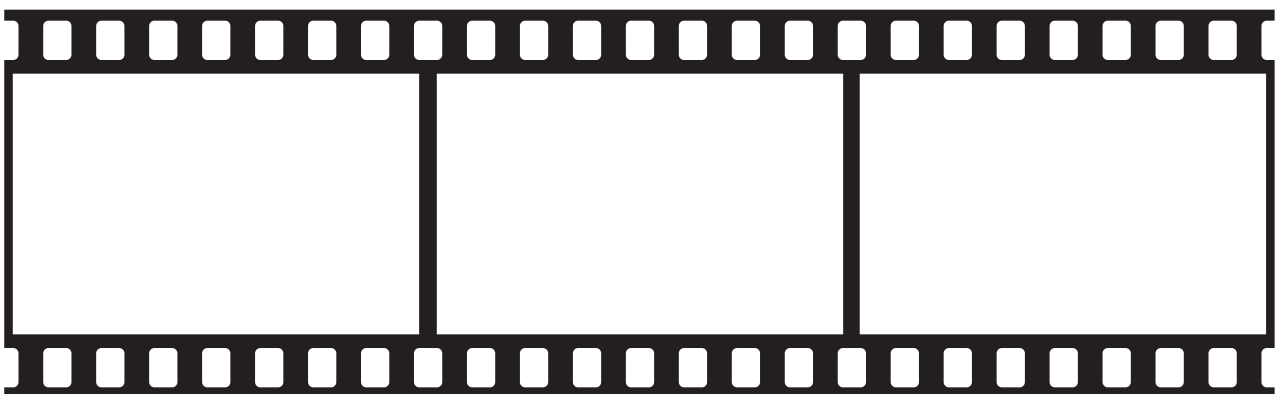
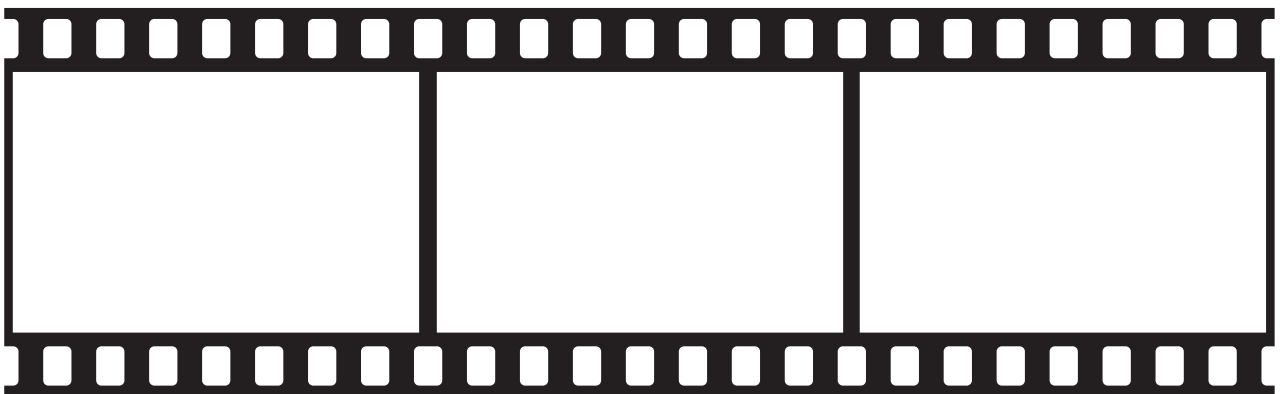
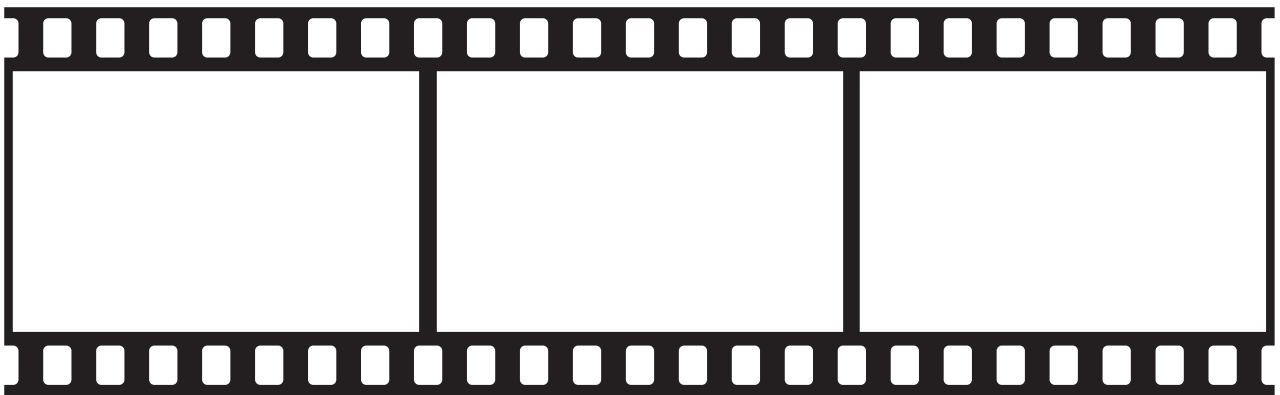
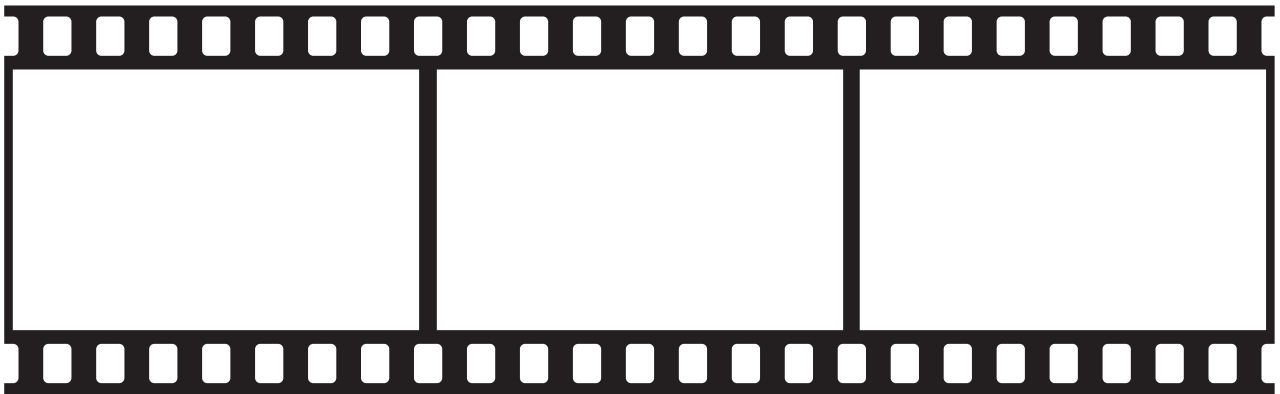
Necessary background knowledge

none; A1 Be A YES Challenge recommended

Context within the “Youth Start Entrepreneurial Challenges” Programme

All challenges: www.youthstart.eu

The “A2 Hero Challenge” provides a good foundation for the “B1 Hero Challenge” and has strong links to the “A2 Be A YES Challenge” (at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/), the “A2 Expert Challenge” (at http://www.youthstart.eu/en/challenges/learning_holistic_learning/) and the Youth Start Mindfulness Programme (at the “Mind & Body” section at www.youthstart.eu).



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All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at 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 *Youth Start mindfulness programme*.



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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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