



# A2 My Personal Challenge

Less risk – more fun

## 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).



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

## CORE ENTREPRENEURIAL 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.

## ENTREPRENEURIAL CULTURE

 <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.

## ENTREPRENEURIAL CIVIC EDUCATION

 <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.



A **My Personal Challenge** is called **Less Risk – More Fun**. The students identify dangers and risks they encounter in their daily lives: in traffic, on the Internet, in peer groups, etc. They learn to spot and assess risks and together they devise strategies to minimise or avoid them. The challenge is accompanied by a board game of the same name that trains these skills by simulating various potentially risky situations.

### 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 My Personal Challenge

## Less risk – more fun

In the **A2 My Personal Challenge: Less Risk – More Fun** the students learn to identify dangers and risks in their daily lives. They practise how to assess risks and devise strategies for avoiding or minimising them – in particular risks that are linked to Internet use and peer pressure. With the board game “Less Risk – More Fun” they repeat and consolidate everything they have learned and assess the competences they have acquired.

### Core competence of the challenge:

**I can solve personal challenges.**

Explanatory video for the challenge:

[www.youthstartchallenges.eu/A2MyPersonalRiskEN](http://www.youthstartchallenges.eu/A2MyPersonalRiskEN)



There is also an accompanying board game for this challenge: Less Risk – More Fun  
You can order it free of charge for the whole class at [www.ifte.at/entrepreneur](http://www.ifte.at/entrepreneur).

→ Explanatory video for the game:

[www.youthstartchallenges.eu/A2MyPersonalGameEN](http://www.youthstartchallenges.eu/A2MyPersonalGameEN)



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### Big idea behind the challenge

Life without risks would be impossible. Many people even chase risks and test their limits. If you want to try something new, you should learn to assess risks and to think before acting. The riskier your decisions are, the more likely it is that you will fail. Thus, it is important to identify risks and dangers, to assess them correctly and to take adequate measures to deal with them.

### 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 observe myself and my environment with confidence and learn from mistakes.
- I can identify and use my learning progress to set new and challenging goals for myself.
- 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 perceive challenges and problems as opportunities and use opportunities confidently.
- I can set goals for myself and plan the necessary steps to achieve them.
- I can consistently pursue my goals step by step even when it gets tough.
- I can identify and avoid risks in daily life.
- I can take on responsibility for my tasks when working in a team and follow the agreed rules.
- I can find arguments to support my opinion, present them in a discussion and accept differing opinions.

### Assessment

The Student Manual also contains several reflection exercises that enable students to assess their own progress as they learn to identify, assess and manage risks.

As in every challenge, the final step ("Thinking things over") uses questionnaires to encourage students to assess the competences they have acquired and reflect on their performance.

The challenge concludes with personal goals that the students set for themselves, individually.

### 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".

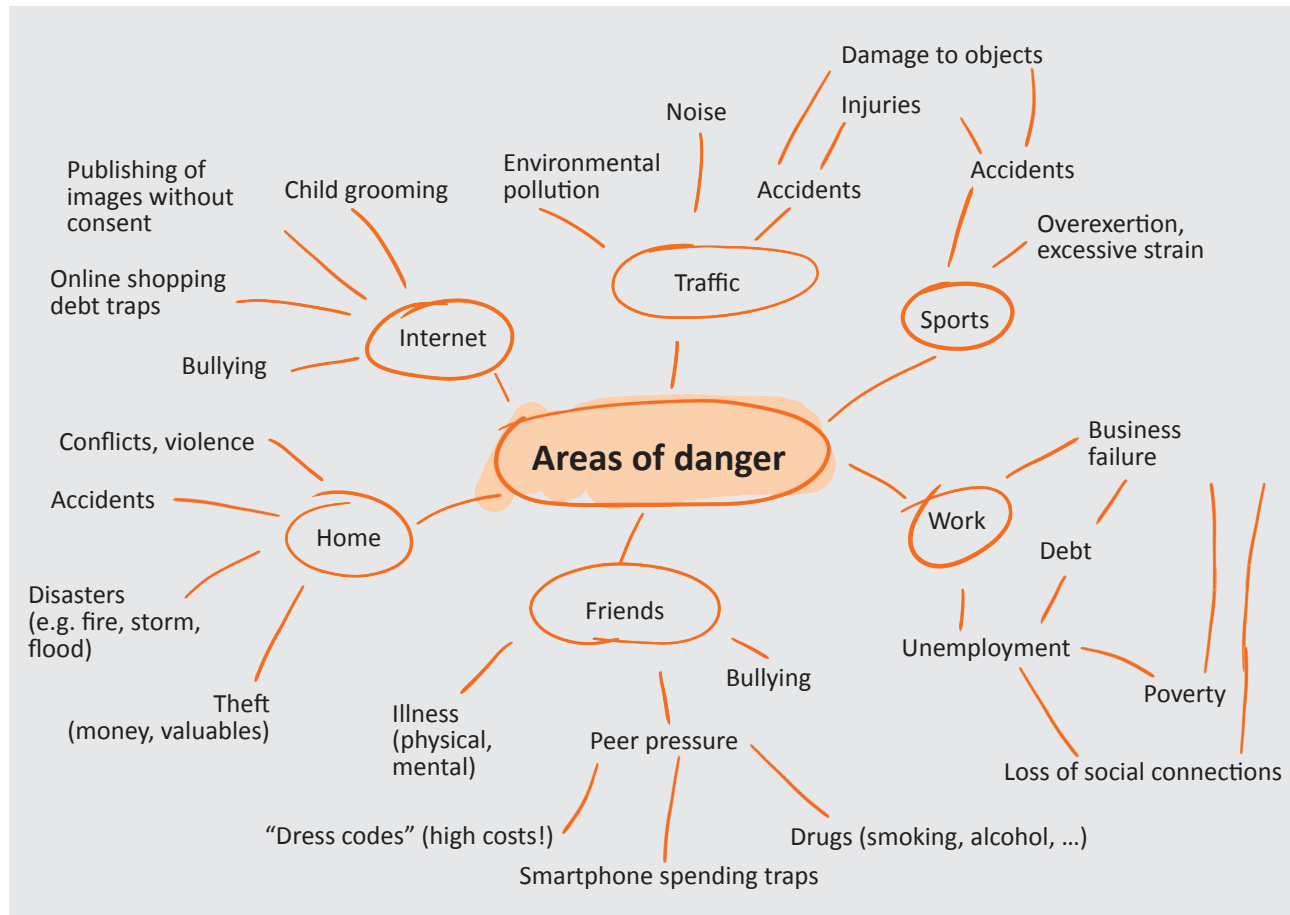


### Step 1 – Spotting potential dangers

#### E 1.1. A family in danger!?

The students are given information about an imaginary family and identify possible areas of danger. In doing so, they also reflect on potential dangers to themselves and their families.

**Suggested solutions for the mind map:**



Students can learn how to protect themselves from “smartphone spending traps” in the **A2 My Personal Challenge – Money Management** (free download at [http://youthstart.eu/en/challenges/money\\_management/](http://youthstart.eu/en/challenges/money_management/)).

- In many countries you can book traffic safety workshops to teach children about safe traffic behaviour including the dangers of distractions when walking in the streets).
- Many sports associations also offer trainings in safe falling (to prevent accidents in sports and games).

#### E 1.2. What kinds of dangers lurk on the Internet?

The students answer quiz questions to test their knowledge about safe Internet and smartphone use. They write down the dangers and tips they have learned about. Then they discuss their personal experience in class. The students can also create a poster with the tips and put it up in class.

- [www.saferinternet.at/quiz/en](http://www.saferinternet.at/quiz/en)





### E 1.3. Safe Internet browsing

This exercise is intended to turn the students into Safer Internet Experts. Since the topics discussed might touch upon personal issues, the students anonymously collect their real or invented accounts of problems in a box. “Expert teams” (of 3–4 students) browse leaflets or search online to find solutions for the problems in question.

The following websites provide information about safe Internet and smartphone use and about fake news:

- [cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens](https://cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens)
- [edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety/](https://edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety/) (free Internet safety tutorial)
- [www.factcheck.org/](https://www.factcheck.org/)
- [www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/](https://www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/)

The students can make their expertise available to others via video messages that they upload to the school homepage. They can also set up “help desks” and provide advice on selected topics on a Safer Internet Day in school.

Examples of *Safer Internet* issues and tips for *Safer Internet Experts*:

Cyberbullying, fake news, chain letters, privacy, hate postings, advertising, spam, child grooming, ...

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Keep private things private.</li> <li>• The Internet never forgets.</li> <li>• Not everything you read online is true. (“Think before you click.”)</li> <li>• Stand up against cyberbullying.</li> <li>• Protect your computer &amp; smartphone.</li> </ul> | <ul style="list-style-type: none"> <li>• Acknowledge copyrights.</li> <li>• Nothing is for free.</li> <li>• Use apps safely.</li> <li>• There is no such thing as “safer sexting”.</li> <li>• It helps to talk about it!</li> </ul> |
|--|---|

During your lessons, you should give students as much opportunity as possible to practise how to question news critically – e.g. with the game **Fake News Alert** (see copy templates), which teaches students to use **fact-checking** in order to identify fake news and hoaxes.



The students can add to the game with bizarre facts and fakes they have invented (or researched) themselves, e.g. using the following sites:



- [www.mentalfloss.com](https://www.mentalfloss.com): a website presenting amazing facts, such as “Trained pigeons can tell the difference between the paintings of Pablo Picasso and Claude Monet.” (true)
- Life Noggin – YouTube channel debunking science myths, e.g. “Picking up a baby bird and returning it to its nest will cause the mother to reject it.” (false); [www.youtube.com/watch?v=3MA-K5whgZk](https://www.youtube.com/watch?v=3MA-K5whgZk)



Discuss **faked images or videos** and **fake news**:

- You can use “**reverse image search**” (enter the term in Google) to research image sources or to find similar images.
- Video “**How to do a reverse image search from your phone**”: [www.youtube.com/watch?v=opc7aMJszng](https://www.youtube.com/watch?v=opc7aMJszng)
- The website [www.newsbiscuit.com](https://www.newsbiscuit.com) publishes satirical news articles





The **fact-checking page** of the game **Fake News Alert** is designed as a poster and can be put up in class (make an A3 copy). It contains important tips on how to identify fake news.

→ Source: [www.jugendportal.at/factorfake/fake-news-erkennen](http://www.jugendportal.at/factorfake/fake-news-erkennen) (in German)



What are fake news and hoaxes?

→ Video explaining fake news: [www.youtube.com/watch?v=9zECdW-A-rQ](https://www.youtube.com/watch?v=9zECdW-A-rQ)

→ [www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/](http://www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/)  
(specific relevance to COVID crisis)

Fact-checking sites:

→ [www.youtube.com/watch?v=5RfB-ifklr8](https://www.youtube.com/watch?v=5RfB-ifklr8)

→ [www.factcheck.org/](http://www.factcheck.org/)

Another way to introduce the topic of fake news is (free) online quizzes with images (the photos on the **Fake News Alert cards** in the copy templates are taken from such sites) or online games:

→ online quiz in English: [www.liveabout.com/can-you-spot-the-hoaxes-4099583](http://www.liveabout.com/can-you-spot-the-hoaxes-4099583)

→ browser game: [www.getbadnews.com/#intro](http://www.getbadnews.com/#intro)

### E 1.4. When groups become dangerous

This exercise is a reflection exercise for students: Have their friends or acquaintances ever made them join in any dangerous behaviour, even though they were aware of the danger?

On what occasion (and how) were they able to withstand peer pressure? When and why did they fail?

Students should relate their experience only voluntarily. You can use questions such as

“Do you think someone at this school...” to facilitate an – anonymous – discussion in class.

### E 1.5. Withstanding peer pressure

In a role play, the students practise withstanding peer pressure.

5 students form a circle with their chairs. The others stand around the group and observe what happens.

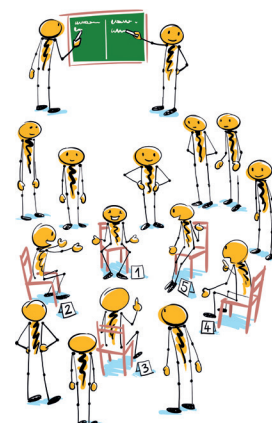
4 of the students in the inner circle will try to persuade the 5th student to join in a dangerous activity. Ask the students to choose a situation from E 1.4:

When groups become dangerous or to come up with a situation of their own.

The student who is to be persuaded presents the most convincing counterarguments she/he can think of and persistently tries to withstand peer pressure.

Two observing students write down the arguments presented by both parties.

After 5 minutes, another student from the inner circle faces peer pressure (choose a new situation). Repeat until all 5 students from the inner circle have been exposed to peer pressure.



The other students relate their observations. Make sure they only relate what they have heard or seen (observations) and no interpretations!

In class, read through the arguments and counterarguments the students have presented. Each student chooses the arguments she/he thinks are the most effective and writes them down in her/his Student Manual.





The 5 students from the inner circle share their experience and talk about how they felt in their different roles – as the person exposed to peer pressure and as someone exerting peer pressure.

Withstanding peer pressure and taking a different path than everybody else requires a lot of courage. Embolden the students to muster up this courage. In class, discuss the experience of the role play, develop strategies and talk about who or what could support them in such situations. Effective arguments which they can use to encourage themselves out loud might help. Imagining clearly how the situation could end badly might also help them walk away from a dangerous activity.



The students can learn to come up with effective arguments in the **A2 Debate Challenge** (go to [http://youthstart.eu/en/challenges/from\\_listening\\_to\\_debating/](http://youthstart.eu/en/challenges/from_listening_to_debating/) for a free download).

## Step 2 – Learning to manage risks

### E 2.1. What is a risk?

Risks can be defined as follows:

**A risk is the probability that damage will occur multiplied by the potential extent of the damage.**

To introduce the topic of “risks”, the students will read sayings and quotes about it in their Student Manual. They will also research further quotes or make up their own expressions. Additional examples:

Courage is not the absence of fear, but the triumph over it. (Nelson Mandela) /  
The fears we don't face become our limits. / If you're going to walk on thin ice, you might as well dance.

### E 2.2. No risk – no fun?

- Why do people consciously take risks and sometimes even risk their lives?
- How do carefree movie heroes differ from professional extreme athletes?
- When is a risk calculable?
- When is a risk justified? When might it even be necessary?
- Do risks always have to mean danger or damage?

Discuss the questions above with the students and philosophise about them. Here is another inspirational text to discuss / philosophise about:

*The person who risks nothing does nothing, has nothing, is nothing, and becomes nothing. He may avoid suffering and sorrow, but he simply cannot learn and feel and change and grow and love and live. – Leo F. Buscaglia*

Life without any risks would mean standing still – there would be no progress. Risks are part of life and they are necessary so we can shape our future actively and constructively. In a complex world of global networking, we are forced to take more and more decisions faster and faster. To do so we have to identify, assess, control and manage big and small risks.

We cannot ban all risks and uncertainties from our lives, but we can learn to manage risks competently and to assess whether a risk is calculable and who will be affected by a potential damage.

Acting sensibly and responsibly requires reflecting on the consequences of our actions in advance and being ready to assume responsibility for the results. Someone who enjoys hang-gliding or any other type of high-risk sports can write a will to provide financial security for her/his family, so that she/he will not harm any other people in the case of her/his death.

A person who is infected with the COVID virus and ignores quarantine obligations may end up infecting dozens of other people. In the worst-case scenario, this person might even pose a risk to the local healthcare system. If we want to assume responsibility for ourselves, we must therefore also be aware of our responsibilities towards others.



Engage the students in a debate about the pros and cons of “risks”. Here are some questions that can get you started:

- “No risk, no fun.” Do you agree?
- Are extreme athletes irresponsible?
- Should parents protect their children from any and all risks?
- Should people who ignore official rules about hygiene and social distancing in a pandemic be punished?
- Should strict curfews be imposed in a pandemic?

Divide the class into two teams and randomly choose which team will argue the “pros” and which the “cons”. Finding arguments for an opinion they do not share can present an even bigger learning opportunity for the students, because they will learn to see things from a different perspective.



You can find more suggestions on how to debate the pros and cons of a topic in the **A2 Debate Challenge** (go to [http://youthstart.eu/en/challenges/from\\_listening\\_to\\_debating/](http://youthstart.eu/en/challenges/from_listening_to_debating/) for a free download).

### E 2.3. Risk management strategies



The students should learn

- to identify risks,
- to assess them and rate them as negligible, low, high or life-threatening and
- to take steps to prevent risks.

They will learn about the 4 steps of **risk management**:

1. Avoiding risks — 2. Minimising risks — 3. Insuring against risks — 4. Facing risks

**Suggested solutions** for the 4 examples – attribution to the 4 steps of risk management:

- Vivien is going home. She is riding her push-scooter. It is late and it is raining. She is wearing a helmet and is going slowly. Her scooter has retroreflectors.  
*Step 2 – Minimising risks (preventive measures: going slowly, helmet, reflectors)*
- Mesut only rides his scooter in dry weather. He never uses it when the road is wet.  
*Step 1 – Avoiding risks (won't ride his scooter in the rain)*
- Larissa has been skateboarding for a long time and has now taken to riding a scooter. She has all the necessary safety gear and likes to try tricks and jumps with her scooter in a skate park.  
*Step 2 – Minimising risks (good equipment)*  
*Step 4 – Facing risks (possibility of pain and injury in the case of a fall)*
- Flo is riding his scooter. He falls and hurts himself. His insurance covers the hospital bill.  
*Step 3 – Insuring against risks (health insurance)*  
*Step 4 – Facing risks (even though he has insurance, he will still feel pain)*

Use the examples for a class discussion, asking the students to reflect on their own risk management:







Which strategies have the students developed for themselves in dealing with risks they assess as high?  
Do they avoid or prevent such risks? How?

### E 2.4. Spotting, minimising and avoiding risks

The students will look at a series of photographs and will try to spot potential risks and to develop strategies to avoid or minimise these risks. Which situations might be dangerous for other people as well?



### Suggested solutions:

Situation	Risks and measures to avoid or minimise these risks
	<p><b>Risks:</b> The child might burn herself; if there is hot oil in the pan, other objects in the apartment might catch fire (<i>danger to others</i>)</p> <p><b>Measures:</b> Never leave a child unsupervised in the kitchen; lay out clear rules about what the child may and may not do</p>
	<p><b>Risks:</b> The child might see things online that are not appropriate for her age; there is also a swimming pool in the background into which the child might fall (<i>danger of drowning</i>)</p> <p><b>Measures:</b> Control Internet access; block certain websites; supervise the child</p> <p><i>The students can also find tips for safe browsing online, e.g. at:</i>  <a href="http://edu.qcglobal.org/en/internetsafety/introduction-to-internet-safety">edu.qcglobal.org/en/internetsafety/introduction-to-internet-safety</a></p>
	<p><b>Risks:</b> The young man might focus too much on his smartphone and might overlook other road users (also a danger to drivers, who might be forced to brake suddenly)</p> <p><b>Measures:</b> Don't use your smartphone while walking in the streets; stop if you want to use your smartphone</p> <p><i>You can book local traffic safety workshops to teach children about the dangers of distractions when walking in the streets.</i></p>
	<p><b>Risks:</b> An unhealthy or unbalanced diet increases the risk of certain diseases; danger of becoming overweight (possibility of social rejection)</p> <p><b>Measures:</b> Eat healthy and mindfully (it should not be a problem if you have fast food occasionally) – starving yourself to meet others' ideals of beauty is at least as unhealthy</p>
	<p><b>Risks:</b> Danger of alcohol poisoning (potentially fatal); smoking tobacco or other substances (cannot be identified in the picture) might make one sick and lead to addictions and health problems in the long term; loss of control</p> <p><b>Measures:</b> Don't drink alcohol (if you do, limit yourself to small amounts); watch out for each other so you can help if someone drinks too much (warn them in time; call an ambulance if someone is really drunk); don't take up smoking – this will save you the trouble of quitting in order to avoid long-term health problems; withstand peer pressure and don't join in any dangerous activities ("Just Say NO")</p>
	<p><b>Risks:</b> People might buy things they can't afford, danger of debt (might also affect their children)</p> <p><b>Measures:</b> Spend your money wisely; make a budget to keep track of your finances; think about what you really need</p>
	<p><b>Risks:</b> The man might become seriously ill, because he is working even though he has obviously caught a cold (the woman is exposed to a great danger of infection because the ill man is shaking her hand and sneezing very close to her)</p> <p><b>Measures:</b>  Man: stay at home; if personal meetings can't be postponed: keep your distance, don't shake hands;  woman: refuse to shake hands, take a step back; ask the man to keep his distance (or even to leave the meeting)</p>



**Role play:** In pairs, the students select a photograph and act out the scene in class. In their role play, the apprehended damage occurs. The students in the audience discuss how the damage could have been prevented. The scene is acted out again, this time with a better outcome. The role plays will make it easier for the students to imagine what “avoiding risks” or “minimising risks” could mean in real life.

### E 2.5. When risks become opportunities

With clever (business) ideas that can minimise risks, risks can become opportunities: examples include airbags, fire extinguishers and avalanche transceivers.

Examples of how some clever ideas helped minimise the risk of infection during the COVID crisis: production of face masks at underwear factory; re-opening of drive-in cinemas (“social distancing at the cinema”); delivery services at restaurants and stores. Can the students give further examples?

The students identify risks in their daily surroundings and use the *Design Thinking* method to develop ideas that can help minimise these risks or even avoid them altogether.

Three examples are given in the Student Manual:

What could make it easier to practise social distancing in public spaces? / Hip or tailbone protection for inline skating / Device that prevents bicycle theft



The students can learn all about the **Design Thinking method** in the **A2 Idea Challenge**, with step-by-step instructions. The first step is to identify a problem. Next, empathic questions are asked, and the underlying need is defined clearly. Based on this information, ideas are developed to solve the problem. Prototypes are created and developed further through experimenting and testing, until an adequate solution is found.

You can download the challenge for free at [http://youthstart.eu/en/challenges/finding\\_solutions\\_with\\_the\\_design\\_thinking\\_method/](http://youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/). You can also find an additional e-learning tool at [www.flipchallenge.at](http://www.flipchallenge.at) (“Entrepreneurship Challenge”, German only).



In class, discuss in what other situations risks might become opportunities. Do the students know anyone in whose life a risk became an opportunity?

## Step 3 – Playing “Less Risk – More Fun”

### E 3.1. Less Risk – More Fun, a board game about managing and avoiding risks

You can order the game free of charge at [www.ifte.at/entrepreneur](http://www.ifte.at/entrepreneur). It will be sent out in packages of six games per class.

→ Explanatory video for the game: [www.youthstartchallenges.eu/A2MyPersonalGameEN](http://www.youthstartchallenges.eu/A2MyPersonalGameEN)



The students play **Level 1** of the board game “Less Risk – More Fun” in small groups to test the competences they have practised in the challenge. The board game explores different dangers and risks that the players may have to face in various phases of their lives.

#### Tips for playing the game in class:

1. We recommend starting with only the yellow and bright red role cards and putting the other cards aside. All role cards are colour-coded to indicate the age group to which they refer:
  - children: yellow (cards 1.1 through 1.20)
  - teenagers: bright red (cards 2.1 through 2.21)



- young adults: bright blue (cards 3.1 through 3.18)
- generation of parents: bright green (cards 4.1 through 4.19)
- generation of grandparents: bright orange (cards 5.1 through 5.12)

2. Only the first two questions are relevant for the target group of secondary level I:

- What risk(s) can you identify?
- Can the risk(s) be avoided/minimised? If so, how?

It is **not** the objective of the game for students in this age group to think about possible insurance contracts, which is why we recommend covering the two questions of level 2 on the board with a post-it so as not to distract the students.

3. In order to keep the game running smoothly, the role of the expert should be taken by a teacher – or by a student who keeps this role through all rounds of the game.

The list of suggested solutions in the accompanying booklet is by no means exhaustive. Other reasonable solutions are certainly possible and should be rewarded by an appropriate number of points.

For a final reflection, discuss the motto of the game: **“To achieve” is the result of “to dare”**. Why was this motto chosen? What does it mean?

## Step 4 – Thinking things over

### E 4.1. Questionnaire for the My Personal Challenge: Less Risk – More Fun

As in every challenge, a final questionnaire with open-ended questions encourages the students to reflect on their learning progress. The students summarise their personal realisations from the challenge in their answers. Ask the students to discuss their answers in pairs or in class.

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

The questionnaire lists essential competences that the students have practised in the challenge.

The students assess their own performance. Discuss the meaning of the symbols before the students fill in the questionnaire.

### E 4.3. Reach your personal goal in a few steps ...

This exercise is intended to encourage the students to set personal (learning) goals for themselves and to try to reach them together, thus practising perseverance. It will strengthen their ability to assume responsibility for themselves and will enhance their learning progress (see for instance “Visible Learning” by John Hattie). The students look at their self-assessment questionnaires (E 4.2: **How well can you do that already?**) and choose an area for which they still need to practise or on which they would like to work some more. Encourage the students to imagine with all their senses what it will be like for them to reach their goals.

Discuss how important it is to tell others about their plans, so these people can help them reach their goals. By planning to exercise daily the students can turn the exercise into a habit – like brushing their teeth.

Reflecting in the evening may also help the students stick to their plans and they will learn how to motivate themselves with positive thoughts. Discuss with the students which other people or measures might help them stick to their plans and celebrate each success together!





### TRIO model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the My Personal Challenge belongs to the area of **Core Entrepreneurial Education**, which deals with basic qualifications of entrepreneurial thinking and acting: the development of innovative ideas and their creative and structured implementation.

### Time/Length of the challenge

At least 8 periods over a longer time period so that the topic can be brought up repeatedly; cross-curricular periods, e.g. economics, basic digital education, language and handicraft lessons; also suitable for an economic focus week or other project days (such as a Safer Internet Day).

If you only want to use the game, you will need 2 periods (the game is available in English and German).

### 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 core competence of all levels of the "My Personal Challenges" is the ability to solve personal challenges: from developing a sense of price and value, to money management and risk management, to purchasing a first motor scooter or vacation.

The "A2 My Personal Challenge: Less Risk – More Fun" is closely connected to the "A2 My Personal Challenge – Money Management", which builds on the "A1 My Personal Challenge – What's it worth?".

The topic of the "B2 My Personal Challenge" is "My First Vacation".

There are also close correlations with the "A2 Debate Challenge – From listening to debating" and with the "A2 Idea Challenge – Finding solutions with the Design Thinking method".

### Additional materials

- Explanatory video for the challenge: [www.youthstartchallenges.eu/A2MyPersonalRiskEN](http://www.youthstartchallenges.eu/A2MyPersonalRiskEN)
- Explanatory video for the board game: [www.youthstartchallenges.eu/A2MyPersonalGameEN](http://www.youthstartchallenges.eu/A2MyPersonalGameEN)
- Information about cyberbullying and smartphone safety: [cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens](http://cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens)
- Free Internet safety tutorial: [edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety](http://edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety)
- Fact-checking sites for teenagers: [www.youtube.com/watch?v=5RfB-ifklr8](http://www.youtube.com/watch?v=5RfB-ifklr8)
- Fake news and Internet hoaxes debunked: [www.factcheck.org/](http://www.factcheck.org/)
- Information about fake news on COVID 19: [www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/](http://www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/)

### Sources

- Less Risk – More Fun: A board game about managing and avoiding risks.  
Published by the Austrian insurance companies' association Versicherungsverband Österreich (in cooperation with ifte.at and the University Teacher College Vienna/Krems).  
Authors: Gerald Fröhlich, Johannes Lindner





## Instructions “Fake News Alert”

### Here’s how it works:

- Make 4 copies of the “Fake News Alert” lamp (print the drawing or copy it by hand). Laminate them and put them up on the board, on the walls and in the hallway.
- Print (e.g. on A3 paper) and cut out 1 set of playing cards, stick one card behind each lamp for the 1st round of the game.
- Print 1 copy of the page “Fake News Alert: Fact-checking” (on A3 paper) and put it up.
- The students form teams of 4 or 5 members. Together, they go to the “Fake News Alert” lamps, read the information on each card (or look at the picture) and decide by instinct if it is a fact or a fake. They write down their group decision on a piece of paper.
- If there is enough time, the game can be continued with different cards in round 2. The fakes are revealed at the end of the game. The team with the most correct answers wins the game.
- **The students find the solutions by themselves, using the fact-checking page!**

The students can add their own examples on new cards (e.g. by making up fake news about the school or by collecting bizarre facts and fakes they find online or in social networks). With these new cards, the game can be played any number of times.

The game can also be used for a buddy project about fake news or for a Safer Internet Day with younger students of the school.





1.

You can find out who is tapping your phone by pressing #21#.



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

2.

An *Asterix* comic book from 2017 already contains the term "coronavirus".



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

3.

The video "Dance of the Pope" is a smartphone killer.



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

4.

Greta Thunberg demands that Chinese people stop using chopsticks.



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

5.

A supermarket decided to ban people wearing bathrobes or pyjamas from entering.



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

6.

Plastic rice is added to real rice in order to increase profit. You can tell by heating the rice – the plastic rice will become transparent.



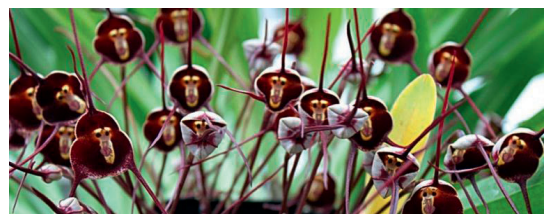
A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

7.



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

8.



A2 My Personal Challenge (Less Risk – More Fun)  
"Fake News Alert" card

Solutions: 1: fake, 2: fact, 3: fake (hoax), 4: fake, 5: fact, 6: fake, 7: fake (photo art, morphed), 8: fact

Image sources: left: Sarah Richter on Pixabay, at [app.involve.me/siat/fakenews-quiz](http://app.involve.me/siat/fakenews-quiz);  
right: [p-advice.com/can-you-spot-hoaxes#menu-17](http://p-advice.com/can-you-spot-hoaxes#menu-17)



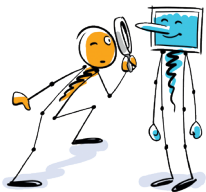
## “Fake News Alert”: Fact-checking

Think before you share! How to identify fake news online, on Instagram, Facebook, Tik Tok, WhatsApp, ...



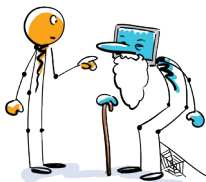
### 1. Be suspicious ...

- ... about **topics** designed to evoke a **strong emotional response** (e.g. chain letters).
- ... about **stories** that **someone has heard from someone else**.
- ... about **vouchers** and **promises of high gains**.
- ... about **exaggerated wordings** with **many exclamation marks** or **lurid images**.
- ... about texts that provide **no date** or **no mention of an author** or **a source**.



### 2. Check the source to find out ...

- ... if the **source exists**.
- ... **who wrote the text** (legal notices must contain the name and address of the people responsible, as well as further ways to contact them).
- ... if the **authors** are trustworthy (*What else do they share on their websites/accounts?*)



### 3. Question the purpose.

Is it **objective information**, an **opinion** or maybe **advertising**?

### 4. Check the date.

Is it **recent news**?

*(Sometimes, old news are linked to recent events even though there is no connection.)*



### 5. Research the news on independent websites.

You can for instance do this by entering **part of the text in a search engine**.

If other media are not reporting the news, you should be suspicious.



### 6. Use reverse image search to find out ...

... where and when images & videos surfaced for the first time. You can also search for similar images to check if an image has been edited or taken from its context.

- Reverse image search: Use **Google** to research images.
- You can trace **YouTube** videos at [citizenevidence.amnestyusa.org](https://citizenevidence.amnestyusa.org).



### 7. Use fact-checking sites and search engines:

- [www.youtube.com/watch?v=5RfB-ifklr8](https://www.youtube.com/watch?v=5RfB-ifklr8)
- [www.factcheck.org/](https://www.factcheck.org/)
- [europa.eu/newsroom/press-releases/last-seven-days\\_en](https://europa.eu/newsroom/press-releases/last-seven-days_en) (European Union Newsroom)



Question dubious reports publicly and correct obvious fake news in a factual manner. Some social networks invite their users to report unsuitable content or spam messages to the platform operators.

## Additional materials:

- Accompanying GAME for the challenge (order it for free at [www.ifte.at/entrepreneur](http://www.ifte.at/entrepreneur)):  
Less Risk – More Fun: A board game about managing and avoiding risks.  
Published by the Austrian insurance companies' association Versicherungsverband Österreich (in cooperation with [ifte.at](http://ifte.at) and the University Teacher College Vienna/Krems).  
Authors: Gerald Fröhlich, Johannes Lindner

## Links for further reading:

- Information about cyberbullying, smartphone and Internet safety:  
[cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens](http://cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens)  
[edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety](http://edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety)
- Fact-checking sites:  
[www.youtube.com/watch?v=5RfB-ifklr8](http://www.youtube.com/watch?v=5RfB-ifklr8)  
[www.factcheck.org/](http://www.factcheck.org/)  
[www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/](http://www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/)

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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