



A2 My Personal Challenge

Less risk – more fun



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstaerken.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".



Preface

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 “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.



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 | www.jedeskindstärken.at | www.ifte.at


These symbols will guide you through the challenge. They have the following meaning:


 Instructions for an exercise

 Talk to someone about it

 Extra tip for you

 Think about it

 Bonus task

 More information can be found in the teacher guide



A2 My Personal Challenge

Less risk – more fun

In this **My Personal Challenge** you will learn to identify dangers and risks in your everyday life. You will practise how to assess risks and how to find ways to avoid or minimise them. With the board game “Less Risk – More Fun” you will repeat and consolidate everything you have learned in the challenge.





Explanatory video for the challenge:

www.youthstartchallenges.eu/A2MyPersonalRiskEN

Explanatory video for the game "Less risk – more fun":

www.youthstartchallenges.eu/A2MyPersonalGameEN

4 steps to the finish line:

-  **Step 1** - Spotting potential dangers _____ **4**
-  **Step 2** - Learning to manage risks _____ **7**
-  **Step 3** - Playing “Less Risk – More Fun” _____ **11**
-  **Step 4** - Thinking things over _____ **12**

Aim

I can solve personal challenges.





1.1. A family in danger!?



Read through the description of the Lazic family and think about which potential dangers the family members face.

Meet the Lazics.

They live in a small town, in an apartment with a nice little garden. They own a family car and much sports equipment, which they use quite often.

Mrs Lazic manages a small store and Mr Lazic works at a car dealership.

Their children Mia and Max are four and 13 years old.

All family members – except for Mia – have smartphones and use them extensively.

Max recently transferred to a new school and has made some new friends who are all older than him.



Fill in the mind map. Give examples of possible dangers in the daily lives of the Lazics for each area of danger. Can you think of any further dangers? Please add them!



In class, create a poster with a big mind map and write down all the examples you have come up with. The Teacher Guide contains a reference mind map.



Your smartphone may also become a danger, in particular a “debt trap”. You can learn how to protect yourself from this risk in the **A2 My Personal Challenge – Money Management** (free download at http://youthstart.eu/en/challenges/money_management/).



1.2. What kinds of dangers lurk on the Internet?



Go to www.saferinternet.at/quiz/en/ and test your knowledge about safe Internet and smartphone use. Play at least two rounds and write down the most important dangers and tips.

Quiz: _____

Score: _____

Quiz: _____

Score: _____

Which **dangers** are described in the quiz?

Which **tips** did you get?



Think about which dangers you have already encountered online. Discuss your experience with your classmates.

1.3. Safe Internet browsing



Become *Safer Internet Experts* and help each other with your online problems.

- Describe problems you have experienced (or simply invent problems) and write them on a piece of paper. You could for instance choose one of the following topics: cyberbullying, fake news, chain letters, privacy, hate postings, advertising, spam, child grooming, ...
- Collect the pieces of paper in a box, anonymously.
- Form expert teams of 3 or 4 members. Each team draws one (or several) piece(s) of paper.
- Each team writes down tips on how to deal with the problem in question. You can also read leaflets and research online:

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

- Read out the problems and your tips and discuss them in class.
- In your teams, set up “help desks” (booths where you provide support and advice) for selected topics on the *Safer Internet Day*.



Pretend you are influencers and create a video message with your best Internet safety tips. Ask your teacher if you can upload it to your school homepage.



Online fakes spread quickly and can become dangerous if they are shared carelessly. You can practise how to identify fake news and hoaxes with the game “Fake News Alert”.





1.4. When groups become dangerous



Have your friends or acquaintances ever tried to make you do something dangerous?

In what situations did you find it difficult not to join in an activity, even though you were aware of the dangers? On what occasion did you find the courage to withstand peer pressure?

Think about it.

- Crossing the street against the light
- Drinking alcohol
- Smoking or taking drugs
- Riding your bike without a helmet
- Taking a dangerous dare
- Skiing or snowboarding off the slopes
- Swimming in the deep parts of a lake
- Accessing X-rated websites
- Riding your push-scooter in the street
- ...



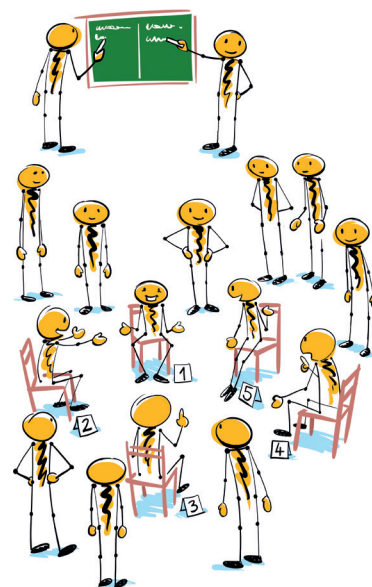
Add examples of your own and talk about them if you feel like it.

1.5. Withstanding peer pressure



In a role play, you can practise withstanding peer pressure and finding sound arguments against dangerous behaviour.

1. 5 people form a circle with their chairs. The others stand around the group and observe what happens.
2. Choose a situation from **Exercise 1.4.** or an example from your own experience.
3. Person 1 will try to withstand peer pressure. Persons 2–5 will do everything to try to persuade person 1 to join in their activity.
4. Person 1 presents the most convincing arguments she/he can think of 2 observers write down the arguments of both parties on the board.
5. After 5 minutes, person 2 will try to withstand peer pressure. Subsequently, persons 3, 4 and 5 will face the challenge. Each person is given a new situation.



Which arguments did you write down on the board? Which were the most effective? Why? Write down the **most effective arguments** so you can use them if you ever need them.



You can learn how to find effective arguments and practise holding your own in a debate in the **A2 Debate Challenge** (free download at http://youthstart.eu/en/challenges/from_listening_to_debating/).



How did it feel to be exposed to peer pressure? How well were you able to withstand the pressure from your friends? Was it easy or difficult for you? Discuss the experience in class.



2.1. What is a risk?

Life without even the slightest danger would be impossible. When you submit to a dangerous situation, you take a risk. How likely is it that something bad will happen? How great is the potential damage? You should learn to identify and assess risks and to think before acting.

$$\text{Risk} = \text{Probability that a damage will occur} \times \text{The potential extent of the damage}$$



Read through the sayings and quotes below. Choose one and explain why you think it is true or false. Give examples. How do you feel about risks? Make up your own expressions or research quotes online.

Nothing ventured, nothing gained.

Curiosity killed the cat.

Fools rush in where angels fear to tread.

Freedom is not worth having if it does not include the freedom to make mistakes.

You can't make an omelette without breaking eggs.

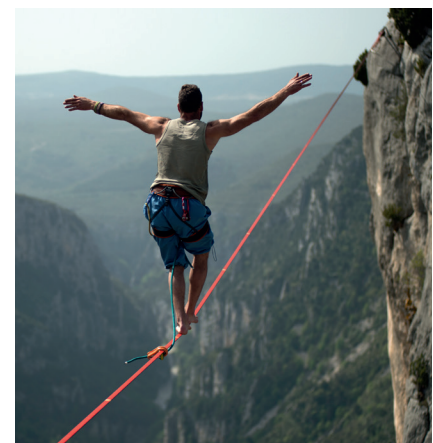
Better safe than sorry.

The biggest risk is not taking any risk.

2.2. No risk – no fun?

In many films, tough action heroes hurl themselves into life-threatening adventures, regardless of the consequences.

In real life, free-climbers, downhill bikers and other extreme athletes also chase thrills and consciously take risks – but only if these risks seem calculable. They prepare carefully, check their equipment and wait for prime weather conditions. Even so, many of them suffer injuries and some even end up losing their lives.



Discuss in pairs: Why do people consciously take risks and sometimes even risk their lives? How do carefree movie heroes differ from professional extreme athletes?



Choose one of the following topics and **debate the pros and cons**.

- “No risk, no fun.” Do you agree?
- Are extreme athletes irresponsible?
- Should parents protect their children from any and all risks?



You can learn how to debate the pros and cons of a topic in the **A2 Debate Challenge** (free download at http://youthstart.eu/en/challenges/from_listening_to_debating/).

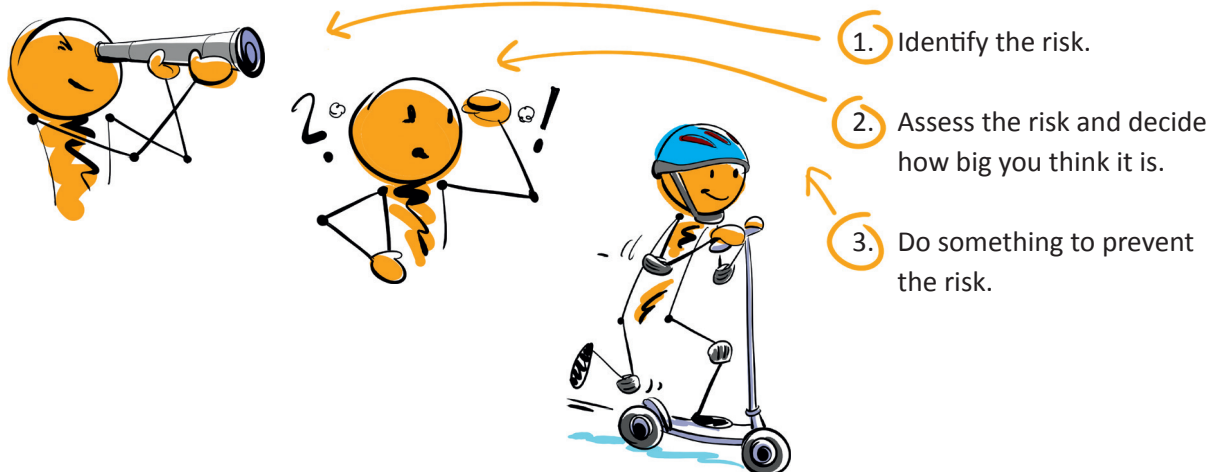


2.3. Risk management strategies

A risk can be high (e.g. life-threatening), low or even negligible. We are all exposed to risks every day – and we assess them in one way or another. We might do this consciously or unconsciously.



You can learn to manage risks and to make the right decision in a risky situation.



4 steps to risk management:

1. Avoiding risks

... can be done by not taking any actions that bear risks.

2. Minimising risks

... can be done by taking prophylactic measures to prevent danger or limit potential damage.

3. Insuring against risks

... can be done by signing insurance contracts to limit some of the consequences of a potential damage. This costs money. You cannot insure yourself against certain lasting damages.

4. Facing risks

... is inevitable if you cannot avoid nor minimise risks and if you cannot insure yourself against them. Your aim should not be to eliminate all risks, but to learn how to manage and control them.



Read through the examples below. Which example matches which step? Some may even match several steps.

- 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.
- Mesut only rides his scooter in dry weather. He never uses it when the road is wet.
- 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.
- Flo is riding his scooter. He falls and hurts himself. His insurance covers the hospital bill.



Have you ever identified a risk and assessed it as high (or too high)? How did you behave? What did you do to minimise or avoid the risk? Relate your experience.

Have others had a similar experience? Talk about it.



2.4. Spotting, minimising and avoiding risks



Take a look at the following pictures. What risks can you identify? Write down how these risks could be avoided or minimised. Note if the risk in question concerns only the person responsible or if there might be a danger to other people as well.





In pairs, select a picture and prepare a role play where the situation has a bad ending. Act out the scene in class. Ask your classmates to brainstorm how the risk could have been avoided or minimised. Perform the scene again – this time with a better outcome!

2.5. When risks become opportunities



Risks can become opportunities, for instance when companies develop clever (business) ideas that can help minimise risks. Examples include airbags, fire extinguishers and avalanche transceivers. The COVID crisis also offered opportunities for clever ideas to minimise the risk of infection.

Underwear factory switches
production to face masks

Social distancing at the cinema:
Drive-in cinema opens

New trend: Restaurants
focus on deliveries

Use the **Design Thinking method** to develop an idea which can help minimise or avoid a risk and which may offer a sound business opportunity. Use risks from your daily surroundings or choose one of the following examples:

- People often forget to practise social distancing on city squares or in other public spaces.
- Inline skaters can buy protective gear for their heads, knees, elbows and wrists, but accidents often also result in hip or tailbone injuries.
- About 27,000 bicycles are stolen in Austria each year.

Which ideas did you develop? _____



You can learn all about the **Design Thinking method** in the **A2 Idea Challenge** (free download at 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 ("Entrepreneurship Challenge", German only).



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



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. It is important to

- identify risks and dangers,
- assess them correctly and
- take adequate measures to deal with them.

The board game explores different dangers and risks that the players may have to face in various phases of their lives.



Play the game* in class and find out what you can remember about risk management.

Start with the yellow and bright red role cards, because these situations refer to children and teenagers.

Here are some examples of roles that you will find in the game:

Mirko, 14	Shopping, shopping, shopping – it’s Mirko’s favourite pastime.
Désirée, 13	Désirée listens to heavy metal music wherever she goes. She even wears her headphones while crossing the street. One day she is crossing the street with her music at full volume and ...
Niko, 4	Niko likes to search any drawer he can find. In the bathroom he finds a colourful box that seems to contain candy and some strange pieces of paper.
Yeliz, 10	Yeliz likes to play online games for children. She is usually supervised by a grown-up. Today, she is allowed to play alone and the whole world of the Internet is open to her.
Christian, 11	Christian has seen a YouTube video of someone doing a backflip off a swing. He goes to the nearest playground to try it himself.
Marcela, 2	Marcela loves to eat. She often pushes a chair to the stove and climbs up – after all, there may be some leftovers to savour.



What risks are these people exposed to? Can the risks be avoided or minimised? If so, how?



“To achieve” is the result of “to dare”. This is the motto of the game “Less Risk – More Fun”.

Why? Discuss it in class and try to find an explanation.

* You can order the game free of charge for the whole class at www.ifte.at/entrepreneur.

Explanatory video for the game: www.youthstartchallenges.eu/A2MyPersonalGameEN



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

You can spot dangers in your daily life. You have practised withstanding peer pressure and have become a Safer Internet Expert. You have learned to spot and assess risks and to avoid or minimise them.

1. Which risks can you identify in your daily surroundings?	
2. Which measures will you take to prevent dangers when browsing the Internet?	
3. What can you do to withstand peer pressure?	
4. Which strategies have you developed to avoid risks?	
5. Which strategies have you developed to minimise risks?	
6. How can you help others avoid or minimise risks?	



Compare your answers and talk about them.



4.2. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things.
Mark the area under the symbol that fits the best.

Here is what the four symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

I can identify dangerous situations in my daily surroundings.				
I know some good tips for safe Internet browsing.				
I can actively use these good tips for safe Internet browsing.				
I can use search engines to identify fake news and check facts.				
I can find out where and when images and videos first surfaced online.				
I can identify situations where there is peer pressure.				
I can withstand peer pressure by using sound arguments.				
I can avoid personal risks in dangerous situations.				
I can minimise personal risks in dangerous situations.				
I can take care of my own safety.				
I can take care of the safety of people around me.				
I can think ahead and act mindfully.				
I can cooperate with others in a game.				
I can evaluate different suggested solutions and can choose the most apt solution.				
I can find creative ways to prevent risky situations.				



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



From the table on the previous page, choose something that you need to practice more and want to learn more about. Pursue your goal step by step.

Step 1	Write down what you want to achieve.
Step 2	Imagine with all your senses what it will be like when you reach your goal. Write down or paint a picture of your future experience: How are you going to feel? What will you see, hear, smell, taste and touch?
Step 3	Tell someone about your plan. Write down whom you want to tell about it.
Step 4	Practise your new strength every day.
Step 5	At the end of each day, remember how you practised your new strength and be happy about it. If you find it difficult to stick to your plans, imagine what it will be like when you reach your goal and start looking forward to it!



You've done it! Write down how others might notice that you have reached your goal.

Celebrate your success!

Now choose a new goal and pursue it step by step.



Additional materials:

- BOARD GAME for the challenge: Less Risk – More Fun (order it for free at www.ifte.at/entrepreneur)

Links for further reading:

- Internet and mobile phone safety:
cyberbullying.org/cell-phone-safety-top-ten-tips-for-teens
edu.gcfglobal.org/en/internetsafety/introduction-to-internet-safety
- Fake news and hoaxes:
www.youtube.com/watch?v=5RfB-ijklr8 (fact-checking sites for teenagers)
www.factcheck.org/
www.techupdatesdaily.com/how-to-identify-hoaxes-and-fake-news-about-covid-19/

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The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the *Youth Start mindfulness programme*.



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