

Perspectives Challenge B2

I can understand I am part of my environment.

Entrepreneurial Culture



Network Thinking

Companies face challenges on many levels. Students will formulate various goals, investigate correlations and complete a field analysis. Furthermore, they will assess the outcome of events and develop different scenarios.

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.

Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education				Entrepreneurial Culture						Entrepreneurial Civic Education	
	Idea Challenge		Hero Challenge		Empathy Challenge		Storytelling Challenge		Buddy Challenge		My Community Challenge
	My Personal Challenge		Lemonade Stand Challenge		Perspectives Challenge		Trash Value Challenge		Open Door Challenge		Volunteer Challenge
	Real Market Challenge		Start Your Project Challenge		Extreme Challenge		Be A YES Challenge		Expert Challenge		Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



Unit Planner

Theme	Network Thinking
Level	B2
Challenge Family	<p>Perspectives Challenge – it's all a matter of perspective!</p> <p>Linear thinking will not get you very far. Only when you consider different perspectives, can you fully appreciate connections. Primary level students will track a 20 Euro note. Students at the lower secondary level investigate causes and effects by dealing with a specific problem (e.g. "Why are there no more fish in a lake?"). Students at the upper secondary level learn that it is necessary to know the exact relationship between influencing factors to be able to intervene in a targeted manner.</p>
Time / Length	4 periods (incl. ➡ 5–6 periods)
Big Idea behind the Challenge	<p>On the basis of a specific case study (a challenging business setting), students will</p> <ul style="list-style-type: none"> • formulate economic, ecological and social goals, • identify and describe factors of influence in a field analysis, • analyse how certain events can affect the entire system (positive and negative interdependencies) • develop scenarios (optimistic, pessimistic, realistic). <p>This challenge enhances network thinking abilities as well as self-awareness.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I can identify my strengths and weaknesses and pursue my goals persistently. In the process I am willing to take responsibility and work to overcome potential difficulties.</p> <p>I can evaluate business risks using case studies and make appropriate decisions.</p> <p>In a discussion with others I can find arguments for my ideas in a structured way.</p> <p>I can set goals.</p> <p>I can network with others and brainstorm ways to work together.</p>
Language Objective	<p>I can formulate clear goals.</p> <p>I can argue potential outcomes of given situations.</p> <p>I can present small group work in front of the rest of the class.</p>

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



Content Vocabulary (Word Wall)	Stakeholder, overarching goals, sub-goals, sustainability, field analysis, scenario
Assessment	Application to another example (written work, in small groups)
Necessary Background Knowledge	<p>Students understand the basics of a “sustainable business model”.</p> <p>Students know the term “stakeholder”.</p> <p>Students understand basic economic relations (e.g. supply and demand), economic cycles, the basic role of government and basic interdependencies in the business world.</p>
Mind & Body	For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!
Materials Needed	<ul style="list-style-type: none"> • Download and copy material for the case studies. • ➤ A projector for playing the video • ➤ Download the “IFTE Entrepreneurial Design” video. • Flip charts • ➤ Post-its for the business model analysis • Worksheet 1 (WS 1) “Network Thinking: gabarage” • Worksheet 2 (WS 2) “Network Thinking: Goddess of Luck” (assessment) • Worksheets 3-5 (➤ small group self-assessment, end of unit self-assessment, ➤ self-reflection wrap-up)
Step-By-Step Activities	<p>Step 1 Examine the case study provided (WS 1: gabarage upcycling design)</p> <p>Students are given the description of a company (see attachment) and familiarise themselves with the case study.</p> <p>Note: You will find suggested solutions for Worksheets 1 and 2 starting from page 7.</p> <p>➤ Step 2 Analyse the business model of <i>gabarage</i> upcycling design (WS 1: <i>gabarage</i> upcycling design/Task 1)</p> <ol style="list-style-type: none"> Repeat the basic principles of “sustainable business models” in class (e.g. using the “IFTE Entrepreneurial Design” video). Students work in small groups to analyse the business model and present it on flip charts, using the markers of “sustainable business models” (benefit, architecture of implementation, earnings model, social and ecological responsibility). Briefly discuss the business model in class and debate any aspects on which there is disagreement.

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



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| Step 3 | <p>Formulate goals (WS 1: <i>gabarage</i> upcycling design/Task 2)</p> <ul style="list-style-type: none">a) Formulate one overarching goal (main goal) each for the areas of economic, ecological and social aspects. Write down each of these three overarching goals on a flip chart.b) Working in small groups, the students will then formulate sub-goals (partial goals) for each overarching goal and note them on Post-its, attaching the Post-its to the corresponding flip chart. They will also write down these goals on their worksheet. |
| Step 4 | <p>Conduct a field analysis (WS 1: <i>gabarage</i> upcycling design/Task 3)</p> <ul style="list-style-type: none">a) In class, identify stakeholders and write them down on Post-its. Next, attach the Post-its to a flip chart in a hierarchical order (non-market stakeholders: government, nature/environment, public). This exercise is intended to demonstrate the various levels of a system (reference level, higher level, lower level).b) Students form small groups and each team defines expectations and goals for one stakeholder. In a big class, you may also assign several teams to a specific stakeholder.c) The groups present their expectations and goals and add the information to the respective stakeholder. |
| Step 5 | <p>Assess the outcome of events (WS 1: <i>gabarage</i> upcycling design/Task 4)</p> <p>Students work individually to analyse how certain events (e.g. the emergence of new competitors in the market or a change in legal regulations) will affect the given company. They will describe and categorise (☺, ☹, ☹) the outcome.</p> <p>This exercise is intended to help students develop an understanding of possible events and their potential consequences.</p> <p>Once you have completed the task, compare the results in class.</p> |
| Step 6 | <p>Develop a scenario (WS 1: <i>gabarage</i> upcycling design/Task 5)</p> <ul style="list-style-type: none">a) Explain to the students how a scenario works by giving an example (e.g. My life 20 years from now).b) Students work in small groups to develop a scenario for the given company. Half of the groups will develop an optimistic scenario, the other half a pessimistic scenario.c) The scenarios are presented and notes on optimistic and pessimistic scenarios are collected on separate flip charts.d) Based on these opposite extremes, discuss a realistic scenario in class. |
| Step 7 | <p>Repeat and consolidate using WS 2: “Network Thinking: <i>Goddess of Luck</i>”</p> <p>Students are given the description of a company and will formulate goals, conduct a field analysis and assess the potential outcome of various</p> |

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



	<p>events. Finally, they will develop scenarios (optimistic, pessimistic, realistic).</p> <p>For this step, students will be working in small groups. Afterwards their results will be presented and discussed in class.</p> <p>Note: A video on the production processes of Goddess of Luck is available at https://www.youtube.com/watch?v=Oef12cC9_Rs (search for: Goddess of Luck fair trade production). The video contains information in English.</p>
➡ Step 8	<p>Small group self-assessment (Worksheet 3)</p> <p>After students have presented their results to the class, they will assess their small group work using Worksheet 3.</p>
Step 9	<p>End of unit self-assessment (Worksheet 4)</p> <p>To be done individually) The students will now assess themselves. Read through each attribute slowly. Give time for students to reflect and assess themselves by circling the appropriate smileys. It might be necessary to further clarify each attribute by giving the students an example (e.g. I can identify my strengths and weaknesses. – Can you give an example of each?). Once completed, you can either collect the questionnaires or use them for a classroom discussion.</p>
➡ Step 10	<p>(To be done individually or in pairs) Be sure to read each question together with the class and give students time to write their responses. Use this wrap-up worksheet for a final discussion!</p>
Context within the Challenge Programme	<p>This challenge builds on the “Perspectives Challenges” of levels A1 and A2.</p>
Useful Links	<p>About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu</p> <p>Further teaching materials (including videos): www.youthstart.eu</p>
Sources	<p>Frederic Vester (1999): <i>Die Kunst vernetzt zu denken: Ideen und Werkzeuge für einen neuen Umgang mit Komplexität</i>, Stuttgart.</p> <p>Monique Dorsch (2009): <i>Verkehrswirtschaft – 40 Fallstudien mit Lösungen</i>, Munich.</p>
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Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



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Suggested Solutions for Worksheet 1 (*gabara*ge upcycling design)

➤ Suggested Solutions for Task 1 (WS 1)

Benefit	Architecture of implementation
<ul style="list-style-type: none"> • support for people with (drug) addictions → new opportunities are offered • waste and residual material is recycled → less garbage • value is created from seemingly worthless objects • employees receive a training • employee self-esteem is boosted 	<ul style="list-style-type: none"> • companies that provide waste or residual material • cooperation with designers • production in <i>gabara</i>ge workshops • distribution through <i>gabara</i>ge stores • cooperation with companies that buy <i>gabara</i>ge products
Earnings model	Social and ecological responsibility
<ul style="list-style-type: none"> • public funding • product sales 	<ul style="list-style-type: none"> • supporting people faced with difficult situations in their lives • waste prevention • boosting the self-esteem of employees

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



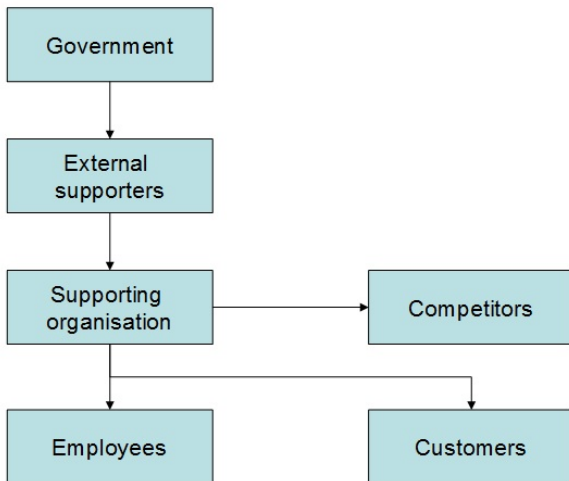
Suggested Solutions for Task 2 (WS 1)a

Social goals	Ecological goals	Economic goals
<p>Overarching goal (main goal):</p> <p>helping recovered addicts enter the regular job market and find long-term employment</p>	<p>Overarching goal (main goal):</p> <p>upcycling material that is no longer needed</p>	<p>Overarching goal (main goal):</p> <p>acquiring sufficient means to guarantee the long-term survival of the <i>gabarage</i> initiative</p>
<p>Sub-goals:</p> <ul style="list-style-type: none"> • habituating recovered addicts to a structured and regular working routine • helping them acquire qualifications in various areas • improving their social skills • increasing their self-help capacities • helping them expand their practical job experience • enhancing their operational capabilities • restoring their ability to work • removing employment obstacles • taking action against prolonged marginalisation 	<p>Sub-goals:</p> <ul style="list-style-type: none"> • waste prevention • extending product life cycles • creating public awareness for responsible use of resources • reintegrating discarded material in companies 	<p>Sub-goals:</p> <ul style="list-style-type: none"> • generating revenues • establishing effective distribution structures • using internal revenues to create additional jobs • building up brand recognition



Suggested Solutions for Task 3 (WS 1)

a)



b) + c)

Stakeholders	Goals
Supporting organisation (Anton Proksch Institute)	<ul style="list-style-type: none"> • assisting recovered addicts • qualifying recovered addicts for employment • (re)integrating recovered addicts in the job market
External supporters	<ul style="list-style-type: none"> • supporting the organisation in the assistance, qualification and (re)integration of recovered addicts in the job market
Government (public institutions)	<ul style="list-style-type: none"> • financial support for job market (re)integration • budget relief for public employment services through successful job market (re)integration
Employees	<ul style="list-style-type: none"> • staying clean • qualifying for various jobs • (re)integration in the regular job market
Customers	<ul style="list-style-type: none"> • individual design • contribution to waste prevention • supporting a socio-economic initiative
Competitors	<ul style="list-style-type: none"> • strengthening their own market position • guaranteeing their own survival
Environment	<ul style="list-style-type: none"> • waste prevention • extending product life cycles

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



Suggested Solutions for Task 4 (WS 1)

Event	😊	😐	😞	Effects on <i>gabarage</i>
The government reduces subsidies for job market integration initiatives.			x	Fewer people can be employed and prepared for the job market by <i>gabarage</i> .
Real wages decrease because of a difficult overall economic situation.			x	People have less money to spend. This could mean that <i>gabarage</i> may sell fewer products, resulting in lower revenues.
Tax benefits are introduced for donations to charitable institutions, associations and socio-economic initiatives.	x			<i>Gabarage</i> can expect to win more supporters.
Unemployment in the production sector increases drastically.			x	It will become more difficult for people trained by <i>gabarage</i> to find a new job.
Upcycling becomes popular and the market sees a surge of suppliers.	x		x	On the one hand, this means a larger target group for the company's products. On the other hand, individual suppliers will face greater competition.
Public awareness for environmental issues increases.	x			<i>Gabarage</i> can expect to gain more customers.
The euro rises 15 % against the US dollar.		x		No consequences for products sold primarily in the euro markt.
A general 2 % V.A.T. increase is announced.		x	x	This minor increase in prices will probably not cause sales figures to drop significantly because <i>gabarage</i> products are not very price sensitive. Nevertheless, a minor decrease in sales is possible.

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



Suggested Solutions for Task 5 (WS 1)

O = optimistic, P = pessimistic, L = likely (realistic)

Players	Key factors	Developments – Predictions
External supporters	financial support	O) increases P) is reduced L) remains unchanged
	lobbying	O) is intensified P) is stopped L) is slightly intensified
	identification with the project	O) grows P) ceases L) remains unchanged
Government	funding	O) is increased P) is cut L) remains unchanged
	identification with the project	O) grows P) ceases L) grows slightly
Employees	willingness to acquire qualifications	O) increases P) decreases L) remains unchanged
	willingness to apply for jobs in the regular job market	O) increases P) decreases L) remains unchanged
	willingness to hold a (“normal”) job in the regular job market	O) increases P) decreases L) remains unchanged
	generation of products that sell in the market	O) increases P) decreases L) increases slightly
Customers	willingness to pay adequate prices for designer products	O) increases drastically P) decreases L) increases slightly
	willingness to buy upcycled products	O) increases drastically P) decreases L) increases slightly
Competitors	market supply of comparable products by competitors	O) increases P) decreases L) increases slightly
	competitors offer products at lower prices	O) decreasing trend P) drastically increasing trend L) slightly increasing trend
	number of competitors	O) decreases P) increases drastically L) increases slightly



Suggested Solutions for Worksheet 2 (Goddess of Luck, “Göttin des Glücks” - GDG)

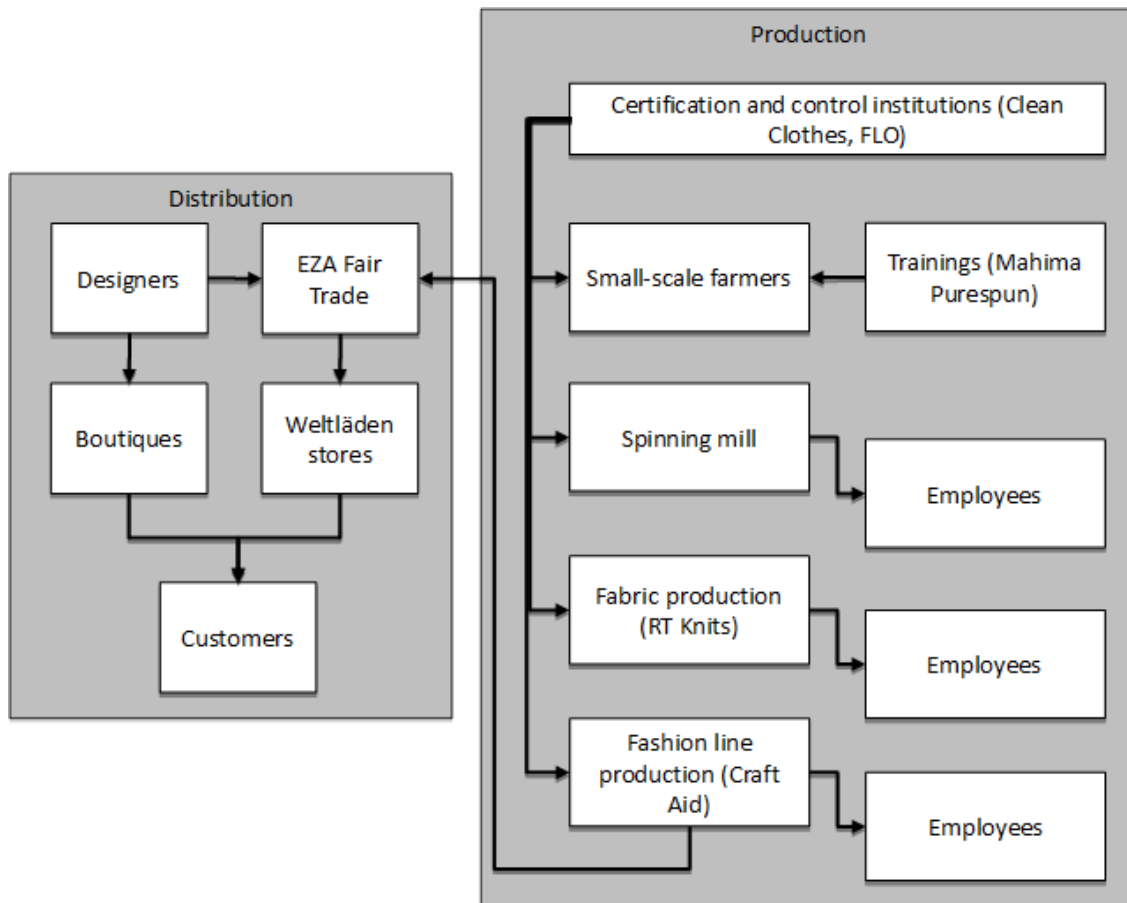
Suggested Solutions for Task 1 (WS 2)

Social goals	Ecological goals	Economic goals
Overarching goal (main goal): producing fashion in fair conditions	Overarching goal (main goal): producing ecologically sustainable fashion	Overarching goal (main goal): establishing a company that produces ecologically fair fashion and can compete successfully in the market
Sub-goals: <ul style="list-style-type: none"> • guaranteeing minimum social standards in production • achieving transparency in working conditions • treating all stakeholders with respect 	Sub-goals: <ul style="list-style-type: none"> • reducing the ecological impact of cotton cultivation • reducing pollution from chemicals in cotton processing • transparent processes in cotton cultivation and processing 	Sub-goals: <ul style="list-style-type: none"> • generating revenues that cover all costs (incl. management wages) • establishing effective distribution structures • creating jobs • building a strong brand • achieving independence from external creditors • offering employees a share in the profit



Suggested Solutions for Task 2 (WS 2)

a)



b)

Stakeholders	Goals
GDG designers	<ul style="list-style-type: none"> combining fair trade with organic cotton cultivation creating a transparent production chain from raw material production to product distribution designing attractive and “ecologically fair” products that appeal to a large target group generating awareness among customers, enhancing societal values, changing consumer behaviour

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



Stakeholders	Goals
EZA Fair Trade	<p>guaranteeing fair trade:</p> <ul style="list-style-type: none"> • transparent trade and production processes • higher revenues for producers • humane working conditions • establishing direct trade partnerships by passing intermediate trade where possible • working with similarly inclined partners to provide information and generate public awareness
<i>Weltläden</i> stores, concept stores, fashion boutiques	<ul style="list-style-type: none"> • selling fairly traded products • contributing to fair trade • increasing awareness among consumers
Buyers	<ul style="list-style-type: none"> • shopping with a clear conscience • buying high-quality products from a certified origin at fair prices • wearing “healthy” fashion that is free of pollutants • buyers expect to receive clothing that is produced without any exploitation of people or the environment • participating in a campaign to improve working conditions in the textile industry
Certification and control institutions (Clean Clothes, FLO)	<ul style="list-style-type: none"> • overcoming grievances in the textile and clothing industries • improving working and living conditions for labourers in these industries • encouraging companies to make a voluntary commitment • pressing companies to submit to independent controls • generating awareness among consumers
Producers (spinning mill, fabric production, fashion line production)	<p>creating fair working conditions, meaning:</p> <ul style="list-style-type: none"> • adequate pay • no exploitative labour contracts • no use of dangerous chemicals • no child labour • enabling employees to form trade unions
Company training small-scale farmers	<ul style="list-style-type: none"> • supporting and advising small-scale farmers in the state of Gujarat in Western India • promoting organic farming • paying prices above market level
Cotton producers, small-scale farmers	<ul style="list-style-type: none"> • sustainable improvement of working and living conditions • strengthening communities, facilitating health improvements and societal change • conserving soil fertility through intercropping

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



Suggested Solutions for Task 3 (WS 2)

Event	😊	😐	😞	Effects on <i>Goddess of Luck</i>
More and more textile labels voluntarily commit to a transparent production chain.	x		x	Ecologically fair fashion becomes more widely known and sales figures increase. Sales figures decrease because of greater competition.
A new pest destroys organic cotton crops in India.			x	Lower cotton yields lead to higher prices and make GDG products more expensive.
Europe introduces lower limits for pesticide contamination in textiles.	x			GDG already meets these criteria and can expect to sell more products.
Big companies such as H&M or GAP offer more products made from organic cotton.			x	Greater competition results in a shrinking market share.
The euro falls 10 % against the US dollar.		x	x	No consequences for pricing in euros; negative consequences for pricing in dollars, as products become more expensive.
New synthetic fibres are developed that will gradually replace cotton.		x		This will probably not have any immediate effects – in the medium to long term; however, the company should consider switching to other fibres.

Perspectives Challenge B2

Youth Start Entrepreneurial Challenges



Suggested Solutions for Task 4 (WS 2)

O = optimistic, P = pessimistic, L = likely (realistic)

Players	Key factors	Developments – Predictions
EZA Fair Trade	cooperation with GDG	O) is increased P) is reduced L) remains unchanged
Boutiques, <i>Weltläden</i> stores	number of outlets	O) increases P) decreases L) remains unchanged
Customers	willingness to pay adequate prices for designer products	O) increases P) decreases L) remains unchanged
	willingness to pay adequate prices for fashion from ecologically fair production	O) increases P) decreases L) remains unchanged
	number of customers	O) increases P) decreases L) remains unchanged
Small-scale farmers	number of small-scale farmers using organic production methods	O) increases P) decreases L) increases slightly
Producers	willingness to offer fair working conditions	O) increases P) decreases L) increases slightly
	willingness to submit to external controls	O) increases P) decreases L) remains unchanged
	willingness to enable employees to form trade unions	O) increases P) remains unchanged L) increases slightly
Certification and control institutions	means available	O) increase P) decrease L) remain unchanged
	willingness of companies to cooperate with the institutions	O) increases P) decreases L) remains unchanged
Employees	wages throughout the production chain	O) increase P) decrease L) increase slightly
	working conditions	O) improve P) deteriorate L) improve slightly
	employee satisfaction at GDG	O) increases P) decreases L) remains unchanged