

# YouthStart

## ENTREPRENEURIAL CHALLENGES

### Open Door Challenge B2

I can network with others.

Entrepreneurial Culture



### Networking with parents and the school environment

This challenge requires organisational skills! Students will plan and organise an event in collaboration with external partners. They will be responsible for all steps – from designing invitations to correct final accounting.

## Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➔-sign indicates optional tasks for a deeper understanding. All materials are provided at [www.youthstart.eu](http://www.youthstart.eu).

# You<sup>th</sup> Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – [www.youthstart.eu](http://www.youthstart.eu)

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

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

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

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

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

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

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



# Unit Planner

<b>Theme</b>	Networking with parents and the school environment / complementary workshop
<b>Level</b>	B2
<b>Challenge Family</b>	<p>Open Door Challenge – open to the world!</p> <p>For the challenges in this family, students venture out of the classroom and into the world. Because only when we are open to the world and the people around us, can we build a good network for ourselves. Primary level students will look for signs of economic activity in their daily lives. Students at the lower secondary level will use a questionnaire to learn more about companies. Students at the upper secondary level will independently organise events and learn how to use networking for crowdfunding.</p>
<b>Time / Length</b>	6 periods preparation, 6 periods activity, 1 period follow-up incl. ➡ material: 2 periods follow-up
<b>Big Idea behind the Challenge</b>	<p>In addition to curricular content, education should also include complementary themes that match students’ personal interests and talents. In this challenge the students will learn to network with external partners for the organisation and production of an event that will take up about one afternoon (3–4 hours). For this purpose they will use their own contacts and/or special talents.</p> <p>They will learn what it takes to produce an event: finding ideas, organisation (incl. scheduling, planning resources), marketing and implementation.</p>
<b>Entrepreneurial Competences according to the Reference Framework</b>	<p>I can identify my strengths and weaknesses and pursue my goals consistently. In the process I am willing to take responsibility and work to overcome potential difficulties.</p> <p>I can set goals, develop work packages for their implementation and carry out a project.</p> <p>I can plan and correctly deal with finances.</p> <p>I can set goals, develop work packages for their implementation and carry out a project.</p> <p>I can plan and correctly deal with finances.</p>

## Open Door Challenge B2

You<sup>th</sup> Start Entrepreneurial Challenges



<b>Language Objective</b>	<p>I can communicate with external partners.</p> <p>I can draft an announcement for an event.</p> <p>I can act as a facilitator at an event.</p>
<b>Content Vocabulary (Word Wall)</b>	<p>Estimated costs, budget, financing, time management, event planning, marketing, event production</p>
<b>Assessment</b>  	<ul style="list-style-type: none"> <li>• Post-event student peer assessment – Feedback Star, where participants will give points for specific achievements after the event</li> <li>• Post-event student self-assessment</li> <li>• Oral feedback from external partners (guest speakers will be asked to provide feedback as to how well they thought the event was organised, etc.)</li> <li>• Self-assessment of entrepreneurial competences</li> <li>• Self-reflection</li> <li>• Self-reflection wrap-up</li> </ul>
<b>Necessary Background Knowledge</b>	<ul style="list-style-type: none"> <li>• An understanding of the principles of brainstorming</li> <li>• Basic project management skills and the ability to apply them to events</li> <li>• Basic communication, presentation and facilitation skills</li> </ul>
<b>Mind &amp; Body</b>	<p>For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: <a href="http://www.youthstart.eu">www.youthstart.eu</a> (incl. video clips). Choose the appropriate exercise(s) to support your challenge!</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Use contacts, reflect on personal interests</li> <li>• Worksheets 1 + 2: one copy per student</li> <li>• Worksheet 3: Feedback Star; make one copy (at least A3) or draw the Feedback Star on a flipchart</li> <li>• Worksheets 4 + 5: one copy per student</li> <li>• Worksheet 6: see Step 8</li> </ul>
<b>Step-By-Step Activities</b>  Step 1	<p>The challenge focuses on creativity and the practical application of organisational skills.</p> <p>Warm-up (Worksheet 1)</p> <p>Introduce the topic and use the information sheet to discuss the “Open Door Challenge as a Project”.</p> <p>Collect ideas for events, use available resources (e.g. contact parents and other people who could contribute to your ideas) and assess potential projects:</p> <p>Ask students to write down their ideas on cards, create a cluster and assess ideas with scores.</p>

## Open Door Challenge B2

### You<sup>th</sup> Start Entrepreneurial Challenges



- Step 2 Planning a specific Open Door event (Worksheet 2)
- Together with the class, implement the following project management steps according to the overview:
- Choose a topic (e.g. a sports activity or an artistic topic) – this topic should either be extra-curricular or provide in-depth information on curricular content.
  - Contact external partners who could contribute to this topic.
  - Plan resources, costs and financing.
  - Make detailed organisational plans (appointments, timeline, task assignment).
  - Plan and implement marketing measures:  
Decide on information channels (e.g. flyers, posters).  
Create advertising material and advertise the event.  
Design and prepare certificates of attendance for participants.
- Step 3 Producing the Open Door event
- Administer registration.
  - Produce the event (prepare the location, welcome external partners, offer support during the event, possibly act as facilitator).
  - Follow-up: document the event (e.g. photos, media reports).
- Step 4 Assessment by participants (Worksheet 3)
- The participants will assess the event using the Feedback Star. They will give points or make “checkmarks”.
- Step 5 Assessment by guest speakers
- The facilitator will get feedback from the guest speaker in a personal conversation. The feedback will then be discussed in class.
- Step 6 Self-assessment of organisation team (Worksheet 4)
- All team members assess themselves, evaluating the organisation and production of the event. Afterwards discuss the results.
- Step 7 End of unit self-assessment (Worksheet 5)
- To be done individually. Self-assessment of entrepreneurial competences: Discuss and explain the individual attributes, using examples if necessary. Students will then circle the appropriate number of “smiley faces”. Once completed, you can collect and evaluate the questionnaires and use them for the final classroom discussion.
- ➔ Step 8 Self-reflection wrap-up (Worksheet 6, one copy per student)
- To be done in pairs. Read through the questions in class; then give students time to write down their responses on Worksheet 6. Summarise the results in a final discussion.

## Open Door Challenge B2

You<sup>th</sup> Start Entrepreneurial Challenges



<b>Context within the Challenge Programme</b>	This challenge builds on the “Open Door Challenges” of levels A1 and A2. It can also be combined with the “Start Your Project” challenge (level A2).
<b>Useful Links</b>	About the Youth Start Entrepreneurial Challenges project: <a href="http://www.youthstartproject.eu">www.youthstartproject.eu</a> Further teaching materials (including videos): <a href="http://www.youthstart.eu">www.youthstart.eu</a>
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# Information Sheet

## Overview

1. Definition
2. Opportunities and challenges in project implementation
3. Organisation

### **1. Definition**

Open Door challenges are extra-curricular projects that are intended to complement the curriculum or offer in-depth information on specific curricular units. They are usually organised to encompass different grades and classes and take place after school on one or two afternoons/evenings during the school year.

### **2. Opportunities and challenges in project implementation**

The entire school may participate in Open Door challenges. The project aims to foster a more open school atmosphere, a broader range of educational opportunities and a greater degree of individualisation, as students themselves can freely choose on which educational opportunities they want to focus.

#### **Advantages for participating students**

- The students are introduced to topics that are not part of the regular curriculum.
- Parents or other external partners (e.g. entrepreneurs) submit offers, thus strengthening their contact with the school.
- These offers are often very creative and provide opportunities that would be difficult to implement in regular classes.
- The students can choose freely which Open Door challenges they want to attend.
- Participants team up in new and interesting groups, across grades and classes.

#### **Advantages for the organisation team (students of one class)**

- Identifying their own areas of interest outside the curriculum
- Networking
- Planning and implementing their own event

### **3. Organisation**

Organising Open Door challenges combines networking with the participation of teachers, parents and other external partners. Offers can and should also be made by students or classes.

It is important that all offers for the current school year will have been submitted by autumn to give students time to plan the event – the school should schedule submissions accordingly.

The following overview presents the most important organisational tasks for Open Door challenges.

## Open Door Challenge B2

You<sup>th</sup> Start Entrepreneurial Challenges



What?	How?	Who?	When?
<b>Collecting Topics</b>	brief information on the topic, schedule, maximum number of participants and costs (financing)	all teachers and parents (homeroom teachers please contact parents) enter information on homepage (or hang up a list on the notice board or in the secretariat)	by the first Friday in October
<b>Budget</b>	if necessary: estimate costs secure internal school funding use external funding if necessary submit applications	teachers assisting students in the project  e.g. head of the parent association board	by the start of registration
<b>Informing Students</b>	e.g. overview sheet or information board; flyers in classrooms; school homepage; Facebook etc.	pecially appointed coordinators	
<b>Registration</b>	a folder containing all offers and participation lists may be kept in the secretariat – or registration may be possible via the school homepage	students	about 1 month before the event
<b>Publishing Participation Lists</b>	on the information board	to be coordinated	about 2 weeks before the event
<b>Event Production</b>	A list of attendance should be kept and a brief report should be compiled, including photos	students and teachers assisting students in the project – material should be passed on to the school homepage webmaster	
<b>Confirmation</b>	certificate of attendance (1 page)	teachers assisting students in the project or external partners	by one month after conclusion (by the end of the school year)

### Note:

You could also develop and use an online tool for registration.

### **Further information on event management** (accessed 23 March, 2016)

<https://www.youtube.com/watch?v=yHYFXvFeURU> (information in German)

<https://www.whatchado.com/de/stories/eva-matyas> (information in German)

<https://www.youtube.com/watch?v=1u-9EtZXH7I> (information in English)



## An Event as a Project – Overview

Preparation	Event planning	Event marketing	Event production	Wrap-up
Collecting ideas	Planning resources	Planning a marketing mix	Preparing the location (seats, technical equipment, presentation toolbox)	Compiling reports and documentation
Feasibility analysis	Budget planning and financing	Planning information channels	Assisting external partners	Gathering feedback
Choosing a topic	Scheduling	Creating advertising material	Facilitation and presentation	Final analysis
	Assigning tasks	Advertising the event	Concluding the event	Lessons learned
			Tidying up	