



## 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.

## Student Manual



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# 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.



## Worksheet 1

General description and objectives of the Open Door Challenge:

Overview of tasks for the organisation of an Open Door event:

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	

### Task 1: Preparation / Collecting ideas

- Write down **ideas for Open Door events** on cards and suggest partners who could help with the implementation (only one idea per card!).
- **Collect the cards** and create a cluster on a pinboard.
- Discuss the ideas and **assess them** (criteria: interest, feasibility).

### Task 2: Choosing a topic / Deciding on an Open Door event

We have chosen the following Open Door event (Briefly explain your decision)



# Worksheet 2

## Checklist task assignment

	Task	WHO?	BY WHEN?
1.	Planning resources: listing possible contacts (including all contact data!) for the Open Door event		
2.	Planning resources: contacting potential guest speakers (asking whether they are willing to help with the Open Door event)		
3.	Budget planning and financing		
4.	Creating a schedule		
5.	Planning marketing measures		
6.	Deciding on information channels (e.g. posters, flyers, personally informing students and teachers)		
7.	Designing advertising material (posters, flyers, information on school homepage,...) and certificates of attendance		
8.	Advertising the event and administering registration		
9.	Preparing the room for the event (seats, technical equipment)		
10.	Assisting external partners (welcoming them, providing water and glasses, etc.)		
11.	Facilitation and (possibly) presentation during the Open Door event, conclusion and thanks		
12.	Tidying up		
13.	Compiling reports and documentation		
14.	Gathering feedback		
15.	Assessing and analysing feedback		

*Note: colour codes correspond to sections of overview on Worksheet 1*



# Worksheet 3: Feedback Star

## Peer Assessment

The topics and content of the events were interesting and very relevant to something we are studying in school.

The events were very well organised.

There was a good variety of choice between different events.

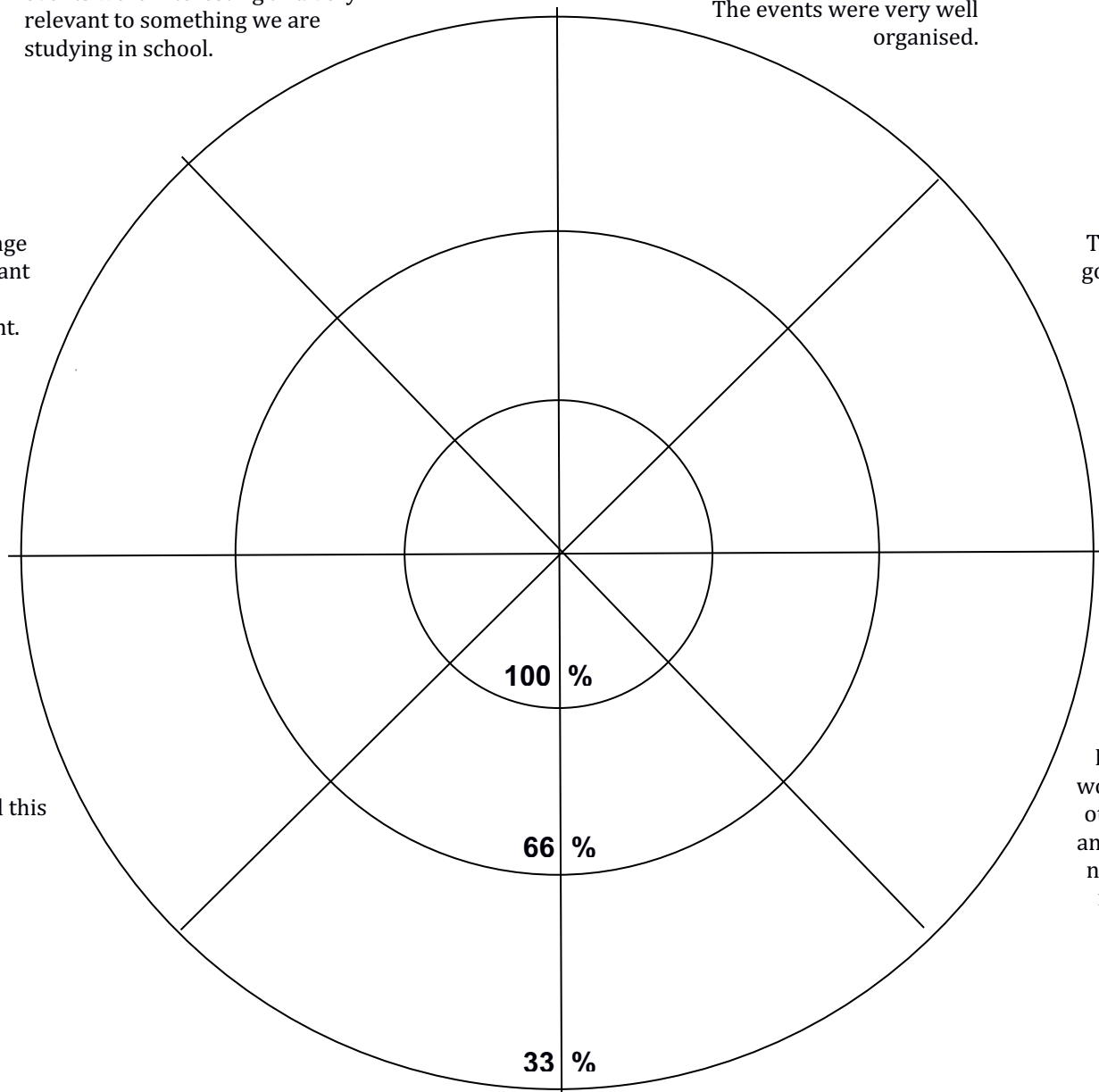
I found that working with other grades and classes is necessary to make these events possible.

The external guest speakers were very competent.

The events keep up with current trends.

This challenge was important for my own development.

I would recommend this activity.



## Open Door Challenge B2

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



### **Instruction: Use this worksheet at the end of the Open Door event!**

1. Draw the Feedback Star on a (big) poster.
2. Put it up in a “concealed” place (e.g. behind a movable blackboard).
3. Each student is given eight round stickers.
4. Explain the Feedback Star  
(100 % = very satisfied; 66 % = somewhat satisfied; 33 % = not satisfied, ...).
5. Students give points anonymously.
6. The Feedback Star can be analysed and interpreted immediately.

### **Advantages:**

- ✓ anonymous
- ✓ flexible
- ✓ fast
- ✓ requires little resources (staff, time, material...)
- ✓ can be analysed immediately
- ✓ easy to compare when used repeatedly
- ✓ objective
- ✓ sound basis for discussions
- ✓ easy to understand for students

### **Feedback Star Evaluation Sheet for Open Door Challenge – Assessment**

	100%	66%	33%	0%
1. The topics and content of the events were interesting and very relevant to something we are studying in school.				
2. This challenge was important for my own development.				
3. I would recommend this activity.				
4. The events keep up with current trends.				
5. The external guest speakers were very competent.				
6. I found that working with other grades and classes is necessary to make these events possible.				
7. There was a good variety of choice between different events.				
8. The events were very well organised.				



## Worksheet 4

After the event, assess yourselves to see how well you did by circling the appropriate number of smiley faces!

### Student-Friendly Self-Assessment for Organising an Open Door Event

Aspects	Rate Yourself Using the Guiding Questions	
<b>Collecting Ideas and Choosing a Topic</b>	Did you brainstorm a variety of topics that would be meaningful and relevant to your school?	😊😊😊😊😊
	Did your chosen topic support or easily link to a unit you are working on in school?	😊😊😊😊😊
<b>Estimated Costs and Financing</b>	Did you create and present an event budget? (e.g. including all costs: printing, guest speaker fee, reception, marketing, etc.)	😊😊😊😊😊
	Did you propose a realistic way of financing your event budget? (e.g. fund-raising, grants, parent association, etc.)	😊😊😊😊😊
<b>Event Planning</b>	How well organised is your event? Did you create a master task list? Did you assign roles/jobs to your classmates? (Hint: Everyone in your group should have a job such as marketing/fund-raising/event preparation/equipment/reception.)	😊😊😊😊😊
<b>Marketing</b>	Did you use various marketing methods to promote your event? (e.g. school homepage, posters, flyers, phone calls to parents, letters to families, etc.)	😊😊😊😊😊
	How successful were your marketing methods? Why/why not?	😊😊😊😊😊
<b>Event Production</b>	Did the actual event run smoothly (meaning that there were no technical problems, everyone did their job, it was a perfect performance)?	😊😊😊😊😊
	Did the event participants find the event topic relevant and interesting?	😊😊😊😊😊
	How positive was the feedback from the guest speakers?	😊😊😊😊😊
	Were the guest speakers very well received by the audience?	😊😊😊😊😊



# Worksheet 5

## End of Unit Self-Assessment

Assess yourselves by circling the appropriate number of smiley faces!

I can identify my strengths and weaknesses.	☺	☺☺	☺☺☺	☺☺☺☺
I pursue my goals consistently.	☺	☺☺	☺☺☺	☺☺☺☺
In the process I am willing to take responsibility and work to overcome potential difficulties.	☺	☺☺	☺☺☺	☺☺☺☺
I can set goals, develop work packages for their implementation and carry out a project.	☺	☺☺	☺☺☺	☺☺☺☺
I can plan strategic marketing based on tactical approaches.	☺	☺☺	☺☺☺	☺☺☺☺
I can plan and correctly deal with finances.	☺	☺☺	☺☺☺	☺☺☺☺
I can develop appropriate strategies to deal with difficult situations while working together.	☺	☺☺	☺☺☺	☺☺☺☺
I am good at networking and at developing cooperation.	☺	☺☺	☺☺☺	☺☺☺☺
I can use modern technologies.	☺	☺☺	☺☺☺	☺☺☺☺





## ➔ Worksheet 6

# Self-Reflection Wrap-Up

1. Reflecting on the Open Door Challenge, do you think that you have improved your event planning skills? Why or why not? Give a minimum of three examples and explain.

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2. Is there anything from the Open Door Challenge that you could apply to your daily life? What would that be? List and explain how you would apply these aspects.

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3. Which aspects of the Open Door Challenge did you find difficult? Which aspects did you find easy? Be sure to give examples!

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4. After completing this challenge, is there anything that left you feeling curious or you would like to know more about? Make a list and explain specifically what you would like to know more about.

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