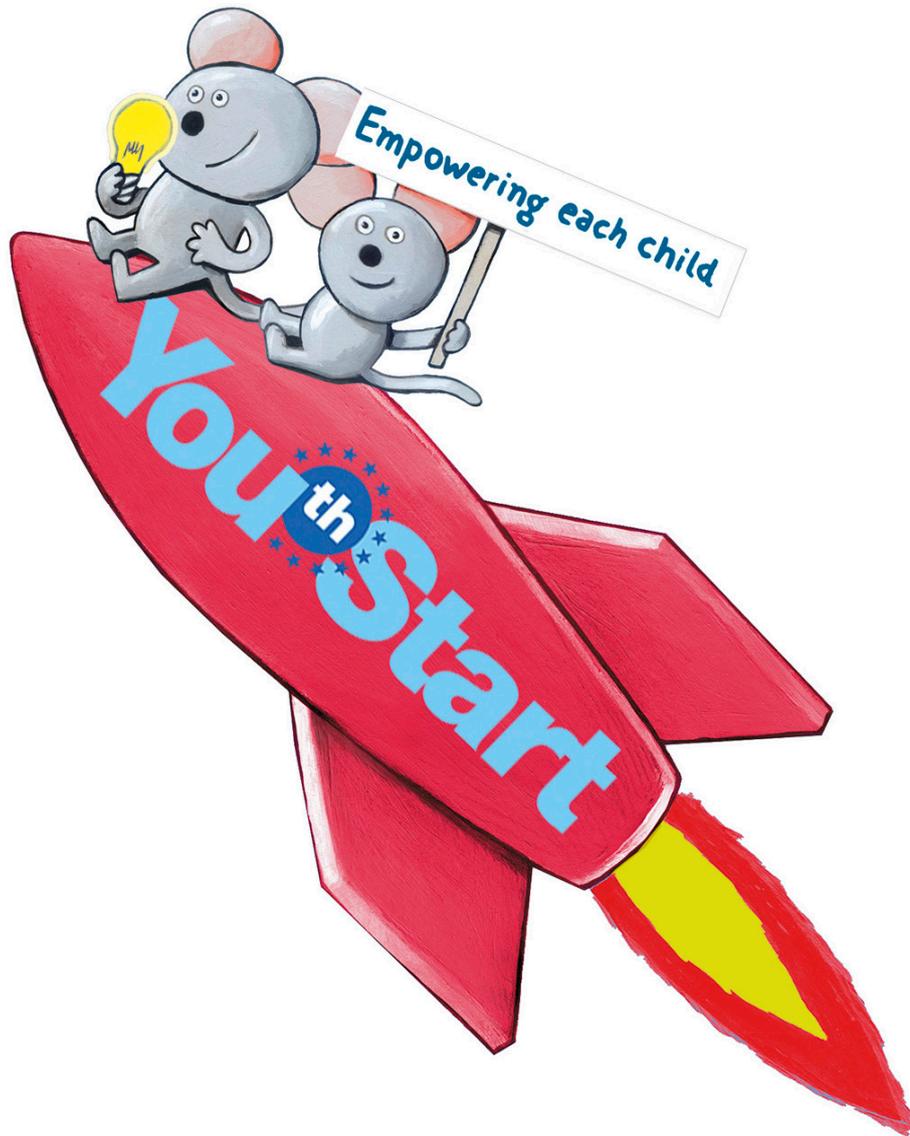


A1 Trash Value Challenge

Recycling Adds Value – New Creations from the Rubbish Bin

Teacher Guide



Ingrid Teufel • Eva Jambor

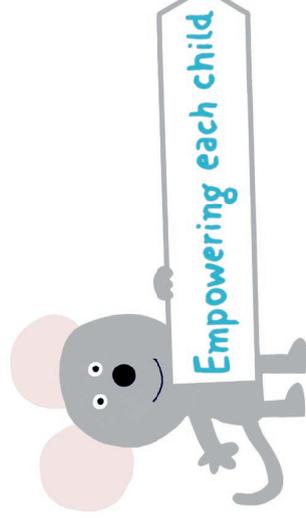
All Challenges of level A1 are also available in a printed version in German.
You can find them at www.jedeskindstaerken.at (*Jedes Kind staerken*, volume 1 - 4).



Co-funded by the
Erasmus+ Programme
of the European Union

 **Bundesministerium**
Bildung, Wissenschaft
und Forschung





with the Youth Start Entrepreneurial Challenges Programme

<p>LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!</p>	<p>DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!</p>	<p>USE YOUR IDEAS TO HELP OTHER PEOPLE!</p>
<p>IDEA CHALLENGE Get your ideas moving forward! Let's create value!</p>  <input type="checkbox"/> <input type="checkbox"/>	<p>EMPATHY CHALLENGE My feelings – Your feelings</p>  <input type="checkbox"/>	<p>BUDDY CHALLENGE Empower others!</p>  <input type="checkbox"/>
<p>HERO CHALLENGE You're my role model</p>  <input type="checkbox"/>	<p>STORYTELLING CHALLENGE Creative storytelling</p>  <input type="checkbox"/>	<p>MY COMMUNITY CHALLENGE Solving problems together</p>  <input type="checkbox"/>
<p>LEMONADE STAND CHALLENGE Selling is fun</p>  <input type="checkbox"/>	<p>PERSPECTIVES CHALLENGE Tracking 20 Euros</p>  <input type="checkbox"/>	<p>DEBATE CHALLENGE Let's talk to each other!</p>  <input type="checkbox"/>
<p>MY PERSONAL CHALLENGE What's it worth?</p>  <input type="checkbox"/>	<p>TRASH VALUE CHALLENGE Recycling adds value</p>  <input type="checkbox"/>	<p>VOLUNTEER CHALLENGE I can volunteer</p>  <input type="checkbox"/>
<p>REAL MARKET CHALLENGE Becoming a "junior manager"</p>  <input type="checkbox"/>	<p>BE A YES CHALLENGE This is good for me</p>  <input type="checkbox"/>	<p>EXPERT CHALLENGE Learning holistic learning</p>  <input type="checkbox"/>
<p>START YOUR PROJECT CHALLENGE I'm off to a flying start!</p>  <input type="checkbox"/>	<p>EXTREME CHALLENGE Assessing oneself</p>  <input type="checkbox"/>	<p>OPEN DOOR CHALLENGE Discovering clues</p>  <input type="checkbox"/>

The Youth Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at www.youthstart.eu. A mindfulness programme with video clips is provided in the "Mind & Body" section.



Challenges with a **yellow icon** instruct the children in entrepreneurial thinking and acting. **Pink** stands for personal development; these challenges focus on empathy, teamwork and self-confidence. **Green icons** indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

Empowering each child ...

... refers to the title, the goal and the content of a practise-oriented, holistic learning programme which was developed for primary school children. Bigger and smaller challenges form the key element of the programme. They function as learning prompts from three key areas that play an important role in empowering our children:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.



Empowering each child 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.

In the **A1 Trash Value Challenge** (“*Recycling adds value*”) the students are encouraged to use seemingly worthless waste to create something valuable and, at the same time, to critically reflect on packaging material.

This Teacher Guide contains explanations of the exercises.

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 primary school, the children’s self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others’ needs, and they improve their vocabulary.

We wish all the children many inspiring learning experiences working on this challenge!

Eva Jambor and Johannes Lindner, editors

www.ifte.at | www.youthstart.eu

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A1 Trash Value Challenge

Recycling Adds Value – New Creations from the Rubbish Bin

A challenge is an interesting task from which you can learn something. In the *Trash Value Challenge* you will learn how you can create something new and valuable from trash.

Explanatory video:

http://www.youthstart.eu/en/challenges/recycling_adds_value_new_creations_from_the_rubbish_bin/

7 steps to the finish line:

- 1 Collecting
- 2 Finding ideas
- 3 Creating an object
- 4 Describing my object
- 5 Presenting my object
- 6 Assessing presentations
- 7 Thinking things over



Core competence for the challenge:
I can create something valuable from trash.

Big idea behind the challenge

The children collect waste items from their rubbish bins – such as packaging – and create something new and valuable from them. Through this challenge, they develop a stronger awareness of how to make the best use of limited and existing resources. Furthermore, they will be encouraged to take a critical attitude towards (unnecessary) packaging.

Finally, the children will present their creations to the class and will assess each other's presentations.

Explanatory video for this challenge

http://www.youthstart.eu/en/challenges/recycling_adds_value___new_creations_from_the_rubbish_bin/

**Entrepreneurial competences according to the reference framework**

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can fulfil my tasks on my own or in a team even when it gets tough.
- I can identify problems and develop creative ideas to solve them.
- I can create something new from used objects.
- I can work with others.
- I can tell both oral and written stories that are appealing to others.

Assessment

Steps 2

and 3: planning, designing and creating the object

Step 4: describing the object in writing (on a poster)

Step 5: oral presentation of the poster and the object

Step 6: self-assessment and peer assessment of the presentation
(using questionnaires)

Step 7: children reflect on their own work and phrase their own learning objectives

Preparation for all steps:

Hand out the student manual to the children; it contains exercises for the individual steps. Do the exercises in class.





1 Collecting

- a. The children collect only clean and non-perishable waste items (e.g. plastic bottles, packaging materials, beverage cartons, etc.)
- b. Encourage the children to take a critical look at the packaging materials (for instance, containers that could hold greater quantities). Ask them to reflect on whether these forms of packaging are reasonable and how the volume of packaging waste could be reduced.



2 Finding ideas



Prepare: Provide a computer with internet access and a printer.

- a. The children can create their design sketches individually or in groups.
- b. If the children are unable to come up with any ideas, they can use the internet for research purposes, individually or in groups. Helpful search terms include: “up-cycling waste materials” or “making things from waste materials”.



3 Creating my object



Prepare: scissors, box cutters, glue, digital camera or smartphone

- a. The children should use only waste materials to create their objects (no decorations, no paint, etc.).
- b. Please discuss the value of the objects with the children. Is it a material value or a notional value? For whom are the objects valuable? What is the difference between value and price? Take photos of the objects (or ask the children to take photos).
- c. Upload the photos and the object descriptions to the school homepage to show the children's talents.



4 Describing my object



Prepare: drawing paper A4 or A3, coloured craft paper, scissors, coloured pencils

- a. The questions about the objects are mere suggestions. Only if the class wants to participate in a “Trash Value Festival” organised on a national level will it be necessary to answer all the questions (to make sure that the presentations meet consistent standards).



5 Presenting my object



Prepare: checklist from the student guide, smartphone (camera)



- a. Use the checklist from the student guide to help the children prepare for their presentations.
- b. The children present their objects to the class or to the visitors of the exhibition (if you decide to present the objects in a school exhibition).
- c. Alternative: Record the children on video so they can watch and assess themselves. You can also show the videos to the parents during parent-children meetings.

Assessing presentations



- a. Remind the children to comment only on what they observe, without judging the situation. Also practise in class how to phrase feedback in a respectful manner so that the children can help each other learn something new.
- b. Self-assessment: The children fill in a questionnaire to assess how well their own presentation went.
- c. Each child uses a feedback questionnaire to assess the presentation of a classmate.
- d. This will give the children a chance to compare self- and peer-assessments.
- e. Discuss the differences between the assessments in class.

Thinking things over



- a. Use the questionnaire for "Trash Value Detectives" to discuss and reflect on the challenge once more.

Encourage the children to phrase their own learning objectives and to stick to them. This measure strengthens the children's personal responsibility. It has also been shown to have a great effect on students' learning success (see for instance John Hattie's study on "Visible Learning"). The children decide to avoid producing a certain type of waste over the following weeks.

Encourage the children to envision with all their senses what it will be like to reach their goal. Ask them to close their eyes and imagine what it will be like if they can avoid making waste, just like they planned, and what effects this will have on the environment.

Tell the children how important it is that they talk to someone about their plans, because this will make it easier to stick to them.

Making a resolution to exercise one's plans daily can turn an activity into a regular habit – like brushing one's teeth.

Regular reflection at night can also help us stick to our plans. The children will thus learn to motivate themselves in a positive way. Discuss with the children who or what else could help them stick to their plans and celebrate each success in class!



„Trash Value Festival“

Prepare: drawing paper A4 or A3, coloured craft paper, scissors, coloured pencils



- a. The school organises a “Trash Value Festival”, i.e. a special exhibition of all the objects that have been produced from waste materials at the school. The objects are exhibited together with the posters presenting the object descriptions.
- b. Parents and other external parties are invited to visit the exhibition. If possible, the children present their objects to the visitors.
- c. Record the children’s presentations on video (record only the presentations of children who want to be filmed and who have brought a written permission from their parents).
- d. Upload the videos to the school website (adding the first names and ages of the children).
- e. Invite the children to visit the website and to vote for their favourite objects and presentations.

You can also participate in a nation-wide “Trash Value Festival” with your class, if such a festival is being organised.

**TRIO-Modell for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Idea Challenge belongs to the area of **Entrepreneurial Culture**, which is all about personal development: acting on one's own initiative, believing in oneself, working as a team, acting empathetically and encouraging oneself and others.

Length of the challenge

about 4 periods (more if the class participates in a Trash Value Festival)

Necessary background knowledge

use of various tools and materials (box cutters, glue, etc.); internet access and ability to use the internet for research

Context within the „Youth Start Entrepreneurial Challenges“ Programme

All Challenges: www.youthstart.eu

We recommend following up the “A1 Trash Value Challenge” with the “A1 Lemonade Stand Challenge”. The challenge also goes well with the challenges of the “Idea”, “Perspectives”, “Hero”, “Start Your Project” and “Storytelling” families. The “A1 Trash Value Challenge” introduces the “Trash Value Challenges” of the levels A2 and B1.

**Links**

Projects with a “Trash Value” background:

www.theoceancleanup.com

Other interesting suggestions for the topic of “Trash Value” in a scientific context:

www.arvindguptatoys.com

www.stevespanglerscience.com/lab/videos

All Challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstaerken.at (Jedes Kind staerken, volume 1 - 4).

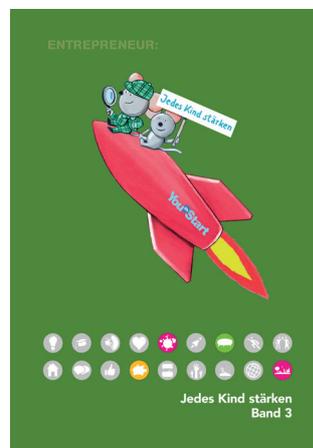
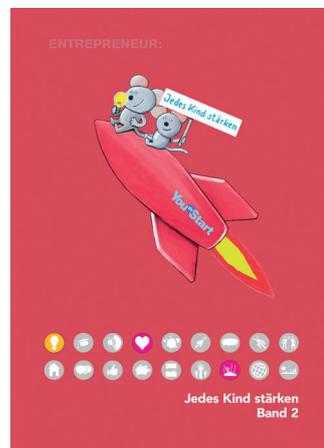
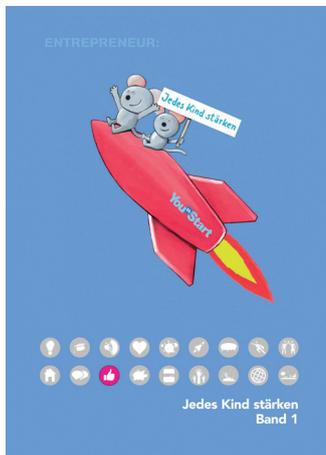
„Empowering each child“ is a holistic learning programme for children at primary school level. It is part of the “Youth Start Entrepreneurial Challenges” Programme.

All parts of the programme are available as Challenges at competence level A1 (= primary level) at www.youthstart.eu including also video clips explaining the challenge.

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

Explanatory video for this challenge:

http://www.youthstart.eu/en/challenges/recycling_adds_value_new_creations_from_the_rubbish_bin/





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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



The implementation of the programme "Empowering each child" at primary schools in the region of Salzburg is supported by the provincial government of Salzburg.