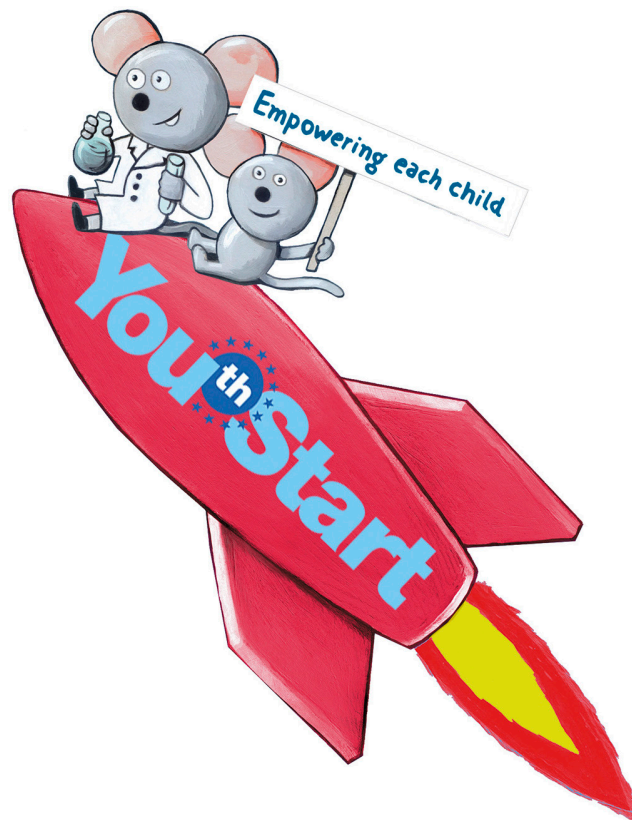




A1 Lemonade Stand Challenge

Selling is fun

Teacher Guide



Andrea Bisanz • Heidi Huber • Eva Jambor • Valentin Mayerhofer

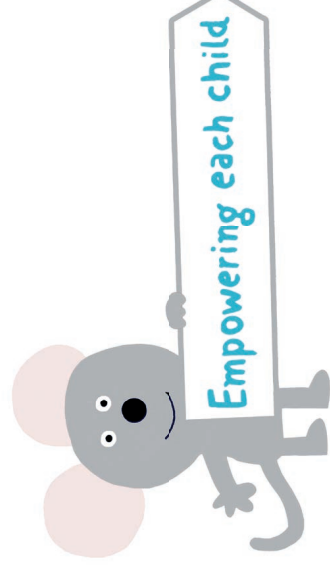
All Challenges of level A1 are also available in a printed version in German. You can find them at
www.jedeskindstaerken.at (Jedes Kind stärken, volume 1 - 4).



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with the Youth Start Entrepreneurial Challenges Programme

LET'S DEVELOP
AND IMPLEMENT YOUR IDEAS!

DON'T BE AFRAID TO TRY NEW THINGS!
ALSO ENCOURAGE OTHERS!

USE YOUR IDEAS
TO HELP OTHER PEOPLE!

IDEA CHALLENGE
Get your ideas moving forward!
Let's create value!





☐ ☐

HERO CHALLENGE
You're my role model



☐

EMPATHY CHALLENGE
My feelings –
Your feelings





☐

STORYTELLING CHALLENGE
Creative storytelling



☐

BUDDY CHALLENGE
Empower others!



☐

MY COMMUNITY CHALLENGE
Solving problems together



☐

MY PERSONAL CHALLENGE
What's it worth?



☐

LEMONADE STAND CHALLENGE
Selling is fun



☐

PERSPECTIVES CHALLENGE
Tracking 20 Euros



☐

TRASH VALUE CHALLENGE
Recycling adds value



☐

OPEN DOOR CHALLENGE
Discovering clues



☐

DEBATE CHALLENGE
Let's talk to each other!





☐

REAL MARKET CHALLENGE
Becoming a "junior manager"



☐

START YOUR PROJECT CHALLENGE
I'm off to a flying start!



☐

EXTREME CHALLENGE
Assessing oneself




☐

BE A YES CHALLENGE
This is good for me



☐

EXPERT CHALLENGE
Learning holistic learning



☐

VOLUNTEER CHALLENGE
I can volunteer



☐

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 Lemonade Stand Challenge („Selling is fun“)** the children plan their first sales experience together – from choosing a self-made product or a service to preparing a sales conversation for the “market day” organised at school or in a different location.

This Teacher Guide contains explanations of the exercises and copy templates for the children to further explore the topic.

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 students in your class many inspiring learning experiences working on this challenge!

Eva Jambor und Johannes Lindner, editors

www.ifte.at | www.youthstart.eu

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

Content:



A1 Lemonade Stand Challenge: Selling is fun

Competences	page 4
7 steps to the finish line	page 6
Unit planner	page 13
Work schedule for the class	page 14
Financial plan	page 15










A1 Lemonade Stand Challenge

Selling is fun

To sell something requires careful planning and good teamwork. The children learn this step by step – from the first sales idea to selling it on a market day: After examining the idea, it is adapted to the target group and altered as often as necessary to make a sustainable implementation possible. The prices are determined and the earnings and expenses calculated. Prior to the first sales experience, the children train in how sales discussions are conducted.

7 steps to the finish line:

-  1 Reading & answering questions
-  2 Collecting ideas
-  3 Examining the idea
-  4 Planning the market day
-  5 Calculating the prices
-  6 Acting considerately
-  7 Thinking things over

Core competence for the challenge:



I can sell things.

Why not organise a market day as mentioned in the challenge and shown in the comic "Selling is fun" to be carried out during a parents' evening or another school event? It could also be organised as an external event, e.g. at another school, at a university, a weekly market or wherever possible. What is important is that the children are given the opportunity of a (first) real sales experience.



Big idea behind the challenge

Starting with a text encourages the children to sell something themselves. What must be considered? Many different activities, questions and sample calculations help the children plan their first sales experience step by step: Together they think up a sales idea (a product or a service), check it repeatedly and seek a sustainable way of implementing it. Then they manufacture the product or develop their service. They learn how to determine a fair price and prepare for their sales experience with role playing. Afterwards, they discuss what they have learnt from this experience.



Explanatory video for this challenge:

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

Entrepreneurial Competences according to the reference framework

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

- I can put my strengths to use to set motivational goals.
- I can pursue my goals with confidence and persistence.
- I can plan simple activities mindfully and consider their consequences.
- I can fulfil my tasks on my own or in a team even when it gets tough.
- I can understand that I am part of my environment and take on the responsibility to fulfil my tasks.
- I can work with others.
- I can understand that many resources are limited, and I can take a critical approach to the topic of litter.
- I can calculate the price of a self-made product.
- I can take on the role of a salesperson.

Assessment

Steps 2 and 3: The children develop a sales idea and adapt it step by step to the needs of potential customers.

Step 4: Using a template, the children draw up a work schedule together. They reflect on their personal strengths and take responsibility for certain tasks.

Step 5: The children learn how to determine a fair price for the product or service they offer and calculate possible expenses and possible earnings.

Step 6: The children adapt their sales idea until a sustainable way to implement it is found.

The children act out sales discussions as role plays, deriving from these how to act as salespersons.

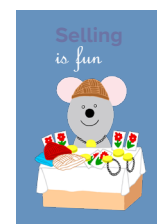
Step 7: The questionnaires help the children to self-assess the competences acquired within the framework of the challenge and to reflect on their work.



Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all children. In addition, the children are provided with the "Selling is fun" comic. You can download it at:

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





Reading & answering questions



Prepare a PowerPoint-presentation using pictures from the "Selling is fun" comic. The presentation as well as all other materials needed for the challenge can be downloaded at:

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

E1: Selling is fun

Look at the "Selling is fun" comic.

The children either look at the comic by themselves or work out the contents of the story together by answering questions with the aid of the PowerPoint presentation which contains didactic instructions on each picture.

Julia is 9 years old. Today she is visiting a flea market. She and her friends are thinking about selling something themselves. What would they like to do with the profits? In the end they organise their own market day with due consideration of the people and the environment.

The comic shall get the children in the mood to sell something themselves.

In **E1** they answer questions on the story they heard.

E2: Product or service?

The children distinguish between goods and services. They give reasons for their decisions, compare their results and discuss them with others.

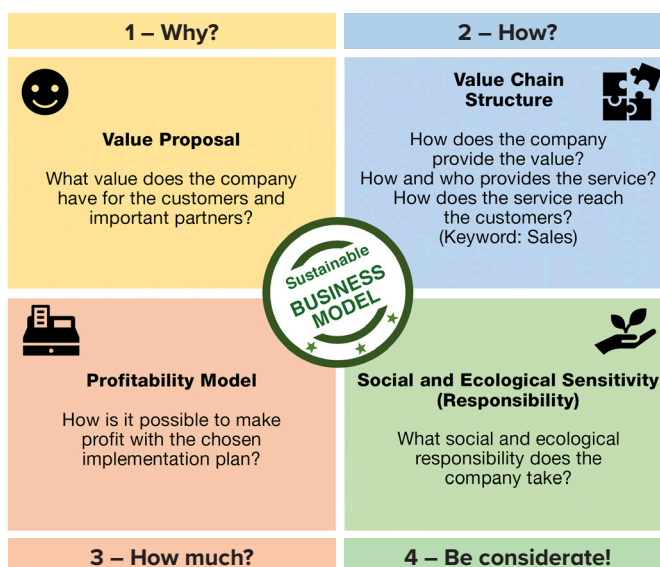
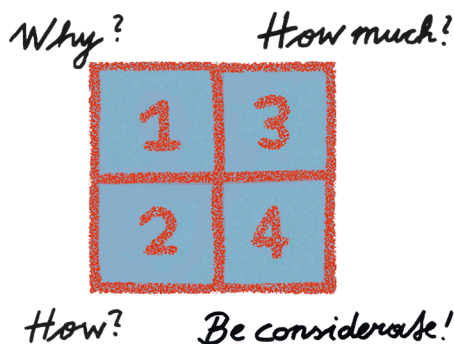


This exercise follows up on the **A1 Perspectives Challenge – Tracking 20 Euros*** where the children get to know the economic cycle and focus on the role they play in the economy.



Collecting ideas

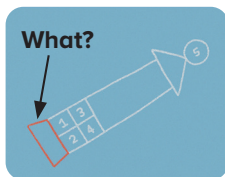
The steps leading to the children's sales experience are outlined in a game of "hopscotch" that is based on the "Sustainable business model" (with a modified order of the boxes):



* This challenge is available at http://www.youthstart.eu/en/challenges/tracking_20_euro/



E1: What would you like to sell?



The illustration in the children's workbook indicates the children's current work step, beginning with **WHAT**.

Before starting to implement a sales idea you need to ask yourself:
What potentials are there and what opportunities do we see?

In other words, for the children this means:

- What are you good at and what talent do you want to use to sell something?
- What problems have you identified that you would like to solve?
- Or do you simply want to make someone happy?

At this point the children will follow up on the contents of three challenges:



In the **A1 Trash Value Challenge*** they learnt how they can use rubbish to create something valuable. Upcycling waste products may be one starting point for a sales idea.



In the **A1 My Community Challenge**** they dealt with the "United Nations' Sustainable Development Goals" (short: "Global Goals"), "making up" solutions to global problems. In doing that, they learnt to perceive a problem and look for a solution to that problem. This too can be a starting point for finding a sales idea.



In the **A1 Idea Challenge – Let's create value***** the children were taught how to create value with their own ideas. This is another way to generate ideas that may be suitable for sale.

The children think of sales ideas, either alone or in groups. In the finding process creativity shall be given free reign.

The ideas are then presented before the class. The children shall give reasons for why their product or their service is suitable for sale.

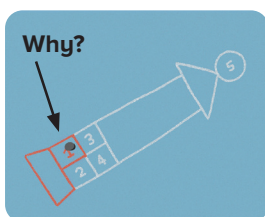
Please note for the presentations: **Every idea is valuable and will be respected!**

Then the children agree on one sales idea.



Examining the idea

E1: Why do you want to sell something?



In this chapter we will deal with questions regarding the **benefits** of our ideas:

Why do you want to sell something?

What is the benefit for you?

What is the benefit for others?

What are your goals?

Who should buy your product or service?

* http://www.youthstart.eu/en/challenges/recycling_adds_value____new_creations_from_the_rubbish_bin/

** http://www.youthstart.eu/en/challenges/solving_problems_together/

*** http://www.youthstart.eu/en/challenges/creating_value/



The children consider what **benefits** they and others can draw from selling something. They also collect ideas regarding what they want to do with the money earned.

For example, the comic shows that the children donate the money they earn to "Red Noses". The following example shall provide cause for a debate:

What do you think is better? Using the money for yourselves or for others?

Together the children agree on class goals for their sales experience.

For example: With the money we earn we want to support ... or go on a trip together.

Another goal may be: *Learning to sell things. Having fun together. Learning to address people in the selling process ...*

It is important not only to mention monetary objectives but also to make social or group dynamic agreements – such as: "We will work well together as a team."

Then write the class goals on a poster. In order to promote commitment, you could let all children sign the goals.

E2: Does your sales idea fit?

The children try to imagine their potential customers and to empathise with them. It helps to ask yourselves questions such as:

- How do the customers spend their time?
- What needs could they have?
- What makes them happy?

The children create mini-profiles for three people. It will be easier to think about people they know. The portrayed persons are then presented either in pairs or before the whole class.

On the basis of each profile the children may also put together a **description of the persons**.

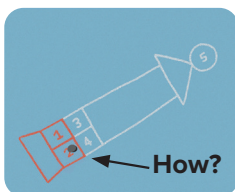
The whole class considers whether the sales idea suits these customers and how it must be designed to please the customers.

The children also check their sales idea by carrying out research: Would people from their private surroundings be willing to pay money for their sales idea?



Planning the market day

E1: How to implement your idea?



The following work step is about the actual **implementation** of the sales idea:
What should the product look like? What should it be made of?
What do you need to prepare the service?
Where could the sale take place?



The children draw their product or describe their service and collect ideas regarding which materials they will need.

Where could the so-called market day take place? Discuss with the children what a suitable place of sale might be:

- the school (e.g. at the parents' evening)?
- another school or university?
- a public market?
- a nursing home? ...

Have the children think about who – depending on the place of sale – could be their customers:
Family and friends will come to every place of sale. The main customers at a university will be students, or old people in a nursing home ...

Decide on a place of sale. Let the children re-examine their sales idea one last time:

Does my product or service suit the customers that will visit our market stand?

What name (for the product or service) could be attractive for the target group?

What promotional message shown on the stand could attract customers?

Is it possible for the customers to buy the product (or the service) for someone else if it does not exactly suit them?

How can this be taken into account when formulating the promotional message?

(Example: The ideal present for your grandchild, for your grandmother ...)

E2: How to create a work schedule for the class

What work steps are required? Draw up a work schedule with the children. Start by collecting the necessary tasks. They will be distributed later.

The work schedule shall include the following categories: **WHAT? WHEN? WHO?**

You will find a template in the annexe.

E3: What can you contribute?

The **strengths-corner-game** helps the children to identify their potentials.

Four strengths required for the organisation of the market day are introduced briefly. Each corner of the classroom stands for one of these strengths:

having ideas – doing handicrafts – explaining things to others – solving mathematical problems

The children think about what they like doing best and place themselves in the right corner.

There they talk to the other children who chose the same corner about when they last made use of this strength.



The class work schedule lists all tasks that have to be fulfilled by market day. Each child considers which of their strengths they can use best and signs up for a specific task.

Invite the children to choose at least one task that might be a bit more challenging for them or where they could learn something new!



The **A1 Be A YES Challenge – Concentrate on the things which are good for you!*** offers more creative ideas and exercises to help the children discover their strengths and learn how to use them!

Each child draws up his/her personal work schedule with exact deadlines for their tasks. If the task will be carried out as a team, also add the names of the team partners.

The goal is that each child takes responsibility for their task and understands that the whole project is only possible if everyone can rely on one another.

Encourage the children to get used to detailed planning even outside school: for their own birthday party, for example.

Further activities for planning events in class or at the school are given in the following challenges, e.g. in:



The **A1 Storytelling Challenge – Castle of stories**** for a story festival



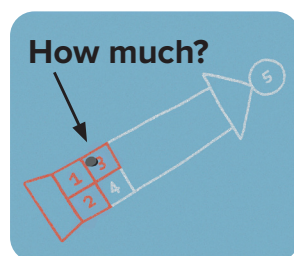
The **A1 Trash Value Challenge – "Recycling adds value" – New creations from the rubbish bin***** for a Trash Value festival to present everyone's own upcycling objects



The **A1 My Community Challenge – Solving problems together****** for the presentation of inventions from the WILMA inventors' workshop



Calculating the prices



The next step revolves about money.

First, we calculate the expenses and the earnings, and in the end, we look at the profit.

All related calculation processes have been summarised to an overview in the annexe. There you will also find a template for a financial plan for the children to fill out.

* http://www.youthstart.eu/en/challenges/concentrate_on_the_things_which_are_good_for_you_/

** http://www.youthstart.eu/en/challenges/castle_of_stories/

*** http://www.youthstart.eu/en/challenges/recycling_adds_value____new_creations_from_the_rubbish_bin/

**** http://www.youthstart.eu/en/challenges/solving_problems_together/



E1: What do you have to spend money on?

The children write down the prices for all materials needed so they can calculate the total expenses.

After the children have chosen a product, they estimate the number of units that can be made from the materials they have. On the basis of this estimate they calculate the expenses per unit (total expenses divided by estimated number of units).

Wherever possible, using recycled materials can save expenses.

E2: How much can the product cost?

The next step is to calculate the sales price, starting with the expenses per unit. The sales price has to be higher, e.g. twice as high.

The factor 2 was chosen to facilitate further calculations. In many sectors other factors are used (e.g. in the food sector <2, in gastronomy well over >2 or fabrics where the factor 2 is common).

Further researches made by the children will show whether or not the customers will be willing to pay the sales price determined in this manner: They interview at least three people. In the event that the price is too high, it must be corrected. Also, if it turns out that it is far too low!



The **A1 My Personal Challenge – Becoming aware of prices and values*** deals with prices and how they are set: How much does something cost? How are prices determined? Why can there be different prices for one product?

**In the end the price should be fair for all involved!
For the customers as well as the salespersons.**

Repeat with the children how value is created:

by having great ideas, by using our knowledge and by investing working hours. Seeing that the children also invest time, know-how and good ideas in their product, it is only fair if they charge more than the mere expenses.



The **A1 Idea Challenge – Let's create value**** shows how to create value.

In order to prevent that the sales experience turns into a business loss, the children also have to calculate the minimum number of units of the product that has to be sold.

This minimum number has to be sold in any case to cover the expenses.

To make profit, a considerably larger number of units of the product must be produced and sold.

Important questions in this regard:

- How long will the children need to produce this number of units of the product?
- Is it realistic that this number is actually sold?

* http://www.youthstart.eu/en/challenges/what___s_it_worth_/

** http://www.youthstart.eu/en/challenges/creating_value/



E3: How much can the service cost?

The price for selling a service is determined in a similar way by researching how much potential customers would be willing to pay for it.

Again, make sure that in the end, the price is fair for both sides. Let the children discuss what they consider to be fair and unfair.

Here too, the only way you can make profit is if you sell a certain minimum amount of your service.

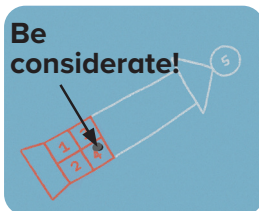
E4: How much are your earnings?

In order to calculate your earnings, the sales price per unit is multiplied by the number of products (or service hours) that have been sold.

The earnings are not to be confused with the profit. The profit is determined by subtracting the expenses from the earnings.



Acting considerately



For all work steps the children follow the **sustainable business model**.

The next step now deals with issues regarding sustainability:

How can you be considerate and mindful to the people around you and to the environment when manufacturing your product or organising your service?

E1: Are you considerate?

In order to find that out, the children examine their sales idea by filling out a questionnaire. If it turns out that the implementation of their sales idea is not sustainable enough, the children still have a chance to change some details.



The **A1 Idea Challenge – Let's create value*** helps the children understand what sustainability means.

Before they can get started with the selling process, the children are trained how to conduct sales discussions. In role plays they get to act as salespersons as well as customers.

From taking the customer's perspective they conclude how to act in the selling process:

be polite (start with a warm welcome), kind, keep eye contact, smile, inquire ...



Thinking things over

E1: Questionnaire for "Lemonade Stand Challenge detectives"

E2: How well can you do that already?

E1 helps to reflect on and discuss the whole challenge once again. It also addresses what could be done differently at the next market day.

E2 helps to self-assess the things learnt.

* http://www.youthstart.eu/en/challenges/creating_value/



TRIO-Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the Lemonade Stand Challenge belongs to the area of **Core Entrepreneurial Education** which deals with basic qualifications of entrepreneurial thinking and acting: the development of innovative ideas and their creative and structured implementation.

Time / Length of the challenge

A minimum of 7 periods (excl. market day).

The time needed for the challenge depends on the products or services chosen.

Necessary background knowledge

- Recommended for the 4th grade, possible to be carried out from 3rd grade.
- The children are able to do simple calculations.
- They are familiar with basic money management principles.

Context within the „Youth Start Entrepreneurial Challenges“ Programme

The **A1 Lemonade Stand Challenge** serves as a gateway to the level A2 and B1

Lemonade Stand Challenge

It is closely related to the following challenges that should best be finished before:

- **A1 Be A YES Challenge – Concentrate on the things which are good for you!**
- **A1 Trash Value Challenge – "Recycling adds value" – New creations from the rubbish bin**
- **A1 My Personal Challenge – "Becoming aware of prices and values"**
- **A1 Perspectives Challenge – "Tracking 20 euros"**
- **A1 Idea Challenge – "Let's create value"**
- **A1 My Community Challenge – "Solving problems together"**

All challenges: www.youthstart.eu

Additional materials



Explanatory videos:

- "How does the market work?": <https://www.youtube.com/watch?v=5c4XC39pnqs>
- "How does a company work?": <https://www.youtube.com/watch?v=k53oujLQxcw>
- "Why do some things cost more than others?"
https://www.youtube.com/watch?v=A5qcj_5NqDg&t=2s



What?	By when?	Who?	✓
Sketch the product (+ maybe its packaging) / outline accessories for the services			
Brainstorm names for the product / service			
Think of ways to decorate the stand			
Choose a promotional message for the stand			
Draw up a list of materials (for the product / service as well as for the decorations for the stand)			
Research the prices for the materials			
Collect used materials that already exist			
Buy the missing materials			
Produce the product (+ maybe packaging) / accessories for the services			
Check the products: Are there enough products and do they work?			
Calculate a sales price for the product / service			
Write a price list or price tags			
Make decorations for the market stand			
Create a text for the advertising poster			
Design and write the advertising poster			
Create a text for the flyer (showing the date, place and time of the market day)			
Design and write the flyer			
Organise accessories for the sales stand: table, poster stand, possibly chairs			
Prepare a cash box with change for the market day			
Prepare receipts			
Transport the products / accessories for the services and stand decorations to the place of the market day			
Take scissors, glue, pens, paper ... to the market day			
Decorate the stand on market day			
Conduct sales discussions on market day			
Issue receipts and give change on market day			
Collect and throw away the rubbish on market day			



FINANCIAL PLAN

	Product	Service
TOTAL EXPENSES	<p>How much do the materials cost?</p> <p>= expenses</p> <p>20 € + 80 € 100 €</p> <p>Estimate how many units you can make.</p> <p>Estimate: 200 units</p> <p>Total expenses : units = expenses per unit 100 € : 200 units = 0.5 € (= 50 Cent)</p>	<p>How much do the materials cost?</p> <p>= expenses</p> <p>100 € + 200 € 300 €</p> <p>Are there other expenses, such as rental costs, clothes ...?</p>
SALES PRICE	<p>In order to have money left in the end, the price for the product has to be higher than its costs – e.g. twice as high.</p> <p>Expenses per unit x 2 = price per unit 0.5 € x 2 = 1 €</p> <p>How many units do you have to sell in order to have money left?</p> <p>Total expenses : sales price per unit = minimum number of products sold (or else loss) 100 € : 1 € = 100 units (or else loss)</p>	<p>Estimate how much the customers pay for it.</p> <p>Estimate: 5 € (e. g. per ticket)</p> <p>Is this fair for all?</p> <p>= Price per service</p>
EARNINGS	<p>Price per unit x units sold = earnings 1 € x 200 units = 200 €</p> <p>maximum number of units → maximum earnings</p>	<p>Estimate how many viewers will come.</p> <p>Estimate: 80 viewers</p> <p>Price per service x sold services = earnings 5 € x 80 = 400 €</p>
PROFIT	<p>200 € - 100 € 100 €</p>	<p>Earnings - Expenses Profit</p> <p>400 € - 300 € 100 €</p>



FINANCIAL PLAN

	Product	Service
TOTAL EXPENSES	<p>How much do the materials cost?</p> <p>= expenses</p> <p>+ € + € ____ €</p> <p>Estimate how many units you can make. Estimate: _____ units</p> <p>Total expenses : units = expenses per unit ____ € : _____ units = _____ €</p>	<p>How much do the materials cost?</p> <p>= expenses</p> <p>+ € + € ____ €</p> <p>Are there other expenses, such as rental costs, clothes ...?</p>
SALES PRICE	<p>In order to have money left in the end, the price for the product has to be higher than its costs – e.g. twice as high. Expenses per unit x 2 = price per unit _____ € x 2 = _____ €</p> <p>How many units do you have to sell in order to have money left? Total expenses : sales price per unit = minimum number of products sold (or else loss) _____ € : _____ € = _____ units (or else loss)</p>	<p>Estimate how much the customers pay for it.</p> <p>Estimate: _____ € (e. g. per ticket)</p> <p>= Price per service</p>
EARNINGS	<p>Price per unit x units sold = earnings _____ € x _____ units = _____ €</p> <p>maximum number of units maximum earnings</p>	<p>Estimate how many viewers will come. Estimate: _____ viewers</p> <p>Price per service x sold services = earnings _____ € x _____ = _____ €</p>
PROFIT	<p>_____ € - € ____ €</p>	<p>Earnings - Expenses Profit</p> <p>_____ € - € ____ €</p>

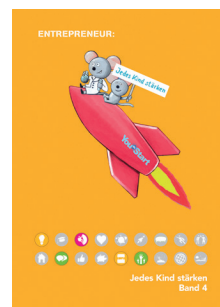
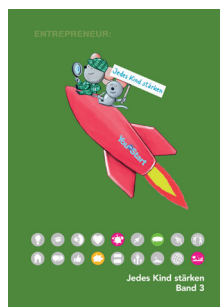
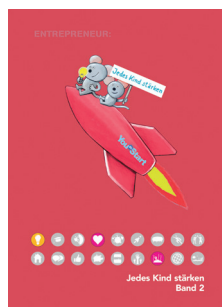
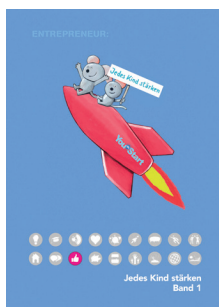
Additional materials

"How does the market work?": <https://www.youtube.com/watch?v=5c4XC39pnqs>

"How does a company work?": <https://www.youtube.com/watch?v=k53oujLQxcw>

"Why do some things cost more than others?" https://www.youtube.com/watch?v=A5qcj_5NqDg&t=2s

All Challenges of level A1 are also available in a printed version in German. You can download them for free or order them at www.jedeskindstärken.at (*Jedes Kind stärken*, 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://youthstart.eu/en/challenges/selling_is_fun_/

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

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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.



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