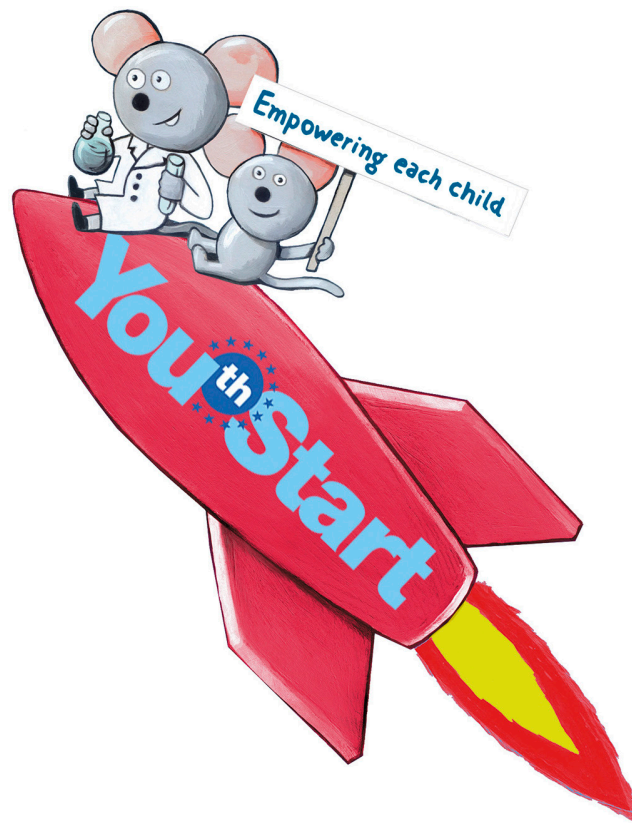




# A1 Lemonade Stand Challenge

Selling is fun

## Student Manual



**Andrea Bisanz • Heidi Huber • Eva Jambor • Valentin Mayerhofer**

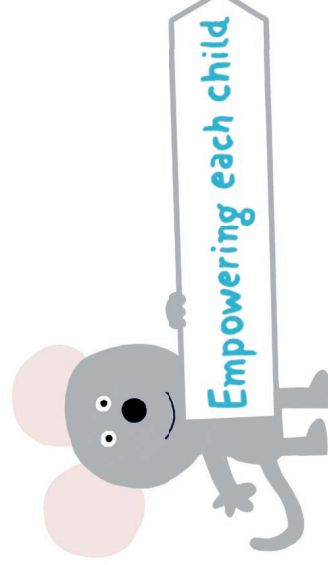
All Challenges of level A1 are also available in a printed version in German. You can find them at  
**[www.jedeskindstärken.at](http://www.jedeskindstärken.at)** (*Jedes Kind stärken*, volume 1 - 4).



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## with the You<sup>th</sup> 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 You<sup>th</sup> 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](http://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.

## Information for parents

**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 „**You<sup>th</sup> 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.

**The „You<sup>th</sup> 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](http://www.ifte.at) | [www.youthstart.eu](http://www.youthstart.eu)**

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



# A1 Lemonade Stand Challenge

## Selling is fun

In the **Lemonade Stand Challenge** you will learn how you and your whole class can sell a product or a service at a market day.

Explanatory video:

[http://www.youthstart.eu/en/challenges/selling\\_is\\_fun\\_/](http://www.youthstart.eu/en/challenges/selling_is_fun_/)

### 7 steps to the finish line:



Reading & answering questions

page 5



Collecting ideas

page 7



Examining the ideas

page 8



Planning the market day

page 10



Calculating the prices

page 13



Acting considerably

page 16



Thinking things over

page 17



Ich can sell things.



## 1. Selling is fun



Pick up the "Selling is fun" comic\* and answer the questions on the story.

1. How much money is Julia allowed to spend at the flea market?

\_\_\_\_\_

2. What is the most expensive object at the flea market?

\_\_\_\_\_



3. What sales ideas do the children have for their market day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4. Which of these ideas do you like best?

\_\_\_\_\_

5. The children are still pondering what to do with the money they earned. What ideas do they have?

\_\_\_\_\_

\_\_\_\_\_

6. Why does Anil suggest creating something from rubbish?

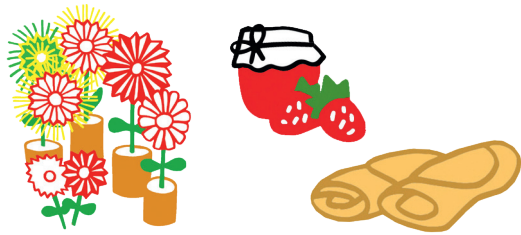
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\_\_\_\_\_

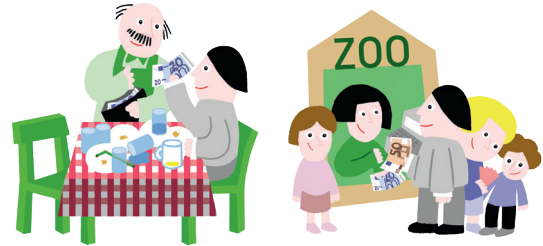
\* You can download the comic here: [http://www.youthstart.eu/en/challenges/selling\\_is\\_fun/](http://www.youthstart.eu/en/challenges/selling_is_fun/)



## 2. Product or Service?



Product



Service



Julia and the other children have many ideas regarding what they could sell. Is it a product or a service? Tick the right box:

	Product	Service
• old clothes and toys	<input type="checkbox"/>	<input type="checkbox"/>
• reading poems	<input type="checkbox"/>	<input type="checkbox"/>
• a booklet with poems and pictures	<input type="checkbox"/>	<input type="checkbox"/>
• performing a play	<input type="checkbox"/>	<input type="checkbox"/>
• playing music and singing	<input type="checkbox"/>	<input type="checkbox"/>
• something hand-made from rubbish	<input type="checkbox"/>	<input type="checkbox"/>
• a newspaper for good news	<input type="checkbox"/>	<input type="checkbox"/>
• home-made lemonade	<input type="checkbox"/>	<input type="checkbox"/>
• Comics and stickers to collect and trade	<input type="checkbox"/>	<input type="checkbox"/>



Are the children selling a product or offering a service?

They are selling something they or others have made.

Somebody pays them for taking on a specific task.



What was the last product bought for you?

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What service did your parents last pay for?

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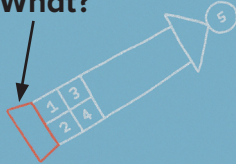


## 1. What would you like to sell?



Would you like to sell something at a market day - just like the children in the story?  
Think of something specific:

What?



Is there something you are good at that you want to use to sell.

Is there a problem you would like to find a solution for?

Something that helps other people?



In the **Trash Value Challenge\*** you learnt how to turn rubbish into something valuable.

In the **My Community Challenge\*** you dealt with global problems and made up ways to solve them. Does that give you a sales idea?

Or is your idea from the **Idea Challenge – Let's create value\*** good for sale?



Write down all ideas you can think of. It may be a product or a service.



Present your ideas before your class.

Every idea is valuable. Respect the ideas of others!



Collect the ideas of everybody in your class and decide on a joint sales idea:

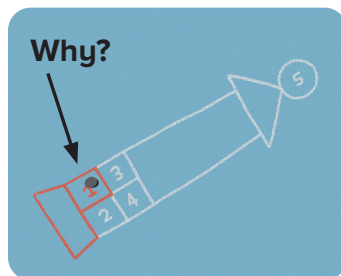
At market day we will sell \_\_\_\_\_

\_\_\_\_\_

\* You can download the Challenges here: [www.youthstart.eu](http://www.youthstart.eu) (Challenges on level A1)



## 1. Why do you want to sell something?



### Benefit:

Why do you want to take part in a market day?

What are your goals?

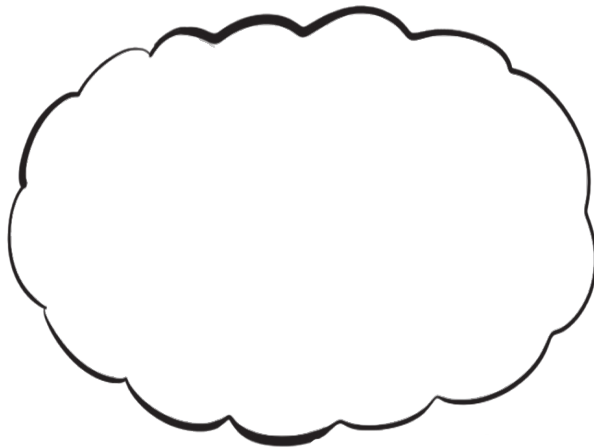
Who are you organising the market day for?

Who should buy your product or service?

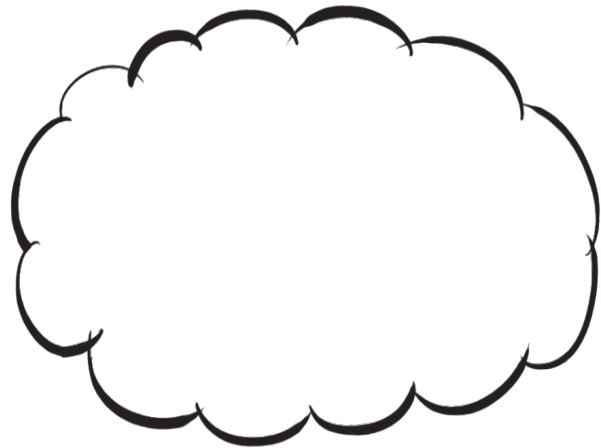


Think about how it can benefit you and others to sell something at market day. What is the benefit for you? What is the benefit for others?

### Benefit for me



### Benefit for others



Collect ideas regarding what to do with the money earned. Spend it on yourselves? Spend it on others? Discuss what you find better.



### What do you want to achieve at market day?

Agree on common class objectives. You can write them onto a poster and sign that you will all stick to them.

### our common goals

1. We will \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Signature: \_\_\_\_\_





## 2. Does your sales idea fit?



Think about who might buy something from you:

How do these people spend their time?

What needs do they have?

What makes them happy?

Empathise with your potential customers and describe them.



It will be easier to think about people you know.

Sophie

- 20 years old, student
- enjoys reading
- is on the road a lot
- likes flowers

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Present the persons you have described before the class.



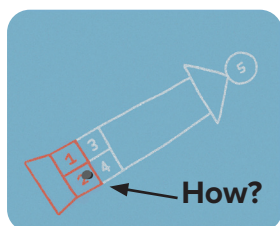
Examine your sales idea together:

Would these people be willing to spend money on your product or service? Ask people around you.

How do you have to design your sales idea to arouse the interest of those people?



## 1. How to implement your ideas



### Implementation:

How will you create your product?

What do you need to offer your service?

Where could the market day take place?



Now you can start planning: What should your product look like? Make a sketch. Or would you rather offer a service? Then describe it.



In class, think the following through:

- What material should your product be made of?
- Do you need any materials for your service?
- How many units of your product do you want to sell?
- Is there enough time to make it by market day?

TODAY IS  
MARKET DAY



Where could the market day take place? Depending on the place, different people will come shopping. Who might your customers be?

- at your school: **parents, children,** \_\_\_\_\_
- at a university: \_\_\_\_\_
- at a public market: \_\_\_\_\_
- \_\_\_\_\_ : \_\_\_\_\_



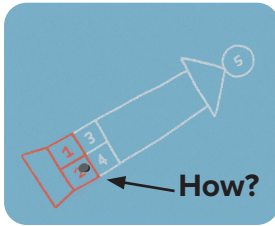
Decide on a place for your market day. Does your offer suit your customers? If not: Could they buy it for someone else instead?



Decorations and advertising are a way to attract customers to your market stand. Find an attractive name for your product or your service and create a promotional message for advertising your stand.



## 2. How to make a work schedule for the class

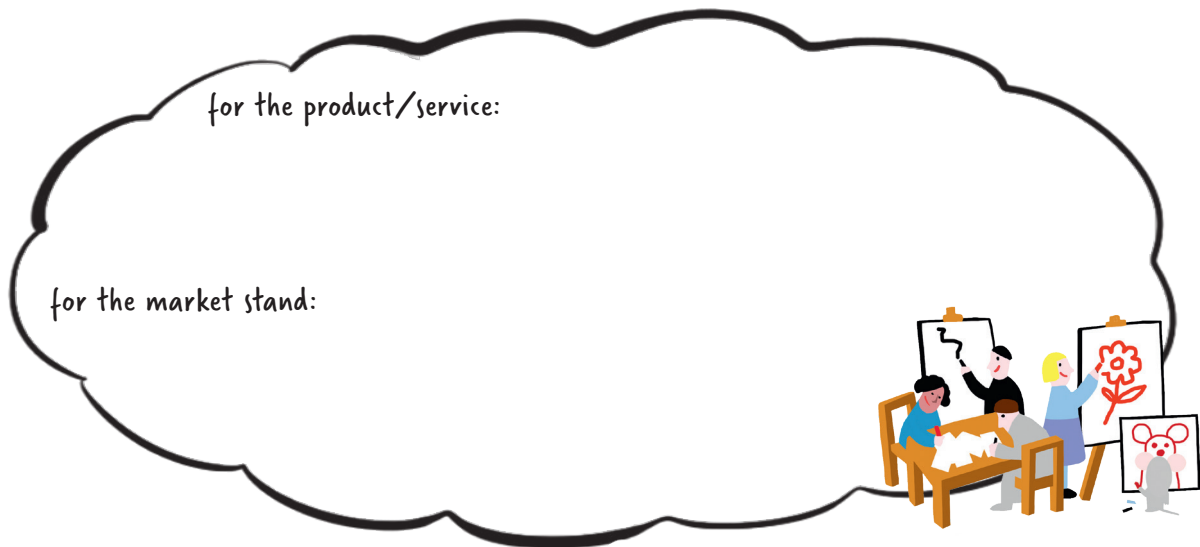


### Implementation:

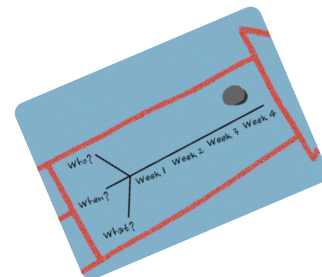
What do you have to prepare for the market day?  
Who wants to take on which tasks?  
Whose support do you need?



Consider which tasks have to be fulfilled before your class can sell things at the market day.



Collect all ideas and draw up a work schedule together for your class. Write on a poster **WHAT** has to be done by **WHEN**, and **WHO** is responsible for each task. Also write down if you need help with something.



Don't forget to include the following tasks:

- Make sure that all necessary materials are available.
- Research how much the materials cost.
- If you want to sell a product: Check that the items are carefully manufactured (= quality control).
- Think of ways to decorate the stand.
- Advertise the market day to make sure that enough customers come!
- Transport the products to the location of the market day (if it does not take place at your school).

\* There is a template for the work schedule for the class in the Teacher Guide.



### 3. What can you contribute?



In the strengths-corner-game each corner in the classroom stands for a specific strength. Ask yourself what you like doing best and place yourself in the right corner.

#### Having ideas

You are creative and always thinking of new and interesting things.

#### Doing handicrafts

You work well with your hands and work with precision.

#### Explaining things to others

You like talking to people, you are polite and listen attentively.

#### Solving mathematical problems

You like to think logically and you enjoy working with numbers.



Think of situations in which you were able to apply one of these strengths and tell others about it.



The work schedule lists all tasks that you have to fulfil together by market day. For which tasks can you best use your strengths?

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Distribute the tasks, taking into consideration your strengths. Would you like to practise something at market day that you're not too good at yet? Then volunteer for a task that gives you the opportunity to learn something new.



Clearly write down your tasks in your personal work schedule.

What?	With whom?	By when?

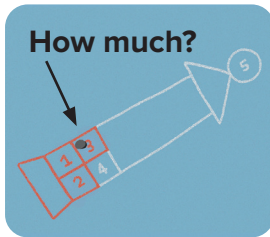


A detailed work schedule with precise times also helps you if you want to organise your own birthday party or if you want to plan a "story festival", the "Trash Value festival" or the "Inventor's festival" at your school.

A work schedule helps whenever you want to implement your own ideas!



## 1. What do you have to spend money on?



To set a price for your product or service you need to know your **expenses**.

The money you spend to make a product or to prepare a service is what you call **expenses**.



Enter all materials you need for your product or service into the table. Do not forget the materials you need to decorate your market stand! Research the prices on the internet.

Material	Price €
<b>Total expenses</b>	_____ €



Before you sell a product you also have to calculate how much you spent on one unit (*this does not apply to services*). Firstly estimate how many units of your product can be made out of the materials you have and write down the calculation:

**Total expenses**

**Estimated number of units**

**Expenses per unit**

\_\_\_\_\_ €  \_\_\_\_\_ = \_\_\_\_\_ €



Is it possible to save on expenses? Collect ideas:

- recycling used materials

• \_\_\_\_\_

• \_\_\_\_\_



Then recalculate the **expenses per unit** after having reduced the **total expenses**.



## 2. How much can the product cost?



In order to have money left in the end, the sales price for one unit has to be higher than the expenses per unit e.g. twice as high.



Write down the calculation:

$$\underline{\hspace{10em}} \text{ € } \times 2 = \underline{\hspace{10em}} \text{ € }$$

**Expenses per unit** **Sales price per unit**



Ask three people if they would be willing to pay this price for your product. If it is too high, then correct it together.



Make sure that the price is also fair for you! What makes your product valuable? Remember what you learnt in the **Idea Challenge – Let's create value:**

great ideas, \_\_\_\_\_



### What is the minimum number of units of your product you have to sell?

If you don't want to lose money in the end, you will have to sell a minimum number of units of your product.

$$\underline{\hspace{10em}} \text{ € } : \underline{\hspace{10em}} \text{ € } = \underline{\hspace{10em}}$$

**Total expenses** **sales price per units** **minimum number of units**

## 3. How much can the service cost?



When you offer a service, it is not as easy to determine a price.

Answer the following questions:

How much would you pay for your service? \_\_\_\_\_ €

How much would your parents pay? Ask them. \_\_\_\_\_ €

How much would your teachers pay? Ask them. \_\_\_\_\_ €

What service can be compared with yours?

\_\_\_\_\_ It costs \_\_\_\_\_ €



Consider in class what price would be fair for you as well as your customers and set the price. Take into consideration all expenses needed, e.g. rent (for a theatre play). How often do you have to sell the service at least?



## 4. How much are your earnings?

The amount of your **earnings** depends on how many of your products or your services you sell.



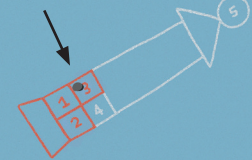
Enter the right calculation sign into the box:

Units or services sold  **Price per unit** = **Earnings**

### Earnings ≠ Profit:

The amount of money you take at the market day are your earnings. That is not your profit. The profit is calculated by subtracting the expenses from the earnings.

### How much?



Write the correct terms onto the dotted line and use the formula to calculate your **profit** after market day:

\_\_\_\_\_ € - \_\_\_\_\_ € = \_\_\_\_\_ €  
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You can only make **profit** when you sell more than the minimum number of units of your product. How many units of your product do you want to make?  
Do you have enough money to buy the materials needed?

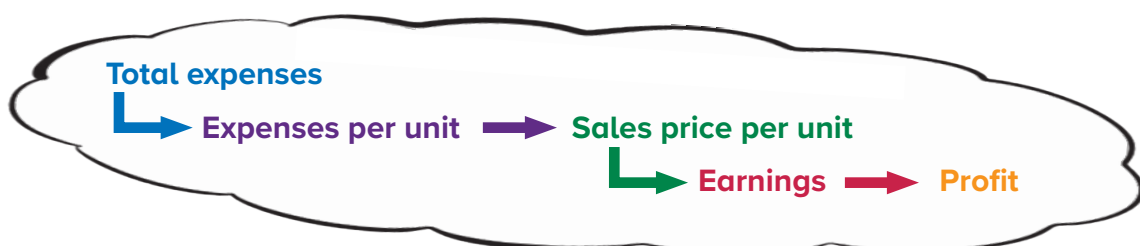


What will you spend the **profit** of the market day on?

\_\_\_\_\_

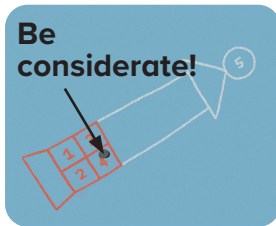


Do you remember all calculations? There is an overview in the Teacher Guide:





## 1. Do you act considerately?



### Be considerate!

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



Are you considerate and sustainable in the implementation of your idea?

The **Idea Challenge – Let's create value** shows you what sustainability means.

Tick the right column:



We will use our profit to support people.		
We use recycled materials to make our product and to decorate our market stand.		
Our product or service harms neither people nor the environment.		
Our product or service has a positive impact on the people or on the environment.		
After the use, our products and our promotional materials can be disposed of in an environmentally friendly way.		



What can you change about your product or your service in order to be even more considerate?

---



---



How can you be considerate in the sales process? Find out with role playing in pairs. Each child chooses two sales roles:

The salesperson is: pushy, empathetic, un-/interested, un-/friendly

What did you as a customer find pleasant? Write it down and act exactly in that way when selling to make your customers feel good:

The salesperson welcomed me warmly, explained me something, asked questions,

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## 1. Questionnaire for "Lemonade Stand Challenge detectives"

Together with your classmates you implemented a sales idea and sold things at a market day.

1. How much is your profit?

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2. Was the price suitably calculated? If not, what would you do differently next time?

---

3. Did you sell everything? If not, what do you think was the reason?

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4. Which goals did you reach together, which ones did you not reach?

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5. Did all children in class take on and reliably fulfil a task? If not, how could you make sure of that next time?

---

---

6. If you ever organised another market day, what would you sell? Why?

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---

7. What advice would you like to give your friends who are taking part in a market day for the first time?

---

---

Talk to others about your answers.





## 2. How well can you do that already?

Market day is over. Think of things that went well for you. How well did it go?

Here is what the four symbols mean:



I am very good at that.



I can do that a little bit. If I practice, I will get better.



I am good at that.



I need a lot more practice for that.



I can imagine what others might need.				
I can think of an attractive name for a product or a service.				
I can fulfil my tasks on time.				
I can work together with others as a team.				
I can draw up a work schedule.				
I can calculate expenses for a product or a service.				
I can explain the difference between earnings and profit.				
I can calculate the number of units I have to sell so I don't suffer a loss.				
I can conduct a sales discussion.				
I am confident to try out and learn something new.				

## 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](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](http://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 "You<sup>th</sup> Start Entrepreneurial Challenges" Programme.



All parts of the programme are available as Challenges at competence level A1 (=primary level) at [www.youthstart.eu](http://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 "You<sup>th</sup> Start mindfulness programme".

Explanatory video for this challenge: [http://www.youthstart.eu/en/challenges/selling\\_is\\_fun/](http://www.youthstart.eu/en/challenges/selling_is_fun/)

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The You<sup>th</sup> 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](mailto:office@ifte.at).



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