



Lemonade Stand Challenge B1

I can sell things.

Core Entrepreneurial Education




Selling Products and Services

From implementing an idea to purchase planning and accounting, this challenge will give students first-hand experience of what it takes to make a product or a service a big seller and how to achieve the greatest possible success with a given budget.

Student Manual



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Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – 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: Feasibility Study

Description: Please use the table below to choose the most promising object for sale or presentation. Complete a table for each object to be assessed and rate each criterion with points: 4 points = excellent, 3 points = very good, 2 points = satisfactory, 1 point = sufficient, 0 points = insufficient). Add up the points at the end. If a product shows 0 points under criteria, you should think about removing the product from your list if there are no possibilities to solve the problem with additional measures.

Object no. ...

Criteria	Question	Answer	Points
Personnel	Are there enough persons who are willing to sell at the stand inside or outside the school and to carry out all preparation and rework?		
Money	Do you have enough money to buy the necessary things for the stand and to raise the necessary resources?		
Time	Do the members of the group have enough time to carry out all necessary tasks for the sale or presentation?		
Know-how	Are there enough persons inside and outside the school who know how to produce the objects for sale or presentation?		
Strategy	Does the object align with the programme of the school?		
Success	Does selling the goods or presenting the object result in a profit or any other benefit?		
Total Points			



Worksheet 2

Production or Sales Plans

Description: After deciding on the object for the sale or presentation at the stand, the process of the production (or sales process if you resell the products without treatment) has to be planned. Before you start completing the plan below, please produce a prototype of your product. While producing the prototype, take notes and photos of how you did it. The more detailed your notes are, the easier it is for you to plan bigger quantities. If you produce drinks or food, look for recipes in cookbooks. Please take into account that the process starts with buying the necessary resources and stops when the objects are delivered at the stand (packaging included).

Example: necessary resources: organic, washed lemon, step: squeeze lemon, (intermediate) result: lemon juice, responsible person: Susan, minutes: 1 minute per lemon

Tip: Use the column necessary resources to prepare a shopping list.

Plan of the production and / or sales process				
Necessary resources	Step	(Intermediate) Results	Responsible person	Minutes



Worksheet 3

Setting goals, time and responsibilities

Description: The use of this checklist should prevent you from forgetting something important. You can, of course, delete things that are not suitable for your object or add missing ones. Please mark the activities when finished with a check (✓). Look over the list again before you sell or present the objects at the stand (S). Carry out a final check before you finish your activities (F). These checks should be carried out by other persons (four-eye principle).

Checklist: Goals, time and responsibilities

		✓	S	F
Goal(s)	There is at least one goal formulated as a sentence (e. g. We sold 350 cups of lemonade until 1st of April 2015 and at least 90 % of our customers like our lemonade.).			
Time	There is a task list with the column's activity, duration in minutes or hours and responsible person.			
Responsibilities	The task list contains in any case the following activities:			
	Planning the stand / display design			
	Obtaining the things necessary for the stand(e. g. table cloth)			
	Designing the stand (e. g. sketch)			
	Assembling the stand			
	Keeping the stand clean			
	Planning the waste management			
	Separating the waste			
	Disposing of the waste			
	Disassembling the stand			
	Planning the advertising measures			
	Designing the advertising measures (e. g. flipchart)			
	Carry out the advertising measures			
	Calculating the sales price			
	Holding the sales training			
	Asking customers for their detailed expectations			
	Testing the prototypes			
	Planning the production and/or sales			
	Buying the resources necessary for the production			
	Producing the product			
	Transporting the products to the stand			
	Planning the packaging			
	Obtaining the packaging material			
	Packing			
	Designing the invoices			
	Selling and presenting at the stand			
	Issuing bills			
	Recording figures about the success (sold products and resources used, achieved benefit)			
	Calculating costs and success (profit or loss)			
	Using the money earned as agreed upon (class account or donation)			
	Documenting all activities with photos			
	Writing a report (e. g. for the homepage and/or Facebook page of the school)			



Worksheet 4

Design of the stand

The design of the stand depends mainly on the object presented. Usually a “large and attractive three-dimensional advertisement” motivates us to go and look at it and buy the product being sold. You will need some of the things mentioned below according to the planned size of your stand and your design concept. This is a basic list for your own planning and is by no means complete. Therefore, please add or delete items as needed.

Please mark the activities when finished with a check (✓). You can, of course, delete things that are not suitable for your object or add missing ones. Look over the list again before you sell or present the objects at the stand (S). Carry out a final check before you finish your activities (F). These checks should be carried out by other persons (four-eye principle).

Checklist design of the stand		✓	F	S
Fulfil basic rules	You detect the stand even if it is far away			
	The stand makes you curious			
	The benefits of the objects are visible			
	Sales pitches may be carried out comfortably			
	The product is stored and presented properly until it is sold.			
	The stand has a unified design			
	The design of the stand considers the expectations of the customers			
	The stand personnel is able to work at the stand properly (selling, packaging, issuing bills)			
Decoration	The rules for security and preventing fire are observed			
	Advertisements, flipcharts			
	Pictures			
	Table cloth			
	Signs and lettering (e. g. cover)			
	Coverage			
	Smell: fragrances candle, essential oils			
Objects	Other decoration materials:			
	Sample product			
	Presentation of the service or object			
	Dishware			
	Supplies for waiting on tables			
	Food handling items (e. g. gloves)			
	Packaging			
	Price list			
	Description of the product (declare ingredients which may cause allergic reactions carefully)			
	Other material concerning the product:			

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Checklist design of the stand

✓

F

S

Advertising material	Leaflet			
	Sticker			
	Promotional film			
	Advertising announcement			
	Promotional gift			
	Other advertising material:			
Furniture	Seating			
	Table			
	Cabinet or shelf			
	Cooler			
	Dustbin			
	Lighting			
	Music: device, media, loudspeaker			
	Computer, tablet and other hardware (e. g. printer)			
	Storage (e. g. shelf, lockable cupboard, bar)			
	Projector (e. g. laptop, tablet, beamer)			
	Other furniture:			
Stationery	Notepad			
	Writing material: pencil, ball point pen, flipchart marker, eraser			
	Calculator			
	Invoices (forms)			
	Name tags			
	Hole puncher			
	Scissors			
	Stapler			
	Paperclips			
	Sticky tape, glue			
	Ruler			
	Stamp and ink-pad			
	Folder			
	Other stationery items:			
Other things	Cleaning supplies			
	Extension cable			
	First-aid kit			
	Sewing kit			
	Tools			
	Other things:			



Worksheet 5

Calculation of costs and profit or loss

Description: The results of Worksheets 2 -4 are integrated into this plan. To keep the calculations clear, please only take real costs into account (e. g. materials for the production). As you will earn profit, the costs of your workforce is not included. Please don't consider in the calculations costs that you don't have. (e. g. if you produce ice cubes at home without additional costs)

You can calculate the costs using the minimum, the standard or the maximum model.

The costs will be calculated according to the schema listed below for the model you have chosen. You may also use the Excel file. Please expand the columns and rows of the calculation scheme if necessary.

Please estimate the number of products to be sold to calculate the success. It's possible that the number of people passing the stand and wanting to buy your product will help you to estimate the number.

You will calculate the contribution to profit per product, which shows you the difference between the price landed and the sales price per product, and how much the sale of one product contributes to cover the other (fixed) costs and to make a profit.

Minimum Calculation Model

Costs according to the shopping list	Price	Quantity	Total
the total cost			

Earnings	EUR
Sales price per piece	
Quantity sold	
the total earnings	
profit or loss	

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➤ Standard Calculation Model

Variable costs for the lemonade	Price	Quantity	Total
Variable costs per piece			
Sales price per piece			
Variable costs per piece			
Profit contribution per piece			

➤ Maximum Calculation Model

Material	Amount	Calculation	Amount	Calculation	Amount	Calculation
Price of the purchased goods (taxes included)						
- discount						
Price less the discount						
+ allowances on the invoice (e. g. transportation, packaging)						
Total						
- cash discount						
Total						
+ delivery costs sen						
Landed price / cost per invoice						
Quantity per sold product						
Landed price / cost per sold product						

Sales price per pie	
Landed price per piece (costs for material)	
Contribution to profit per piece	

Quantity sold	
Earnings	
- cost for material	
- other production costs	
- costs for the stand	
- loss (e. g. destroyed or corrupted material)	
Success (profit or loss)	



Worksheet 6

Information about the object

Description: Please answer the following questions to set up a detailed description of your object (product, service or idea) for the sales pitch.

Product	Description	Answers for the object to be sold/presented
Producer	Who produced the object?	
Composition	Of what ingredients does the object consist? Are there dangerous or unknown ingredients (e. g. causing allergic reactions)?	
Benefit	What need(s) of the customer does the product fulfil?	
Price	What do I have to pay for the object? Is the price fixed or flexible? How much does the competitor charge for the product?	
Do's	Which things should you do with the product?	
Dont's	What is prohibited while handling the product?	



Worksheet 7

Preparation for secret shopping

Description: Secret shoppers test the service quality of enterprises. Please read through the assessment sheet to prepare you for the secret assessment.

Secret Shopper - Assessment

Grade: 😞 1 = unsatisfactory, 😐 2 = sufficient, 😊 3 = satisfactory, 😄 4 = very good, 🌟 5 = excellent

Criteria	Descriptors about poor work quality	Grade	Descriptors about quality work
1. Stand/Display Design			
Professionalism	Information cannot be understood while passing by (too much or too little information). Diagrams/designs are randomly attached and make no sense.		Uniform, harmonious and informative design Corporate design is recognisable. Labels are easily legible. Attached diagrams/designs make sense.
Advertising Effectiveness	Stand's message and USP cannot be identified.		Stand stands out positively from the rest / strong USP. Advertising message is reflected in stand.
Organisation	Stand is chaotic and hectic (things are missing, garbage is full, things lying around).		Clean, clear and functional well-designed stand.
2. Sales pitch			
Behavior and recognizing customer needs	Stand personnel does not care about visitors. Unfriendly behavior. Visitors are handled poorly. Stand team has a sloppy, inappropriate appearance.		Stand visitors are greeted politely, asked how they can be served. Visitors' requests are answered and fulfilled if possible. Stand team has a good appearance and are well-groomed.
Product knowledge	No questions regarding the product can be answered sufficiently. Terms and conditions (as well as shipping and payment terms) are all unknown.		All customer questions are answered regarding the product or service with expertise and knowledge. This includes the terms and conditions (as well as delivery, payment, and guarantee if applicable).
Negotiation Skills	Taciturn, introverted team.		Questioning technique is used carefully. Prices are justified to the buyer.
3. Economic Aspect			
Invoicing	Invoices are issued incorrectly or incompletely Invoicing in home currency is not possible		Invoices are issued incorrectly or incompletely Invoicing in home currency is not possible
Processing payments	Misinformed about payment transactions. Payments cannot be settled due to lack of information or incorrect information.		Misinformed about payment transactions. Payments cannot be settled due to lack of information or incorrect information.
4. Working with receipts			
Quality of customer receipts	Customer receives a false, incomplete or no receipt and waits for a long time.		Customer promptly receives a correct and complete payment slip or invoice.



Student Worksheet 8: Self-Assessment

Assess how you did by filling the boxes with the appropriate smileys!

😞 1 = unsatisfactory, 😐 2 = sufficient, 😊 3 = satisfactory, 😄 4 = very good, 🌟 5 = excellent

Criteria	Descriptors about poor work quality	Grade 😞 😐 😊 😄 🌟					Descriptors about quality work	Grade (Weight/Points)	
1. Language							10 %		
Simplicity	Too sophisticated, complex					Simple and understandable			
Concise	Huh? What's your point?					Short and to the point			
Fluent	I don't understand you					Logically structured speech			
Formal Language	Used informal language					Used formal language			
Persuasive	Negative, dull, you don't listen					Positive, inspirational, active listener			
2. Greeting							5 %		
Tone	Unfriendly					Friendly			
Connect with people	Only said a greeting					Knew people's names, tried to make a personal connection			
3. Recognition of Customers Needs							10 %		
Question words	Did not use them					Used all of them			
Customer needs	Not fulfilled					Fulfilled			
Recognised customer needs	Did not recognise					Recognised			
4. More detailed salesmanship									
4.1 Demonstration of goods							15 %		
Inspired customers	Did not demonstrate goods					Demonstrated goods			
Got customers inspired about the product	Salesman/woman is not inspired by the product					Salesman/woman is inspired by the product			
4.2 Description of goods							20 %		
Brand or Producer	Did not state					Stated			
Description/Overview	Did not describe					Described			
Use and Do's and Don'ts	Did not state					Stated			
4.3 Argumentation							15 %		
Argumentation	Not used for customers, nor sales pitch					Used for customers and sales pitch			
Stated Price	At the beginning, end or totally forgot.					In the middle of the conversation			
Price Justification Techniques	Did not use					Used			
4.4 Customer Objections							15 %		
Customer Objections	Did not recognise					Recognised			
5. Conclusion							5 %		
Upon willingness to buy	Did not react					Reacted			
6. Farewell							5 %		
Tone	Unfriendly greeting					Friendly greeting			
Complimented clientele	Did not compliment customer					Complimented customer			
Total impression/total assessment							100 %		



➔ **Worksheet 9** **End of Unit Self-Assessment**

Circle each face that shows how you did!

I am comfortable in taking responsibility for a task.	😊	😊😊	😊😊😊
I can face potential competition in the implementation of tasks.	😊	😊😊	😊😊😊
I can develop ideas and provide justifications for why they should be implemented.	😊	😊😊	😊😊😊
I can identify and seize opportunities, and I am aware of the risks.	😊	😊😊	😊😊😊
I can plan goals and implement a supervised project.	😊	😊😊	😊😊😊
I can come up with ideas for effective marketing.	😊	😊😊	😊😊😊
I would like to contribute my ideas to a future-oriented ecologically and socially sensitive behavior in business and society.	😊	😊😊	😊😊😊
I can analyse whether or not my idea will generate a profit and explain how to finance my idea.	😊	😊😊	😊😊😊
I can give an overview of the different possibilities to save money and I can choose to the most suitable way.	😊	😊😊	😊😊😊
I know how to make the most with limited resources using a limited budget.	😊	😊😊	😊😊😊



Worksheet 10

Self-Assessment - Reflection

Individually answer the following questions to wrap up this challenge!

1. What goals were you able to set? Did you make them? Why or why not?

2. List three things that you learned from this challenge.

3. Do you think you are a better salesman/woman after this challenge? Why?

4. If you were to give advice to a clerk at a clothing shop regarding sales techniques, what three things would you advise?

5. What do you think are the three most important things when running a business?
