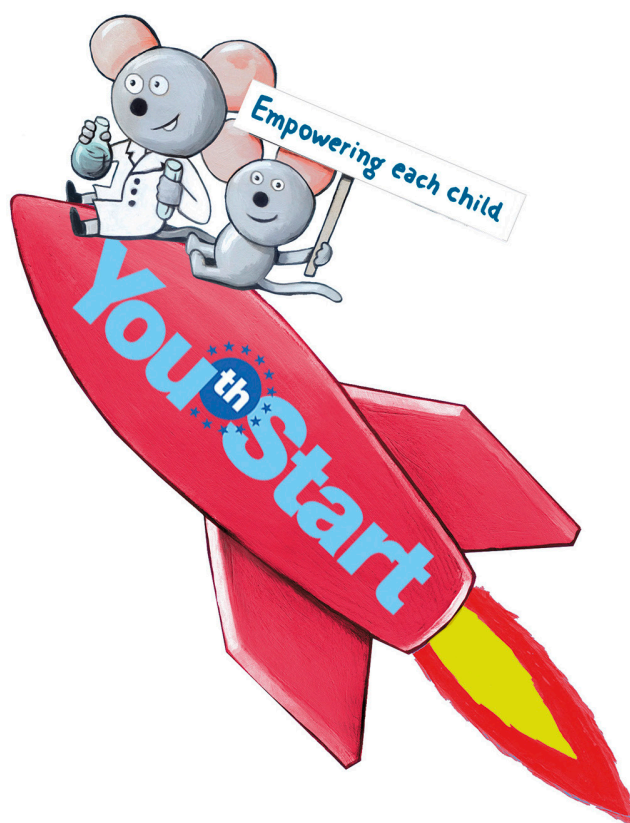




A1 Extreme Challenge

Small steps to achieving a big goal

Teacher Guide



Andrea Bisanz • Eva Jambor

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).

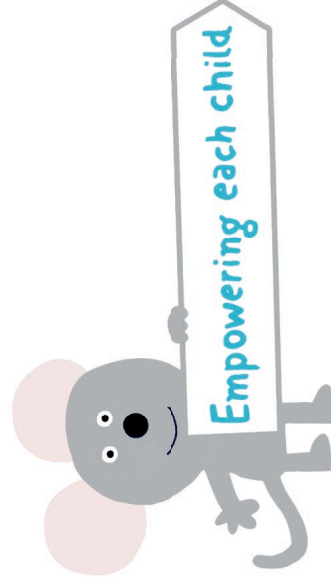


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with the Youth Start Entrepreneurial Challenges Programme

**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!


☐



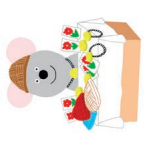
MY COMMUNITY CHALLENGE
 Solving problems together


☐


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.



The **A1 Extreme Challenge ("Small steps to achieving a big goal")** will make the children move: they will set an appealing, yet challenging goal involving movement and start practicing. In the process, the children will also learn staying power and perseverance.

The teacher guide at hand contains explanations of the exercises and further prompts for the children.

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 and Johannes Lindner, editors

www.youthstart.eu | www.jedeskindstärken.at | www.ifte.at

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A1 Extreme Challenge

Small steps to achieving a big goal

The goal for the children is to learn a complicated sequence of movements within two weeks and be ready to perform it at a circus show. They will learn to create a training plan and to keep working on their goal for two weeks.

Explanatory video: www.youthstartchallenges.eu/A1ExtremeEN

3 steps to the finish line:



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Core competence for the challenge:

I can set myself difficult goals and pursue them persistently.



Big idea behind the challenge

Moving regularly not only strengthens our muscles, but also our heart and immune system. It also helps us stay healthy and puts us in a good mood. Research shows that even our ability to think and learn is improved when we get enough movement.

The purpose of this challenge is to get the children in your class moving more and having fun in the process. By doing so, they will learn important competences which will help them become independent and proactive: to set a goal for themselves and to pursue it with persistence.

The children are asked to develop a short and challenging circus act to be performed at a circus show. The circus act should not contain any movements they are already able to do well, but instead consist of a sequence of movements they will only master by practicing regularly. The children are given two weeks to practice the act. The circus members will then perform their show in front of their classmates or an external audience. The SMART formula will guide the children in choosing an appealing and achievable goal. A number of tricks are presented to help the children persevere during the two-week training period. The aim of this challenge is to enable the children to apply what they have learned to any situation.



Explanatory video for this challenge:

www.youthstartchallenges.eu/A1ExtremeEN

Entrepreneurial Competences according to the reference framework

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

- I can identify my strengths, and I do not let mistakes discourage me.
- I can put my strengths to use to set motivational goals.
- I can pursue my goals with confidence and persistence.
- I can identify the way in which I learn best.
- I can see that even challenges and problems create opportunities.
- I can plan simple activities mindfully and consider their consequences.
- I can identify what I need to learn to be able to fulfil my tasks well.

Assessment

The purpose of the questions at the end of the exercises is to make the children reflect on what they have learned and apply their newly acquired knowledge to other contexts.

Step 3: Thinking things over

The children use a self-assessment questionnaire to think about the competences they have acquired working on the challenge and to reflect on their own work.



Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all children.



Finding your movement

E 1.1. Be a movement artist

Have each child come up with a circus act. The act should consist of a sequence of movements the child cannot execute yet, but which they are realistically capable of learning within two weeks.

Have each child choose a goal which it deems difficult, yet achievable. The children should not compare themselves with their classmates, but rather decide for themselves what they find difficult. Support the children in finding challenging, not discouraging goals!



Provide the children with ways of getting enough movement during the school day. Suggestions on how to incorporate more movement into the school day are presented in the A1 Expert Challenge (view at http://www.youthstart.eu/en/challenges/learning_holistic_learning/).



Physical activities combining short rhythmic exercises, kinaesthetic learning and tuina done every now and then help improve the children's ability to concentrate. They also have an activating effect. You can find short video clip and descriptions of the exercises at www.youthstart.eu in the "Mind & Body" section.

E 1.2. Is your goal SMART enough?

When starting this exercise, the children will already have defined two aspects of the **SMART** formula:

A – appealing The children have decided which circus act they want to practice and perform.

T – time-bound Two weeks of practice have been agreed, so the children know by which date they must be able to perform their act.

Why two weeks? Because the children are supposed to practice every day and this is a realistic amount of time for them to practice.

Help the children also define their goal using the remaining categories of the SMART formula:

S – specific Ask the children to describe their circus act in as much detail as possible.

M – measurable The children decide how many times they want to repeat each sequence of movements.

A – appealing *The children are looking forward to performing their circus acts. The goal is **appealing**.*

R – realistic It is realistic for each child to learn their act in two weeks. If this is not the case, ask them to make minor adjustments to their act.

T – time-bound *A **date** has been set by which the children must reach their goal.*





The aim is for the children to become familiar with the **SMART** formula to such a degree that they can apply it to any goal in any situation in life. Discuss a few examples with the children:

- When they want to learn something new.
- When they want/are asked to help more at home.
- When they want to avoid arguing.
- When they are asked to tidy their room.

The above list deliberately contains examples which may not seem appealing. However, the children can “think” of a goal as appealing by imagining what it will be like when it is achieved.

Imagine your room being so tidy that you can find everything again – even your long-lost magazine, for example.

See how happy your parents are that you now clear the table right after a meal! Is it not wonderful how everyone is in a good mood at home?

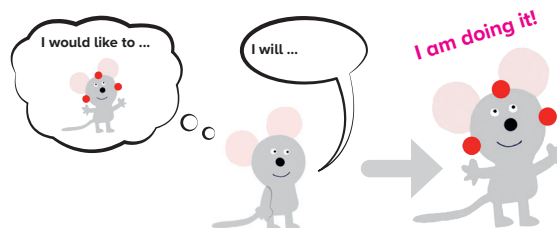


Learning to keep going

E 2.1. Tricks on how to keep going

It is always difficult to start something new. That is why the first step towards achieving a goal is not always easy.

Talk with the children about the picture.



Discuss in class the following tricks on how to keep going:

1. Talking about their plan – telling people about their goal makes it more binding.
2. Visualising their goal and imagining with all senses what it is like, for example, to be able to perform the circus act already.
Invite the children on a “dream journey”:
Imagine with all your senses what it will be like when you perform your circus act: What do you see? What do you hear? What do you smell? What sensations are present in your body? How do you feel?
3. Creating a plan – in this case, creating a training plan for the next 14 days. Being able to use the two jokers to take a break from training is important when the children do not have time or are not motivated to practice. This has been proven to help them keep working towards their goal.
4. Rewarding themselves for the results achieved – even for small intermediate results. The aim of rewards is to cheer the children up and to motivate them to persevere.
5. Looking for support.
6. Reflecting on what they have accomplished before going to bed and being happy about it; again, have the children visualise what it will be like to have achieved their goal.



Help the children apply these tricks in the next 14 days. Discuss in what other situations the tricks may also prove helpful.

E 2.2. Use your strengths to reach your goal

Ask the children to think about what strengths will help them to persevere and achieve their goal. Which of these do they already possess? Which do they still have to develop?

Talking regularly with the children about the strengths they possess and how they can use them contributes to their empowerment.



In the **A1 Be A YES Challenge***, the children go on a Strengths Treasure Hunt and play strengths games. Choose empowering exercises from the challenge.

E 2.3. How did you reach your goal?

Reflecting is also the purpose of this exercise. After two weeks of training, ask the children to reflect on what has helped them to accomplish their goals. Have them write down the best and most helpful tips on a poster. These tips will help them to achieve other goals as well in the future.

If the children did not manage to perform their act well at the big show, encourage them: maybe the exercise was (still) too difficult. It is important for the children to understand that big goals are achieved by taking small steps, rather than a single leap!

The children can also come up with an easier version of the circus act. Once they are able to do this version, they can start practicing the difficult one.



The circus show can take place in front of the class, at school (in front of other classes and parents) or outside of school. You may also consider turning the circus show into a voluntary activity carried out by your class and have the children perform in a retirement home, for example. For details on voluntary activities, see the **A1 Volunteer Challenge****.



Thinking things over

E 3.1. Questionnaire for “Extreme Challenge” Detectives

Using the questionnaire, the children reflect once again on the entire challenge. Talk about what they have learned working on this challenge.

* View the challenge at http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you/

**View the challenge at <http://www.youthstart.eu/en/challenges/volunteering/>

**TRIO Model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Extreme 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.

Time / Length of the challenge

3 periods (including "the circus show") – if the show is takes place outside of school, more time will be required for the preparations.

Necessary background knowledge

None

Context within the „Youth Start Entrepreneurial Challenges“ Programme

All individual challenges: www.youthstart.eu

The **A1 Extreme Challenge** serves as an introduction to the higher-level **Extreme Challenges**.

The content of this challenge is closely connected with the **A1 Be A YES Challenge – Concentrate on what is good for you!** (at http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you_/) and the **A1 Expert Challenge** (at http://www.youthstart.eu/en/challenges/learning_holistic_learning/)

It also linked to the **A1 Volunteer Challenge** (at <http://www.youthstart.eu/en/challenges/volunteering/>).

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 **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at www.youthstart.eu in **German, English** and, in some cases, in five other languages.

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

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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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