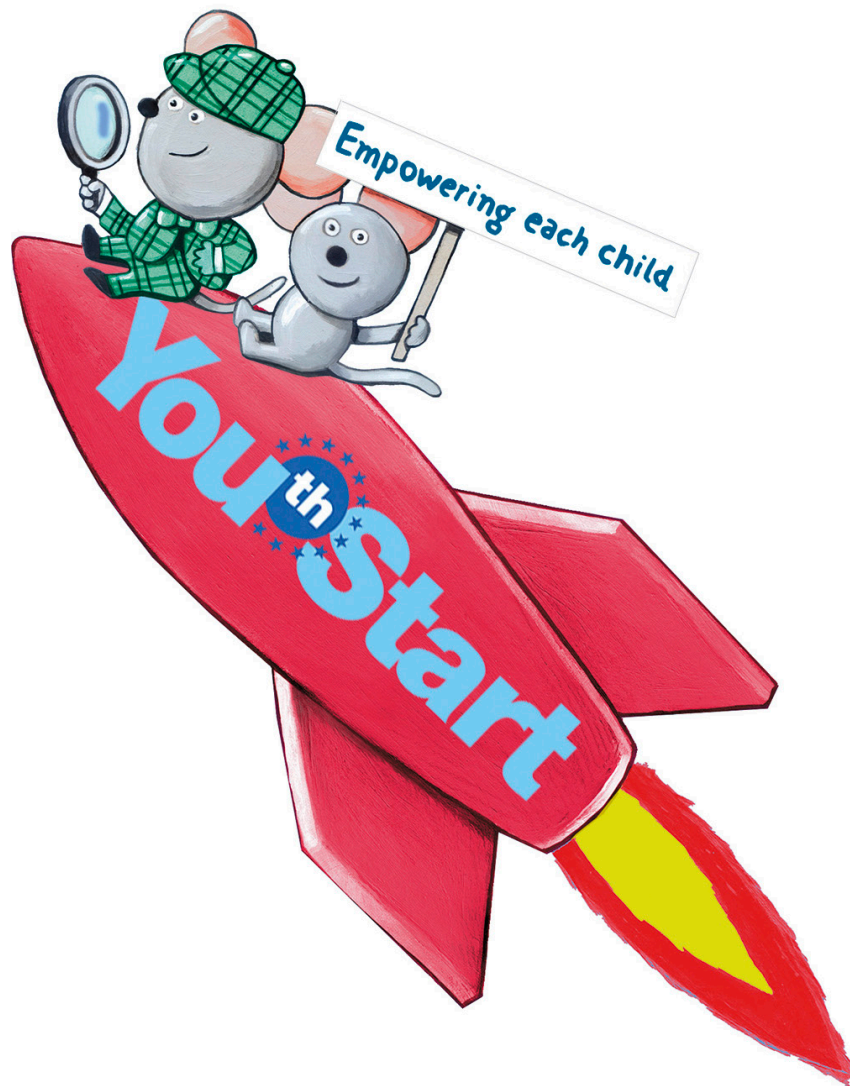




A1 My Community Challenge

Solving problems together

Student Manual




Andrea Bisanz • Gerald Fröhlich • Eva Jambor • Johannes Lindner • Ingrid Teufel

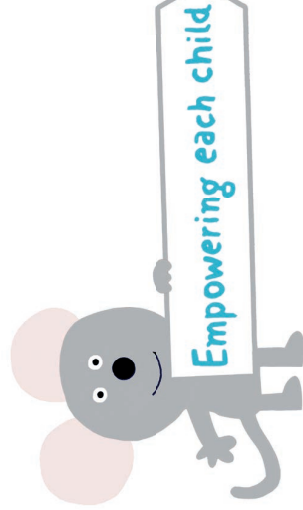
All Challenges of level A1 are also available in a printed version in German. You can find them at
www.jedekindstärken.at (*Jedes Kind stärken*, volume 1 - 4).



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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 My Community Challenge** ("Solving problems together") the children look for solutions to a global problem together. How do they do that? By trying out their ideas and learning along the way.

The "Youth Start Entrepreneurial Challenges" Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in primary school, the children's self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others' needs, and they improve their vocabulary.

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

Eva Jambor and Johannes Lindner, editors

www.ifte.at | www.youthstart.eu



A1 My Community Challenge







Solving problems together

Community can be described as a group of people sharing common interests within a larger society. A challenge is an interesting task that helps you learn something. In the My Community Challenge you will learn how to work with others to find solutions to problems that affect us all.

Explanatory video for this challenge:

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

6 steps to the finish line:

- | | | |
|---|-------------------------|---------|
|  | 1 Identifying a problem | Page 6 |
|  | 2 Coming up with ideas | Page 8 |
|  | 3 Drawing your ideas | Page 10 |
|  | 4 Building a prototype | Page 11 |
|  | 5 Share your ideas! | Page 12 |
|  | 6 Thinking things over | Page 13 |



I can contribute to the community I live in.



1 Identifying a problem



Read the text carefully.

The 17 Global Sustainable Goals for Development (= "Global Goals")

were defined by the United Nations in 2015. These are the most important global challenges we need to solve together by 2030.

Global means: They affect everyone on this planet.

Sustainable development means: We use resources carefully and protect the environment to build a positive future for everyone.

Here are the 17 goals:



Watch the video "The World's Largest Lesson" that explains some of the goals. <https://www.youtube.com/watch?v=cBxN9E5f7pc>



Was hast du dir gemerkt? Schreibe es auf und rede mit anderen darüber:

**Goal 2: Zero hunger 2**

The goal: Everyone should have enough to eat.



You have probably already had breakfast today, and you have most certainly brought lunch with you. Some people only get one meal a day, and sometimes nothing at all. They are hungry all day long, and some even die because they do not have anything to eat.



Discuss the following with others and write your response below:
Where do you think the people who do not have enough to eat live?

Why do you think they do not have enough to eat?

Goal 13: Climate action & Goal 14: Life below water 2

The goal:
The warming up of the earth must be stopped. Animals and plants need clean oceans and seas.



Discuss the following with others and write your response below:
What do we humans do that pollutes the planet?

Plastic quiz: Tick the box with the correct answer.



How many years does a plastic bag spend in the ocean before it dissolves?

- ☐ 1–5 ☐ 10–20 ☐ 30–40 years

How long does it take a polystyrene cup to break down?

- ☐ 10 ☐ 50 ☐ 100 Jahre

How many years does it take a plastic drinks bottle to decompose?

- ☐ nach 50 ☐ nach 250 ☐ nach 450 Jahren



1 Inventors solve problems

In the video on the Global Goals you will have heard that the ideas in our heads are the human **superpower**. This superpower is also called creativity. **People all over the world are inventing new things every day.**

An invention ... makes something easier or better.
... solves a problem.
...can be an object or an idea.



Which inventions do you know of?

Have you ever invented something? What was it?

Each invention starts with a wish or a need: This is something people require



What possible needs led to the inventions below?



Light bulb: People wanted to _____

Trains: People wanted to _____

Mobile phone: People wanted to _____



Let's use our creative superpower! 2

Form a team of 2 to 4 members and think about what you want to invent to solve a problem. Remember what you have learnt about the 17 Global Sustainable Development Goals.

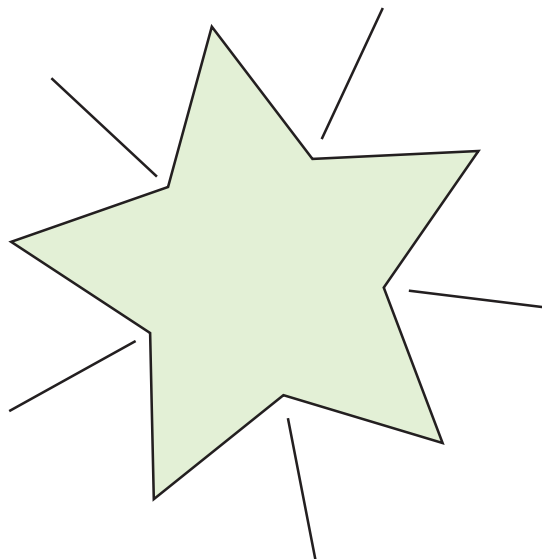


The following questions will help you come up with ideas:

- What do the people you want to invent something for need?
- Why do they need it?
- How is the invention going to work?

Write the problem you want to work on in the star.

Use the space around the star to write down or draw all your ideas, no matter how crazy they may sound. The more ideas the better!



Share your ideas with your team members. Together, choose one of these ideas to continue working on or combine them.





1 Let's start!



Your teacher will provide you with the materials and tools you can use for this exercise. Think about the following with the other team members:

- Which materials and tools do we want to use to build our prototype?
- What will our invention look like exactly?



As a group, draw a picture of your invention below or use a separate sheet of paper. Remember to add notes about how your invention is going to work.



Think of a name for your invention.



WILMA: We inspire learning by making 1

WILMA is short for “**WE INSPIRE LEARNING BY MAKING.**”

The **WILMA** inventors' workshop enables you to learn through trial and error.

If something does not work, simply try again.

In the inventors' workshop you are allowed to and you should make mistakes and learn from them.

Write a list of the materials and tools you will need and prepare those items. Remember to respect the environment while working: Just like in the “Trash Value Challenge” use waste materials for this project and try to avoid creating new waste!



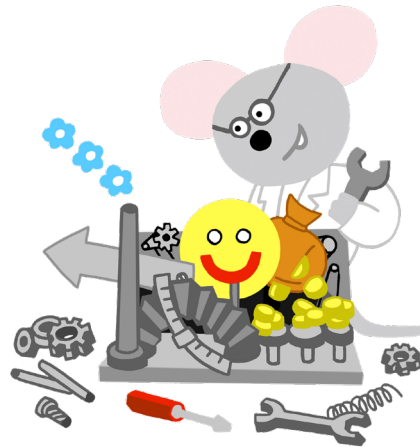
Build a prototype of your invention.

What is a prototype?

It can be a model you build or a game you invent.

It is important that others understand the idea behind your prototype when you present it.

You can ask teenagers (apprentices or older students) or adults for support, but it is your task to build the prototype.



Let's start: **WE INSPIRE LEARNING BY MAKING!**

1. Build something and test it.
2. Discuss what works well and what does not.



The following questions will help you to refine and improve your prototype:

- Does your idea solve the problem you are working on? How?
- What can we learn from looking at the ideas of the other teams?
- What is missing?
- What could we do better?

If you are not satisfied with your prototype or if something did not work, simply continue working on your invention.



Mistakes are a great way of helping you see where you can do better!



1 Learning from each other



Present your prototypes to your classmates or to a different audience. Look forward to the ideas the other teams have, learn from them and listen to their suggestions.



Use the giraffe language keys when expressing a suggestion: Do not say how something is, rather say **what you see** and **how you see it**. Express what you have observed and do not judge. This will help others to learn something new.

Your presentation should answer the following questions:

- How does your invention work?
- What is the best feature of your invention? Why?
- Which problem does your invention solve?
- Who can use your invention?
- How can others replicate your invention?

Because:

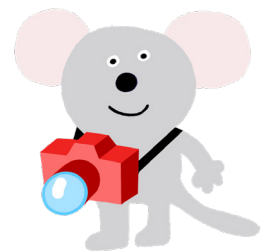
Good ideas are worth replicating!



Make your ideas known and share them with as many people as possible, e.g. by making a video. Maybe you are allowed to share it on your school's website.

Before making the video, think about the following:

- What will our video look like?
- What do we need?
- Who will be doing what?
- Which backdrops do we want?
- Do we want to include music?



Have everyone participate in the making of the video! Let each team member work on what they do best. You can have the team member who likes working with computers insert special effects and sounds using special apps.



Questionnaire for “My Community Challenge” Detectives 1

You have worked on the My Community Challenge. You have chosen one of the 17 Global Sustainable Development Goals and you and your team have built a prototype of your solution to the problem.

1. What did you like about the challenge?

2. What new things did you learn?

3. What did you find difficult?

4. What would you do differently next time?

5. How do you want to refine your prototype?

Talk with others about it.





2 How well can you do that already?

Think about how well you can do the things in the list below and colour the field under the symbol that fits the best.

Here is what the four symbols mean:



I need a lot more practice at that.



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



I am got at that.



I'm very good at that.

I can say what others need.				
I can come up with ideas for an invention with others.				
I respect all ideas.				
I can invent something that benefits other people.				
I am able to learn from others' suggestions.				
I can tell others what I see and how I see it. I don't judge.				
I can work well in a team.				
I can learn from mistakes.				
I am conscious of the environment and I use materials carefully when working.				
I feel happy for myself and others when something works well.				



Reach your personal goal in a few steps ... 3

Choose something from the left-hand column of the table that you need to practice more and want to learn. Pursue your goal step by step.



Write down exactly what you want to achieve.



Imagine with all your senses what it will be like when you reach your goal. Write down or paint a picture of your future: How are you going to feel? What will you see, hear, smell, taste and touch?



Tell someone of your plan. Write down who you want to tell about it:



Practice your new strength daily.



At the end of each day, remember how you practiced your new strength and be happy about it.

If you find it difficult to stick to your plans: Imagine how it will be when you reach your goal and look forward to it!

Empowering each child



You made it! Write down how others notice that you have reached your goal and celebrate your success.

Now choose a new goal and also pursue it step by step.

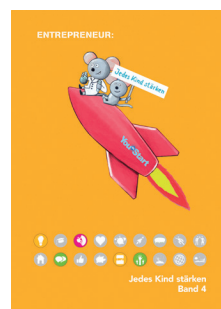
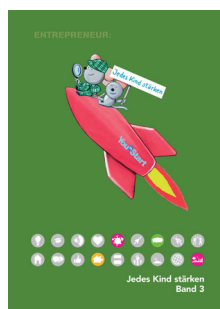
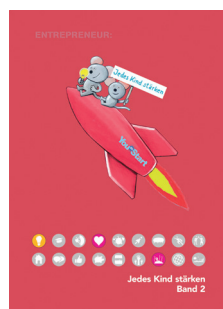
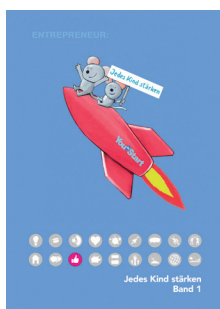
All Challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).

„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”.

Video clip explaining the challenge:
<http://www.youthstart.eu/A1mycommunityEN>





Sources:

This challenge has been developed for primary level based on this publication:
Tamara Hammer, Gabriele Hampson und Steven Marx: WILMA Handbuch 2018
(hallo@stevenmarx.at) - <https://w-ort.at/wilma/>

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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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