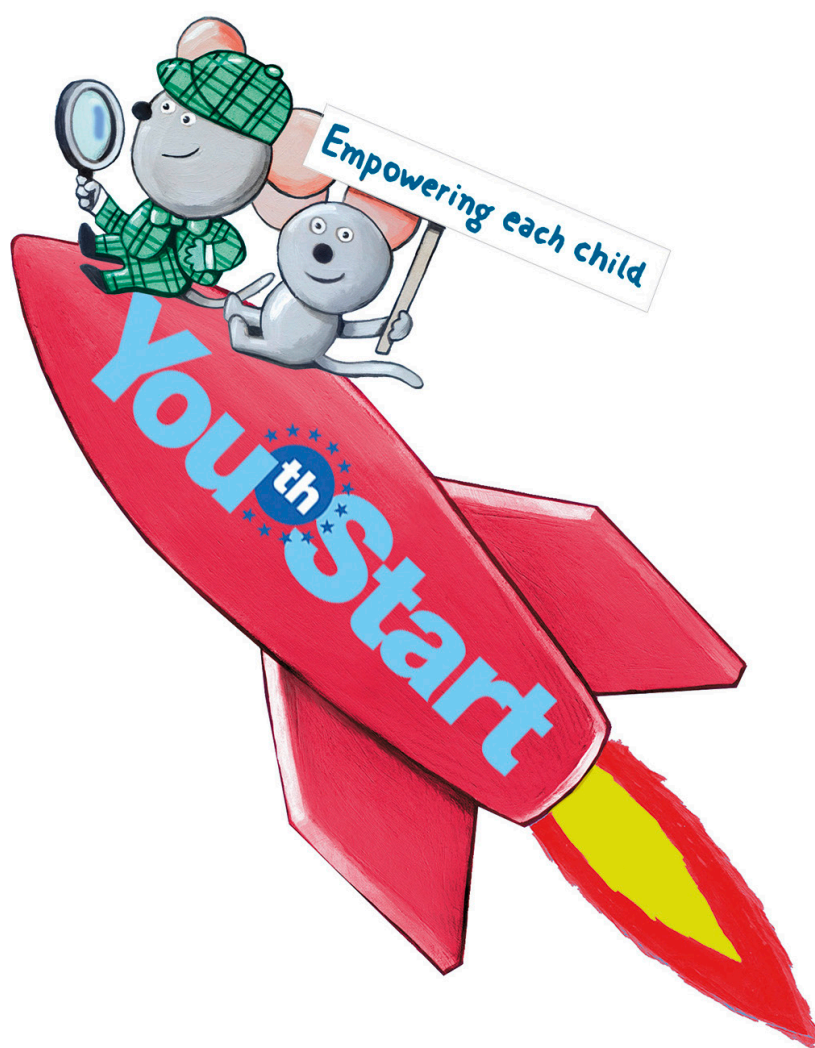




# A1 My Personal Challenge

## Becoming aware of price and value

### Teacher Guide




Gerald Fröhlich • Eva Jambor • Andrea Bisanz • Johannes Lindner

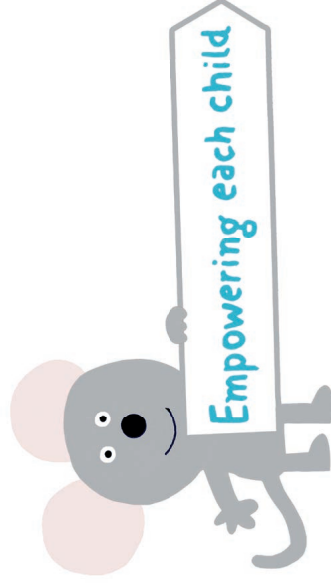
All Challenges of level A1 are also available in a printed version in German. You can find them at [www.jedeskindstärken.at](http://www.jedeskindstärken.at) (Jedes Kind stärken, volume 1 - 4).



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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"


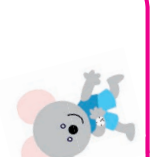


☐

**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.

## 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 My Personal Challenge** (“Becoming aware of prices and value”) the children think about the following questions together: How much do products and services cost? How valuable are they to me?

This Teacher Guide contains explanations of the exercises.

**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)

### Content:



#### **A1 Personal Challenge: Becoming aware of prices and value**

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# A1 My Personal Challenge

## Becoming aware of prices and value

The children will estimate the prices of various products, check the prices and learn how they are determined. They will become aware of what is valuable to them and learn to plan their expenses.

Explanatory video for this challenge

[http://www.youthstart.eu/en/challenges/what\\_is\\_it\\_worth/](http://www.youthstart.eu/en/challenges/what_is_it_worth/)

### 6 steps to the finish line:



Estimating prices



Finding out how much something costs



Learning how prices are determined



Finding out what is valuable



Planning expenses



Thinking things over



**Core competence for the challenge:**  
I can solve personal challenges.



### Big idea behind the challenge

The children are challenged to think about their idea of the prices and value of products. They learn how to estimate the prices of products and services and how to find information on prices. In addition, they will reflect on the value of products and services as well as on what is valuable to them. In the last step, they will learn to plan their expenses.



### Explanatory video for this challenge

[http://www.youthstart.eu/en/challenges/what\\_\\_\\_s\\_it\\_worth\\_/](http://www.youthstart.eu/en/challenges/what___s_it_worth_/)

### Entrepreneurial Competences according to the reference framework

[www.youthstart.eu/en/whyitmatters/](http://www.youthstart.eu/en/whyitmatters/) (Competence-oriented learning)

- I can fulfil my tasks on my own or in a team even when it gets tough.
- I can work with others.
- I can guess and compare the prices of products and services.

### Language objectives

- I can orally explain how much products cost.
- I can correctly use the learned vocabulary both orally and in written form.

### Assessment

I can orally identify the price of various products and explain why they cost this much.

The children use a self-assessment questionnaire and a questionnaire to reflect on their own work during the entire challenge.



### Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all children. Do the exercises in class. **The titles of the exercises shown below are marked in yellow and labelled "E".**

Prepare the videos explaining step 3 and step 4



## Estimating prices



### E1: How much does it cost?

Have each child estimate the prices of various supermarket products and compare their results with those of the other students. Next, ask the children to research the real prices of the products in a supermarket. Let them compare the results of their research and discuss their findings.

Why are there different prices for the same product?

## Finding out how much something costs



### E2: What can I buy with my money?

When at the supermarket, ask the students to also write down what they would like to buy and to note the price of each product.

In groups of 4, have the students make a poster with all the products they came up with by drawing the products and writing down the corresponding prices beside them. Put up all the posters in the classroom.

Ask the children to make a note of all the products and prices on their poster in their workbook.

Now compare the posters: Did the children choose the same products? Is there a product that most frequently appears?

Did they mainly choose sweets, toys or handicraft items or also common food items?

Have the students imagine they have been given 5 euros to buy something for themselves. The children then choose items from the posters hanging in the classroom which cost less than 5 euros altogether.

Finally, ask them to think about whether they would have chosen something instead which costs more than 5 euros and what they could do to get what they desire.

## Learning how prices are determined



### E1: Who earns money from the production of a T-shirt?

Read the text with the students and explain anything they do not understand.

Have the children guess who receives which portion of the retail price and write down their guesses in the table. Then go through the correct answers with them:

|   |        |
|---|--------|
| Store selling the T-shirt (retail):                                       | 4,00 € |
| Brand company:  | 1,80 € |
| State (taxes):  | 2,00 € |
| Factory producing the T-shirt (including the costs of the raw materials): | 1,60 € |
| Company transporting the T-shirt:   | 0,50 € |
| Labour force making the T-shirt:  | 0,10 € |

You can also make a pie chart to illustrate the individual portions.

Discuss with the children whether they think that this distribution is fair.





### Further suggestions for discussion:

- Why are T-shirts mainly produced in Asia?
- What would be different when buying T-shirts made in Austria?
- Would the T-shirt be more expensive?
- Who would buy the T-shirt if it was more expensive?
- What would be the consequence if the T-shirt cost more?
- Would you buy less?
- Do the children have more T-shirts than they actually need?
- Why? Why not?

### E2: Is this correct?

Have the children discuss with a partner whether the prices stated are too high or too low or if they are correct.

Analyse, reflect and assess:

The children compare their results in class and analyse the reasons for differing results.

Suggested questions:

- Which prices were easy to guess, and which were difficult?
- Was there a lot of discussion necessary?
- Woran könnte das liegen?

Since most of the products mentioned come in various sizes, designs and flavours, it is not possible to determine their exact prices.

Discuss in class:

Why is a thin children's book cheaper than a thick book with lots of illustrations?

Can you find other items in the table that are very cheap or very expensive? Why do the prices differ?

This is explained in the video "Why do some things cost more than others?"

([https://www.youtube.com/watch?v=A5qcj\\_5NqDg&t=6s](https://www.youtube.com/watch?v=A5qcj_5NqDg&t=6s)). Watch the video with the children and discuss it in class.

You can do the following short exercise with the children between the main exercises to improve their concentration and to help them focus:



Energy ball: This exercise originates from the area of rhythmic and can be used for relaxation as well as activation. You can find the short video "Energy ball" and further exercises for activation and concentration in the "Mind & Body" section at [www.youthstart.eu](http://www.youthstart.eu) along with explanations of all the physical exercises and information on their effects.



## Finding out what is valuable

### E1: What things do I need?

### E2: What is valuable to me?

Ask the children to think of things they do not need anymore and what they could do with them. Have them bring those items to school and swap them. The children may not need them anymore, but they might still be valuable to other children.

Discuss the meaning of value.

Is an item equally valuable to everyone?

Is something I no longer need still valuable to someone else?





Remind the students of the Trash Value Challenge where they made something valuable out of something entirely useless (i.e. waste).



### Discuss in class:

- Does value have to be measured in terms of money?
- What is valuable to the children but cannot be bought with money?
- Are there things one CANNOT buy?
- Examples? (Love, friendship, health ...)

## Planning expenses



### E1: Spending money

Let the children think about what their family spends money on.

Does their family also save money? What are they saving for? Why?

Watch the video "Why do I not get everything I want?" (<https://www.youtube.com/watch?v=QxRhE3uMLDE>) with the students.

Discuss it in class.

### E2: My own money

Let the children find out who in class gets pocket money

- Do they get it on a weekly or monthly basis
- Who is gifted money sometimes?

Ask the students to think about what they spend their money on.

- Do they always spend all their money at once, or do they also save it for something bigger?

### E3: Managing my money

In this challenge, the children have learned to guess the prices of products. They have researched prices and thought about what is valuable to them and which valuable things in life cannot be bought with money. Now let them think about what they would like to buy. How much does it cost? How much money do they already have? How much are they missing?

What could they do to afford what they want?

1. can they earn money themselves by completing small jobs, e.g. by doing some gardening for their grandmother or by walking the neighbour's dog?
2. They can also save the money they are given.

Have the children figure out how long they will have to save their own money (pocket money, gifted money or earned money) if they want to use it for this purpose.

Discuss in class how they can reduce or extend the amount of time necessary: Buying something while saving will extend the waiting period. If they start earning money in the meantime, they will reach their goal faster.

Here is what the children can do to help them **stay motivated**: Invite them to imagine with all their senses what it will be like when they have what they want. What will they see? How will they feel? What will they look like? Will they be smiling? Will they move a certain way? It will also help them to stay motivated if they tell someone what they are saving money for and how much they are looking forward to getting what they want.



### Thinking things over

#### E1: How well can you do that already?

Using the questionnaire, the children review what they have learned in the challenge. They evaluate the progress they have made regarding each strength. Prior to that, explain the meaning of the four symbols.

#### E2: Questionnaire for "My Personal Challenges Detectives"

Use this questionnaire to reflect on and to discuss the entire challenge once more.

## UNIT PLANNER

### TRIO Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, "My Personal Challenge" belongs to the area of **Core Entrepreneurial Education**, which is the basic skill of entrepreneurial thinking and action: developing your own innovative ideas and implementing them in a creative and structured way.

### Time / Length of the challenge

At least 4 lessons

### Necessary background knowledge

The children have been to the supermarket and are familiar with common products. They can explain their wishes.

### Context within the "Youth Start Entrepreneurial Challenges" Programme

All challenges: [www.youthstart.eu](http://www.youthstart.eu)

The "My Personal Challenge A1" introduces the "My Personal Challenges" of the levels A2 and B1. It correlates with the "Perspectives Challenge A1" and "Trash Value Challenge A1".

### Additional materials

Explanatory videos:

"Why do some things cost more than others?":

[https://www.youtube.com/watch?v=A5qcj\\_5NqDg&t=6s](https://www.youtube.com/watch?v=A5qcj_5NqDg&t=6s)

"Why do I not get everything I want?":

<https://www.youtube.com/watch?v=QxRhE3uMLDE>

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).

„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”.

Video clip explaining the challenge:

[http://www.youthstart.eu/en/challenges/what\\_is\\_it\\_worth/](http://www.youthstart.eu/en/challenges/what_is_it_worth/)





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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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