



A2 Lemonade Stand Challenge

Be part of a sales team!

Teacher Guide



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstärken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

ENTREPRENEURIAL CULTURE

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

ENTREPRENEURIAL CIVIC EDUCATION

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
- ENTREPRENEURIAL CULTURE** – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
- ENTREPRENEURIAL CIVIC EDUCATION** – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All competence levels (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level) can be downloaded at www.youthstart.eu in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school** students. Bigger and smaller “**challenges**” form the key element of the programme. They function as learning prompts in three key areas that play an important role in empowering young people:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different color to help differentiate between them.
A diagram of the entire programme is included at the beginning of this document.

Empowering Youth 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 **Lemonade Stand Challenge**, the students learn to **be part of a sales team**! They are challenged to sell something as a team. Why? To whom? What? Together they plan every step – from developing a sales idea, fixing a fair price and preparing a market stand to actually selling their products or services. They learn to assume responsibility and to contribute their strengths where they are needed.

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 lower secondary school, the adolescents’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

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



A2 Lemonade Stand Challenge

Be part of a sales team!

In the **A2 Lemonade Stand Challenge**, the students learn to **be part of a sales team!** Step by step, they plan a sales experience in class – from defining their objectives all the way to the actual sales day: Why do they want to sell something? Which heartfelt wish do they want to fulfil for themselves – or will their proceeds benefit somebody else? Where can the students set up a market stand and which potential customers can they reach in that place? They use the Design Thinking method to put themselves in the place of their potential customers and develop a product or service that will match their customers' needs. In the preparations and on the sales day, the students contribute their personal strengths where they are needed and assume responsibility for their tasks.



Core competence of the challenge:

I can sell something.

Explanatory video for the challenge:

www.youthstartchallenges.eu/A2LemonadeStandEN

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Big idea behind the challenge

Selling is not as easy as one might think. How do you attract customers with a market stand and how can you motivate them to buy something? In a first step, the students decide where they will be selling their product or service. Next, they use the *Design Thinking* method to define the needs of potential customers who will be passing by their place of sale. Taking into consideration their customers' potential needs and what they might be willing to spend, they develop a product or service and set a preliminary price. They learn how to compile shopping lists, determine costs, set a final sales price and finally calculate their profit (hopefully). They plan a sales experience in small steps, take decisions as a group and assume responsibility. On the sales day, they interact with customers and conduct sales talks.

Entrepreneurial Competences according to the reference framework

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

- I can observe myself and my environment mindfully and act according to the needs I perceive.
- I can look at a topic from different points of view and put myself in the shoes of others.
- I can capture ideas in sketches and designs.
- I can set goals for myself and plan the necessary steps to achieve them.
- I can consistently pursue my goals step by step even when it gets tough.
- I can take on the responsibility for achieving a joint goal.
- I can take on responsibility for my tasks when working in a team and follow the agreed rules.
- I can present my own ideas and stories in an oral or written form.
- I can explain how supply and demand determine the price of a product.
- I can calculate the price of a product I have created myself.
- I can conduct a sales talk.

Assessment

The Student Manual contains several reflection exercises enabling students to assess their own learning progress towards sales competence.

As in every challenge, the final step ("Thinking things over") uses questionnaires to encourage students to assess the competences they have acquired and reflect on their performance.

Preparation for all steps

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



The titles of the exercises are labelled "E".

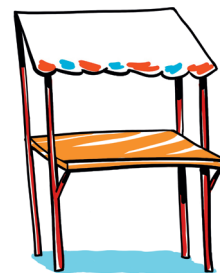


Step 1 – Setting objectives

E 1.1. What are you planning to do?

This exercise is intended to define objectives and general parameters:

1. Why do the students want to sell something? What wish do they want to finance for themselves or others?
2. Where can they sell something? Market stands at the school should pose no legal problems. What about other potential places for selling something? Are there any public markets near the school where the class could rent a stand?
3. Depending on the place of the sale, the students think about who their potential customers will be.



The students write down their answers in and around the illustration of a market stand under the headings “Our objective” (1.), “Place and date of the sale” (2.) and “Our customers” (3.). The market stand illustration is a recurring motif in this challenge. In Step 6, the students add the name of the stand as well as information about the products or services offered.



The *Design Thinking* method can help the students develop a suitable sales idea: It teaches them to identify opportunities and to put themselves in the place of potential customers so as to find out what they might need. The method is explained step by step in the **A2 Idea Challenge** (free download at http://youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method_/).



There is also an additional e-learning tool for the A2 Idea Challenge (online version + app):

→ www.flipchallenge.at (Entrepreneurship Challenge, German only)

The following video from the e-learning tool can help to identify challenges that might result in a sales idea:

→ **video about “identifying challenges”** : youtu.be/VONVm0q8puI (German only)

Step 2 – Finding sales ideas

E 2.1. Searching for sales ideas ...

The invented story about Liane and Leon from the 8th grade of the “Violet School”, who meet in the park outside their school to find inspiration for sales ideas, is intended to prompt the students to look around them in order to find sales ideas of their own. The students will brainstorm ideas – just like in the *Design Thinking* method. Any ideas count, even “crazy” ones.

It is important that the students take their own strengths into consideration when searching for ideas – thinking about their hobbies may make it easier for them to identify their personal strengths.

Suggested solutions for the 8th grade of the “Violet School”:

Selling a student newspaper, dance performance in the park (e.g. for and together with lonely elderly people), walking dogs, fixing bicycles, photo exhibition (e.g. “Impressions of our Neighbourhood”).

Leon can contribute his strengths in the student newspaper and the photo exhibition; Liane is an expert on bicycle repairs; their classmates who are rehearsing in the park could contribute to a dance performance; students who are good with dogs could help walk them; outgoing students could sell the newspaper; students with communicative skills could talk to some of the elderly people and develop further sales ideas, based on their needs.

E 2.2. Which ideas are promising?

In the Student Manual, the students write down all the ideas they could come up with in brainstorming – they will also find a few suggestions that might inspire them.



If the students want to sell food products, they will need to research hygiene regulations first!

Together, the students select their “top 3” from all the sales ideas they have found. The following method can help them speedily reach a decision as a group:

- Each student quickly marks her/his 3 favourite ideas in the Student Manual.
- All the ideas that have been marked are written on the board or on a poster.
- The students get 3 points (stickers) each and decide how they want to distribute them: They may give one point each to 3 ideas, split their points between 2 ideas or give all their points to 1 idea.
- The stickers are put next to the respective ideas (alternatively, points may also be drawn).
- The 3 ideas with the most points are selected and tested in **E 2.3**.

E 2.3. Which idea passes the test?

Does the idea match our customers’ needs? The students examine each of the 3 ideas.

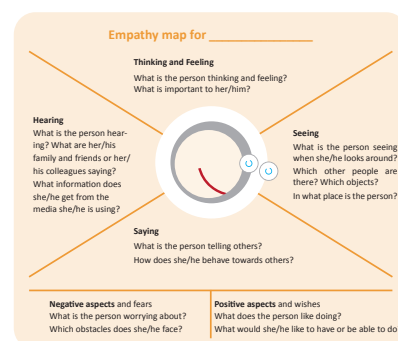
The place of the sale provides clues about potential customers.

- If the students hold their sale at the school, e.g. on an open day, their target groups will include parents, grandparents, younger children, fellow students and teachers.
- If they sell things at a retirement home, their customers will be residents and staff.
- If they rent a stand at a public market, they will need to research who usually shops at the market.

The empathy map from the *Design Thinking* method teaches the students to put themselves in the place of their potential customers.

Divide the class into smaller teams and ask each team to fill in an empathy map for a potential group of customers. You can find a template in the appendix.

The students can also use the questions in the empathy map to act out an interview with potential customers. They can add any questions they like. The answers will help them find out what their customers need. They can use the *Design Thinking* method to write a needs statement for their customers.



If there is enough time, the process should be implemented according to Step 3 (Defining) of the **A2 Idea Challenge: Finding solutions with the *Design Thinking* method.**



The students can learn to define needs with the app that accompanies the A2 Idea Challenge. A free registration is required to use the app.

Two short quiz questions about needs (what are needs and what aren’t?):

→ designthinking.app.ovosplay.com/#/deck/25 (German only)

Examples of needs, including a short definition and detailed needs statements:

→ designthinking.app.ovosplay.com/#/library/topic/4 (German only)

A checklist can help the students choose which of their “top 3” sales ideas they want to implement together. If the answer to any of the questions in the Student Manual is NO, the idea must be dismissed or adapted. The ideas are tested according to the following criteria:

- **Customers: Are the customers ready to spend money on the sales idea? Can they afford the product or service?** (This question is important, because it wouldn’t make sense to contemplate any sales idea that is too expensive for the potential target group.)



- **Money:** First, the students estimate how much money they will need to pay upfront for production/preparations. Does the class have enough funds to implement the sales idea? If not, are there any cheaper or free alternatives? Could the students borrow some money? *(If yes, from whom? – This is an option only if the students know for sure that they will be able to pay the money back.)*
- **Materials:** First, the students think about which materials they will need for their product or service. What will they need to buy? What could they get for free? Do they have all the necessary tools/machinery? *(If not, where could they borrow or rent them? How much would this cost?)*
- **Time:** First, the students agree on when to hold the sale. If the sale is linked to a specific event that promises many customers, e.g. an open day at the school or a volunteer day at a retirement home, the date is fixed and cannot be changed by the class. Will the students have enough time to complete all the necessary tasks before the sale?
- **Know-how:** Do the students have the necessary know-how to manufacture the product or perform the service? *(If not: Who could support them? Parents? Friends? Maybe companies?)*
- **Success:** We differentiate between 2 different kinds of success: 1. the benefit to the class and/or the community (e.g. solidarity, a joint team experience, the satisfaction of contributing to a charity project or the specific way in which somebody benefits from the sale); 2. the financial profit that is generated, enabling the class to reach their objective. Can the sale generate immaterial and/or financial success?
- **Sustainability:** Can the students protect the environment while implementing their sales idea? *(If not: How could the idea be adapted so that the students act sustainably? E.g. by working with recycled materials, avoiding plastic waste or maybe even implementing an idea that contributes to environmental protection.)*

Once they have completed the check, the students agree on their sales idea.

Step 3 – Creating and presenting prototypes

E 3.1. The sales idea takes shape – first prototypes

As is customary in a *Design Thinking* process, the students work in small teams to generate the first prototypes for their sales idea. What is a prototype?

A prototype is a fast and simple representation of an idea:

- e.g. a sample of the sales product – built or drawn
- a vivid description of the planned service, e.g. in the form of a role play, video or sketch

The teams choose the means that suit them best. What matters is that others can easily understand the idea.

The individual production steps are documented in notes and with pictures. Later on, this will make it easier to compile a list of materials and a task list for the production of larger quantities:

Production step: description	Materials needed	Time needed

E 3.2. Which prototype gets the best response?

In the end, each team will have made its own prototype of the same sales idea. The teams present their prototypes, answering the questions listed in the Student Manual. Discuss the questions with the class in advance.

What makes the prototype special? Why should people spend money on it? Which materials are needed to produce it? How is the environment protected? How long do the preparations take?



Students who are not presenting listen carefully to the presentations and **give respectful feedback that is meant to help develop the prototype further** (what do they like, what should be changed how).

The final goal is to arrive at a version that promises to sell successfully! To achieve this, several prototypes can also be combined.

Step 4 – Planning the sale

E 4.1. Let's start planning ...

What needs to be done before the sales day?

First, the students make notes individually, writing down the sales idea in the illustration of the market stand and adding the necessary materials and tools all around it. Strengths, know-how and any support needed are written down in the magnifier.

The students compare notes. Together, they compile a complete list of everything they need in order to implement their sales idea. They mark all the things on the list which they still need to procure.



If the sale takes place outside the school premises, the students may need a permit.

E 4.2. Creating a bestseller – step by step

Five steps to creating a bestseller:

- Getting materials
- Making the product/preparing the service
- Preparing the market stand
- Selling
- Cleaning up



The description of these steps in the Student Manual contains all the necessary tasks for the planning of a joint sales experience. Compile a **neat and complete class task list** together with the students. You can find a template in the appendix.

Once all the tasks have been listed, the class decides together who will be in charge of what. If possible, the students should choose tasks that match their personal strengths. If this is not possible, the sales project may present an opportunity to face new challenges. Talk about it in class!

Each student writes down for which task she/he will be responsible. The project can only be successful if everybody assumes responsibility and if the students can rely on each other.

Completed tasks are marked with a check mark. The task list is checked regularly to see if everything is going according to plan. **If any problems arise, the students should get support in time (from fellow students, parents or teachers).**



The **A2 Start Your Project Challenge** contains a simulation game to help students understand how to plan the details of a project; they for instance learn to prepare a project as a team, using a structured project plan. Go to http://youthstart.eu/en/challenges/how_do_you_start_a_project/ for a free download.



Step 5 – Calculating the sales price

The copy templates contain a structured financial plan to help the students calculate their expenses, sales price, earnings and profit. **E 6.3: Was your sales day a success?** in the Student Manual contains an overview table for the calculation of profit.

E 5.1. Supply and demand determine the price!

In order to fix the sales price, supply and demand are examined.

Demand: How many people will be present at the sales day?
How many of them are potential customers?

Once demand has been established, **supply** is deduced. Supply also depends on how many units of the product can be manufactured in time for the sales day or how often the service can be performed (in terms of time and materials needed).

The following points should be considered when determining the sales price:

- How much do similar products/services cost?
(Prices can be researched online and at stores.)
- How much are potential customers willing to spend?
(The students can survey people around them.)
- How high are the students' own expenses?
(For now, expenses are merely estimated. They will be calculated in the next exercise.)
- How high must the price be so that it pays for the students' working hours?
(The sales price could for instance be twice the cost of production.)

A preliminary sales price is set. It should be fair to both customers and sellers. Together, think about how the students can come up with the initial capital they need to finance production costs.

E 5.2. How much money must we spend?

In order to determine expenses exactly, a shopping list of all required materials is compiled.
Rental fees or stand fees are added to calculate total expenses.

→ You can find an *Excel* template at www.youthstartchallenges.eu/shoppinglist.

Shopping list	Price	Quantity	Total (price × quantity)
.....	... € €
Shopping expenses			240.10 €
Additional expenses, e.g. rental fees	... € €
Total expenses			... €

The ecology checklist helps the students assess whether they are managing natural resources mindfully in manufacturing their sales product or preparing their service:

- organic and fair production?
- short transport distances?
- packaging and plastic waste avoidable?
- buy things used or borrow them?





Once total expenses have been determined, the students calculate production costs per unit:

Total expenses divided by the number of units produced (or the number of service performances) equals expenses per unit/performance.

$260.10 : 50 = 5.20$ (The production costs for one cotton bag amount to € 5.20.)

On the basis of expenses per unit, a fair sales price is determined:

Fair sales price = expenses per unit multiplied by e.g. 2 (to pay for working hours)

$5.20 \times 2 = \text{ca. } 10$ (The sales price should be ca. € 10.00 per cotton bag.)

Is this price fair to customers? Are they willing to pay this much?

The students also need to calculate the minimum number of units they will need to sell to cover their expenses and avoid a loss:

Minimum number of units sold = expenses divided by sales price per unit

$260.10 : 10 = 26$ (They will need to sell at least 27 cotton bags à € 10.00 to avoid a loss!)

By selling all units, the students can generate the maximum potential profit.

Profit is the sum total of earnings minus expenses.

$50 \times 10 = 500$ (The students can sell a maximum number of 50 units. With a sales price of € 10.00, they can generate € 500.00 in earnings.)

$500 - 260.10 = 239.90$ (maximum potential profit is € 239.90)

Step 6 – Selling successfully

E 6.1: Learning how to sell ...

Students who want to sell a product or service at the market stand need to be well informed about the offer and should be able to tell a story about it ("storytelling"). They should also be able to relate to the customers which objective they are pursuing with the sale.

The students practise sales talks by acting out a trial sale for their offer. They work in pairs and take turns playing the role of the vendor. They use the sales talk tips in the Student Manual for their role play:

- smile, address customers in a friendly tone, introduce yourself
- maintain eye contact (no playing with mobile phones!)
- listen, be interested and ask questions to find out what the person might need
- speak loudly and clearly

If the students want, they can act out their role play in front of the class and/or have it recorded on camera. The talks are analysed together, answering the following questions:

- Which of the sales talk tips were used in the role play? Which weren't?
- How did you feel as a customer? Did you buy the product? If yes – why?
- Who was especially convincing as a seller? Why?

Working individually, the students sum up the role play in their own words. In the Student Manual, they write down the sentences that most appealed to them as customers. In class, they collect friendly greetings and also write them down in the Student Manual – maybe even in several languages.

The notes serve as a preparation for real sales talks.



E 6.2: An attractive market stand ...

Discuss with the students what invites them to stop at a shop window or a market stand. What makes them curious about an offer?

What could make potential customers curious about the students' market stand?

The students agree on a catchy name for their stand and on decorations that will make people stop and buy something.

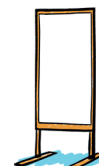
Name:

- It should "tell a story" about the class objective (e.g. "A wheelchair for Julia" – they want to donate the money for the purchase of a wheelchair).
- It should make people curious about the product (e.g. "Joy in a jar" – home-made marmalade) or the service (e.g. "Phibbsy's photo booth" – the photographer's name is Phibbsy).



Objective:

- Brief, interesting information about the class objective (short texts, photos, drawings, ...); learning what the students are planning to do with the money might be an incentive for customers to buy something.



In the Student Manual, the students can sketch the decorations, write down the name of the stand and make notes for the poster.

They will also try to come up with other "eye-catchers", such as matching outfits for the vendors.

Discuss where the price of the product or service will be displayed so that everybody can see it. On a poster? Next to the goods? When selling small products, it may be a good idea to present them in baskets or boxes on the counter. The students will also need to agree on how they will hand over their products. If they want to wrap them, they will need environmentally friendly packaging in sufficient quantities.

E 6.3: Was your sales day a success?

After the sales day, make sure you give the students enough time to reflect on the experience and on their success.

Introduce the reflection by discussing what success means to the students – in general and in this specific context.

- Were they able to reach their objective?
- Did they make a profit?
- Did they work well as a team? Did everybody assume responsibility for her/his part?
- Was it a positive experience for them? Were they able to learn something new?

The profit made by the class is calculated using the overview table in the Student Manual:

Expenses	_____ €
Sales Price	_____ € per unit/performance
Earnings	= sales price times units sold/number of performances _____ € = _____ € x _____
Profit	= earnings minus expenses _____ € = _____ € - _____ €



The Student Manual also contains a formula to calculate the maximum potential profit that can be generated by selling all products or services:

Calculate your **maximum earnings**:

sales price *times* **units produced** / **maximum number of performances**

How much **profit** would you have made if you had sold everything?

maximum potential profit = **maximum earnings** *minus* **expenses**

_____ € = _____ € – _____ €

The copy templates contain a structured overview on how to make a financial plan.

If any products are left at the end of the sales day, the students can start a new project, trying to sell them on the school homepage.

Is the profit sufficient to finance the class objective? If not, why was the objective not reached?
What could the students do better or differently next time?

To wrap things up, each student writes down her/his personal highlights from the project and what she/he learned from it:



Step 7 – Thinking things over

E 7.1. Questionnaire for the Lemonade Stand Challenge

As in every challenge, a concluding questionnaire with open-ended questions encourages the students to reflect on their learning progress. The students summarise their personal findings from the challenge in their answers.

Ask the students to discuss their answers in pairs or in class.

E 7.2. How well can you do that already?

This questionnaire lists essential competences that the students have practised in the challenge. The students assess their own performance and find out what they can do well. Discuss the meaning of the symbols with the students before they fill in the questionnaire.

**TRIO model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Lemonade Stand Challenge belongs to the area of **Core Entrepreneurial Education**, which deals with basic qualifications of entrepreneurial thinking and acting: the development of innovative ideas and their creative and structured implementation.

Time/Length of the challenge

ca. 6–8 periods, preferably as double periods
(excluding product manufacturing and the actual sale)

The challenge is very well suited for cross-curricular activities on project days or in preparation for school events (e.g. implementation of charity or health projects, Christmas bazaar, PTA meetings, open days, ...). The following subjects could be involved: economics, mathematics, computer education, handicraft lessons, art and languages (e.g. English) as well as religious education (in the case of Christmas bazaars or other charity projects).

Necessary background knowledge

None; it is helpful, however, if the students are familiar with the *Design Thinking* method (“A2 Idea Challenge – Finding solutions with the *Design Thinking* method”).

Context within the "Youth Start Entrepreneurial Challenges" Programme

All challenges: www.youthstart.eu

The “A2 Lemonade Stand Challenge – Be part of a sales team!” builds on the “A1 Lemonade Stand Challenge – Selling is Fun” (at http://www.youthstart.eu/en/challenges/selling_is_fun/) and prepares the students for the “B1 Lemonade Stand Challenge – Selling Products and Services”. The challenge is closely linked to the “A2 Idea Challenge – Finding solutions with the Design Thinking method” (at http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/) and the “A2 Start Your Project Challenge – How do you start a project?” (at http://www.youthstart.eu/en/challenges/how_do_you_start_a_project/).

Additional materials

- explanatory video for the challenge: www.youthstartchallenges.eu/A2LemonadeStandEN
- e-learning tool for the *Design Thinking* method: www.flipchallenge.at (Entrepreneurship-Challenge, German only)
- video about “identifying challenges”: youtu.be/VONVm0q8pul (German only)
- video about “taking the initiative”: youtu.be/iw4iGvqXBpk (German only)

Empathy map for _____

Thinking and Feeling

What is the person thinking and feeling?
What is important to her/him?

Hearing

What is the person hearing? What are her/his family and friends or her/his colleagues saying? What information does she/he get from the media she/he is using?

Seeing

What is the person seeing when she/he looks around? Which other people are there? Which objects? In what place is the person?

Saying

What is the person telling others?
How does she/he behave towards others?

Negative aspects and fears

What is the person worrying about?
Which obstacles does she/he face?

Positive aspects and wishes

What does the person like doing?
What would she/he like to have or be able to do?





What?	By when?	Who?	✓
Determine how many units of the product are to be made or how often the service can be performed (see Step 5 – Calculating the sales price for details).			
Make a list of all the materials needed.			
Find out what can be borrowed.			
Make a shopping list based on the information above (<i>don't forget decorations for the stand and any packaging material you may need for your products!</i>).			
Research prices for the shopping list; calculate shopping expenses.			
Raise money for shopping expenses.			
Go shopping.			
Compile an overview of all expenses (actual shopping costs + additional expenses, e.g. stand rental fees) – see Step 5 – Calculating the sales price .			
Use the actual expenses to calculate the sales price for the product or service – see Step 5 – Calculating the sales price .			
Agree on a production space and a place to store the finished products.			
Bring everything you have bought and any other tools and materials you have organised to the production space.			
Prepare the step-by-step description of how you have made the prototype or write a new one, if you have chosen to combine several prototypes.			
Split up into smaller teams and assign tasks: each team will be in charge of a specific part of the manufacturing or the preparations.			
Manufacture the product or prepare the service in small teams and prepare the necessary packaging.			
Bring the finished products or components you will need for the service to the storage area.			
Organise a sturdy table, at least 2 chairs and (if possible) a pinboard or a poster stand for the market stand.			
Draw and craft decorations for the market stand.			
Create a poster for the market stand, detailing your offer and prices.			
Create a poster with a short “story” about how you came up with the product or service and your objective (e.g. with photos!).			
Organise a cash box and sufficient change; write down how much money there is in the cash box; prepare receipts.			
Prepare a promotional text for posters or information for social media or the school homepage.			
Create advertising signs and/or posters and flyers (including the place, date and time).			
Pass on advertising texts for social media to your parents, distribute flyers, put up advertising signs and posters at school and in other places.			
Make a duty roster for the market stand (never have more than 3 or 4 of you working the stand).			
Before the sale, think about which information you want to give your customers about the product/ service and about your objective – see Step 6 – Selling successfully .			
Appoint someone to write down after each sale how much was sold and how much money you have received.			
Transport your products, accessories for the service, decorations and stand equipment to the place of sale (<i>cash box, change, receipts, pens, paper, scissors, glue</i>).			
After the sale: count the money, calculate your earnings, keep the money in a safe place.			
Dismantle the stand, dispose of any trash in the most environmentally friendly manner possible.			
Remove remaining products + equipment from the place of the sale.			



	product	service
EXPENSES	<p>How much do the materials cost?</p> <p>= Expenses</p> <p>€ _____ €</p> <p>Estimate how many units you can make. Estimate: _____ unit</p> <p>Expenses : number of units = expenses per unit _____ € : _____ = _____ €</p>	<p>How much do the materials cost?</p> <p>= Expenses</p> <p>€ _____ €</p> <p>Are there any additional expenses?</p>
SALES PRICE	<p>To make sure your work is paid for and that you will have money left in the end, the sales price needs to be higher than the expenses – e.g. twice as high. Expenses per unit × (e.g.) 2 = sales price per unit _____ € × _____ = _____ €</p> <p>How many units will you need to sell so you can make a profit? Expenses : sales price per unit = minimum number of products sold (to avoid a loss) _____ € : _____ € = _____ unit</p>	<p>How much are your working hours worth?(e.g. 5 €/hour) Calculate a sales price that is fair to you. Is this price also fair to your customers?</p> <p>Fair sales price per service performance (SP) _____ €</p>
EARNINGS	<p>Sales price per unit × units sold = earnings _____ € × _____ units = _____ €</p> <p>maximum number → maximum earnings</p>	<p>Estimate how often you can perform your service. Estimate: _____</p> <p>Sales price per SP × number of SPs = earnings _____ € × _____ = _____ €</p>
PROFIT	<p>€ – € _____ €</p>	<p>Earnings – Expenses Profit</p> <p>€ – € _____ €</p>

Additional materials and videos:

- e-learning tool for the Design Thinking method: www.flipchallenge.at (Entrepreneurship-Challenge, German only)
- video about “identifying challenges”: youtu.be/VONVm0q8puI (German only)
- video about “taking the initiative”: youtu.be/iw4iGvqXBpk (German only)

Additional activity:

- market day for children and teenagers in Austria: www.ifte.at/markttag (German only)

All Challenges of level A2 are also available in a printed version in German.
You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



Empowering Youth is a holistic learning programme for lower secondary school students. 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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