

Idea Challenge B1

I can develop an idea and a model how to implement it.

Core Entrepreneurial Education



Entrepreneurial Design – a sustainable business model

Students analyse the entire process chain of generating and marketing a product by developing a sustainable business model for their own idea. Furthermore, they will learn about topics such as trademark protection.

Teacher's Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➔ -sign indicates optional tasks for a deeper understanding. You will find the corresponding worksheets in the file “Extension Materials for Students”. All materials are provided at www.youthstart.eu.

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.



Unit Planner

Theme	Entrepreneurial Design – a sustainable business model
Level	B1
Challenge-Family	<p>Idea Challenge – the challenge from idea to business model!</p> <p>Coming up with a good idea is not easy. Recognizing a good one is even harder. But the most challenging thing of all is to turn it into a success. Primary school students will learn how many steps are required for something “valuable” - a finished product (e.g. cookies) - to be created. Students at the lower secondary level will create a prototype (e.g. a chair) and will use the feedback of their classmates to find new and better solutions. Students at the upper secondary level analyse the entire process from idea creation to developing a sustainable business model for their own idea.</p>
Time/Length	at least 4 periods (10-12 periods, incl. ➡ material)
Big Idea behind the Challenge	<p>It is a challenge in itself to develop your own idea together with a sustainable business model. But using creative techniques and strategies for idea development as well as finding alternative ways for its implementation make this challenge an interesting one.</p> <p>The "Trading Game", which can be found in the ➡ materials is an illustrative example of these processes. Furthermore, there is a worksheet for students on "Copyright": After all, protecting your ideas is an important element in the development of your own product.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I can take responsibility for a given task.</p> <p>I can face potential competition in the implementation of tasks.</p> <p>I can develop ideas.</p> <p>I can identify and seize opportunities.</p> <p>I can present a draft concept.</p> <p>I would like to contribute with my ideas to a future-oriented, ecologically and socially sensitive behaviour in business and society. I can see ethical problems.</p> <p>I can analyse whether or not my idea will generate a profit.</p>
Language Objective	<p>I can describe my idea in a well structured text both orally and in written form (Introduction – Solution – Conclusion).</p> <p>I can argue using concrete examples of why my idea has a chance to be implemented in the market and society.</p>

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Content Vocabulary (Word Wall)	Idea, Creativity, Business Model, Mini Canvas, Design, Use, Implementation, Profit, Sustainability
Assessment	<ul style="list-style-type: none"> • Give a written description of own idea (individually) • Develop and write a "sustainable business model" using the entrepreneurial design canvas (in written form, small groups) • Self-Assessment
Necessary Background Knowledge	Students should know examples of good ideas that were eventually implemented. They should also have completed the Hero Challenge.
Mind & Body	For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (video clips included). Choose the appropriate exercise(s) to support your challenge.
Materials Needed	<p>Documents: There are two workbooks available for students. Please be sure to photocopy ➡ "Our Economy Needs New Ideas" and "From an Idea to a Sustainable Business Model".</p> <p>Two PowerPoint Presentations are also available to support idea development using the Idea Canvas as well as for the sustainable business model using the Mini Business Model Canvas.</p> <p>Flipchart paper is to be used for idea development and writing down individual business models. Give 1-2 flipcharts per small group of students to work with. Please be sure to draw the structure of a business model on a flipchart for the students to see. The results from the group work should be displayed in a PowerPoint Presentation.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> </div> <p><u>See the diagram above: Sustainable Business Model – Mini Canvas</u></p> <ul style="list-style-type: none"> • Box: Value Proposal <ul style="list-style-type: none"> ○ Which value does the undertaking have ○ ... for the founder?



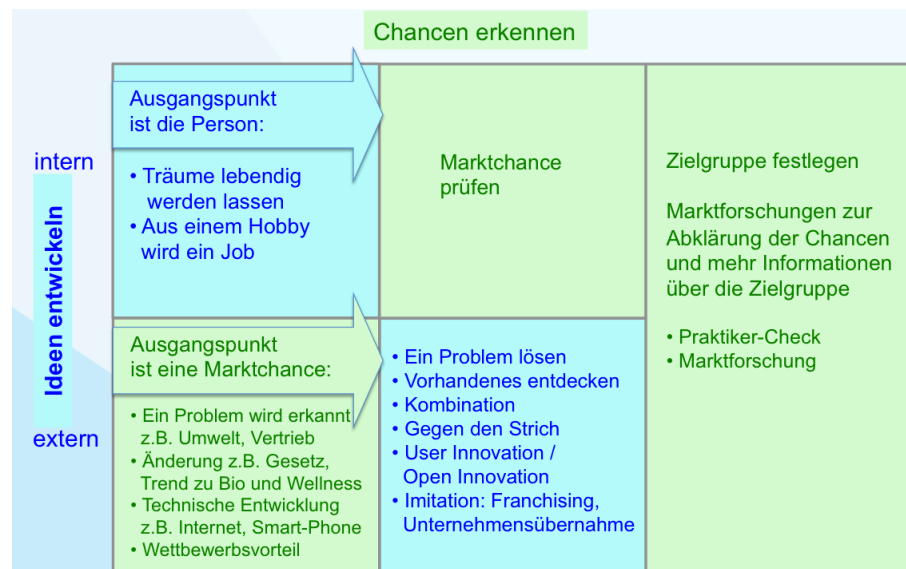
	<ul style="list-style-type: none"> ○ ... for the customer(s)? • Box: Implementation Structure (Value Chain Structure) <ul style="list-style-type: none"> ○ How does the company provide the value? ○ How is the service provided? From whom? ○ How does the service reach the customers? (Keyword: Sales) • Box: Profitability model <ul style="list-style-type: none"> ○ How is it possible to make profit with the chosen implementation plan? • Box: Social and ecological sensitivity <ul style="list-style-type: none"> ○ Which social and ecological responsibility does the business take? <p>Markers for the flipchart paper and Post-its in various sizes</p> <p>One innovation savings book per participant</p> <p>Handels-Spiel ➔ Trading Game (fakultativ) siehe Anhang A (➔ Info sheet 1, 1a and 1b in the Appendix). A beamer is required for the Trading Game.</p>
Step-by-Step Activities	<p>Instructions for this challenge come with a variety of activities (some are differentiated).</p> <p>➔ Step 1 Trading Game (➔ Info sheet 1, 1a and 1b in the Appendix).</p> <p>The activity (see the instructions in the Appendix) is an introduction to the "Secrets for Success" and demonstrates techniques and strategies to support this theme.</p> <p>Step 2 Perception of Business Ideas</p> <p>Each student brainstorms a business idea, writes it down on a Post-its and briefly presents it. This activity helps measure students' understanding and perception of business ideas. As an alternative, you can also briefly show examples of Japanese inventions. Students then assess the ideas and select which ones they think are the best ideas (Simply Google: <i>weird Japanese inventions</i>)</p>



➤ Step 3 Creativity adds to new (Business) Ideas

Idea development will be promoted through creative and structured techniques and strategies. Students will learn how ideas can be developed from both internal and external influences. (See ➤ Extension Material for Students *The Economy Needs New Ideas*)

Idea Canvas



Step 4 Describe one's own Business Idea

Write a description of your own idea (max. one A4-size page, around 3,000 characters).

Step 5 From an Idea to a Sustainable Business Model

A case study example will be used to demonstrate how an idea can be developed into a sustainable business model, which will then be explained step-by-step (See "From an Idea to a Sustainable Business Model" and also "Start Your Project"). Using the business model thinking, the following questions will be answered:

- What are the benefits for the developer as well as for the target group? Finally, students shall present their own thoughts.
- How can this idea be implemented? How could we do it?
Demonstrate in two colours: 1) What can you make yourself (key activity)? and 2) Which components must be delivered (outsourcing)?
- How should the income/profit model for implementation look?
- Is the idea already ecologically and socially responsible or is the idea implementable (ecological = environmentally friendly, social = societal dimension, leadership/culture = How much teamwork is there?)?

Step 6 Alternative Thinking

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- a) After the case study example in Step 5, students will begin to work on their own business model.

As a starting point, students can choose their own idea or they review a variety of problems for which they must find a creative solution (e.g. *the population doesn't change their toothbrushes regularly enough, or the population isn't physically active enough*).

In any case, a problem area should be chosen that students are comfortable and familiar with. In small groups, students should try to generate as many creative (business) ideas to solve the problem as possible and write them on Post-its. Every group gets a different Post-it colour. They have around 15 minutes to complete this activity. Now, the students should be divided into a corresponding number of groups.

- b) A representative from each group presents the group's ideas so that everyone can see the selection of ideas. Finally, all students agree on one idea that should be further developed and for which a business model should be written. Step-by-step, every group will discuss all four perspectives (use, strategic implementation, income model as well as the ecological, social and cultural perspectives) and write down their answers on Post-its. Finally, all groups come together as a class, the groups taking turns to present their ideas and business models. Afterwards, the opportunity is given for the groups to give feedback and add additional perspectives and alternatives.

The total time needed to present the business ideas will depend on how many ideas are presented. You should calculate a presentation time of 10 minutes with an additional 10 minutes for discussion. When students speak about the prospective "implementation", the groups should mark on the Post-its which activities they can provide themselves (key activities) and which ones must be delivered (outsourced). Students continue to work in the same groups as in Step 3 and have different coloured Post-its. The fundamental idea of the business model thinking should be reviewed again to conclude the lesson.

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Step 7	<p>My own idea and business model (Student Materials, Worksheet 1)</p> <p>Students will work on their own ideas and develop their own business models according to the entrepreneurial design canvas presented. Worksheet 1 can be used for self-assessment. Ideally, it would be best to have students participate by submitting their own real ideas in a idea competition (See "Real Market Challenge", which easily connects to their challenge and would prepare students for an idea competition).</p>
➔ Step 8	<p>Protecting My Own Ideas (➔ Extension Material for Students, ➔ Worksheet 1)</p> <p>After having developed a new idea, students will analyse, which possibilities there are to protect this idea.</p>
Step 9	<p>End of Unit Self-Assessment (Student Materials, Worksheet 2)</p> <p>To be done individually: Students will assess themselves.</p> <p>Read through each attribute slowly. Give time for students to reflect and assess themselves by circling the appropriate smileys. It might be necessary to further clarify each attribute by giving the students an example (e.g. <i>I am able to fulfil simple tasks</i> – Can you give an example of which tasks you completed? Once completed, you can either collect these or use for classroom discussion.).</p>
➔ Step 10	<p>Self-Reflection Wrap-Up (➔ Extension Material for Students, Worksheet 2)</p> <p>To be done in pairs and in plenum: Be sure to read each question together with the class and give students time to write their responses. Use this wrap-up worksheet for a final discussion! This worksheet is great way to demonstrate to parents what their son/daughter has learned!</p>
Context within the Challenge Programme	<p>This challenge builds on the "Idea Challenges" for the lower learning levels. It is advisable that they complete the "Hero Challenge" Family first. Following the "Idea Challenge", students are ready to do carry on with the Challenge Families "Debate", "Empathy", "Story Telling", "Real Market", "Start Your Project", "Open Door" and "Expert".</p>
Useful Links	<p>About the Project Youth Start Entrepreneurial Challenges: www.youthstartproject.eu</p> <p>Further teaching materials (including videos): www.youthstart.eu</p> <p>The film "Entrepreneurial Design Thinking" summarises all important information on sustainable business models. You can find it at YouthStart TV on YouTube: www.youtube.com/watch?v=731R2oc3E6E</p>



	<p>Weird Japanese Inventions www.youtube.com/watch?v=txMyji4N_CQ</p> <p>Where Good Ideas Come From www.youtube.com/watch?v=NugRZGDbPFU</p> <p>Sir Ken Robinson: Creativity (TedX Talk) www.youtube.com/watch?v=YYacgRldEDA</p>
Sources	<p>Lindner, J./Fröhlich, G.: <i>Wirtschaft gestalten</i>, Wien 2015</p> <p>Steve Mariotti</p>
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➤ Info sheet 1: Trading Game

Which Goals?	<p>Through this activity about successful business thinking, students should deepen their understanding of the following:</p> <ul style="list-style-type: none"> • Resources are unevenly distributed (especially when starting up a business), thus not everyone can equally engage in trade. • Those with minimal resources can still engage in trade, so that there is a win-win situation for both sides and a feeling of satisfaction. • Some businesses might experience an embargo based on the country they reside in and/or the industry they work in. • Reflection on realistic daily situations is required to find solutions and is a way of applying theory to actual practice.
How? Materials Needed	<p>Prepare a Bag of Goodies for each student. Label each bag with the letters A, B, C, or NO in different group sizes. Each bag must contain three items; however, the individual items in each bag should vary. The value of the total items in each bag should also contrast each other. The contrasting values in each bag symbolise how start-up companies begin with different resources available. Goodies can be anything from chocolate, erasers, sponges, pens, and also items that could be split apart and distributed among a few bags (e.g. a Giraffe toy that is built in three pieces – place a piece of the Giraffe in each bag and see what value the Giraffe has to students in order to trade until they get all three pieces and the complete Giraffe).</p> <p>A rubric is provided to measure the students' level of satisfaction during the game and will serve as an important piece for a wrap-up discussion.</p> <p>First study the example rubric to understand how to use it (➤ Info sheet 1a).</p> <p>Project the actual rubric (➤ Info sheet 1b) on a screen and fill it out as the students complete the game. The results of the rubric will be used for discussion at the end.</p> <p>Explain the rules to the students.</p> <p>a) They are not allowed to trade for free (trade nothing for something) and b) They are not allowed to steal.</p>

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1st round	<p>Each student receives their Bag of Goodies and is allowed to look inside, but is not allowed to show the other students what is inside. To model to the class, you should reveal what you have in your bag. As you pull out each item, demonstrate your satisfaction with each item and why the item is or is not valuable to you, e.g. you pull out a pen and show your satisfaction because teachers always need new pens – high value. Or: You pull out a box of Gummy bears and frown because you don't really eat sweets – less value.</p> <p>Instructions to rubric (➡ Info sheet 1b): Ask students in the room to look inside their bags and not reveal the contents to anyone. Begin by stating <i>"Trading day one, the market is open."</i> Ask them to rate their current satisfaction based on what they have. Remind them that the items symbolise the resources they have as a start-up company.</p>
2nd round	<p>Begin by stating <i>"Trading day two, the market is open."</i> Ask the students to take the items out of their bags and place the items on the desk in front of them. Then ask students to get up and walk around to see what their peers have. Finally, call on the students to return all items to their bags and listen for the next step.</p> <p>Instructions to rubric (➡ Info sheet 1b): Ask students in the room to rate their current satisfaction. Write results in rubric.</p>
3rd round	<p>Begin by stating <i>"Trading day three, the market is open."</i> Students that have an <i>A</i> on their bag are allowed to trade only with students that also have an <i>A</i> written on their bag. They are allowed to trade and exchange the items with each other. The same rule applies to those students with bags labelled with <i>B</i> and <i>C</i>. The students with <i>NO</i> written on their bags are not allowed to trade and can only observe the others. (<i>Students should not know that this symbolises embargo – they will learn this later.</i>) Finally, call on the students to finish trading and return to their seats.</p> <p>Instructions to rubric (➡ Worksheet 1b): Ask students in the room to rate their current satisfaction. Write results in rubric.</p>

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4th round	<p>Begin by stating <i>"Trading day four, the market is open."</i> All students are allowed to trade with each other. Finally, call on the students to finish trading and return to their seats.</p> <p>Instructions to rubric (➡ Info sheet 1b): Ask students in the room to rate their current satisfaction. Write results in rubric.</p>
Evaluation	<p>Students will reflect on their level of satisfaction during each round and how it may or may not have changed as the activity progressed through each round. Analyse the possible causes for their changes in satisfaction. All these group responses should be written on the board and discussed. Also ask a few students how they came to an agreement with each other. Also possibly ask a couple of students to explain their process or strategy for trading. Did they feel like every deal was fair? Why or why not? Were they always able to come to a win-win situation?</p> <p>Explain to the students what happened during round 3 and why the "NO" students were not allowed to trade. Tell the class that this symbolised an embargo and that not all countries have the same rights to trade all goods in all industries. Have the students reflect and discuss whether or not this is fair? Do they know of any examples of embargo? How did they cope with resources not being evenly distributed for their start-up company?</p> <p>Reveal the total scores of each round. Walk through each round and discuss with students as to why the level of satisfaction rose or fell. Ask them to identify which elements contributed to an increase in satisfaction and which elements contributed to a decrease in satisfaction. Also ask, why some items had more value and others did not. What factors determined the value of the items? The rubric serves as an excellent platform for meaningful discussion surrounding trade within a start-up company!</p>
Extension	<p>As a whole group, develop a mind map with the central bubble stating <i>"Successful Business Thinking"</i>.</p>



➔ Info sheet 1a

Example Rubric Trading Game

Look at this sample to understand how the rubric works.

1. After each round, ask students to raise their hands for each level of satisfaction. Count the number of hands and place the result in the box "# of students".
2. Repeat this process from the satisfaction level 5 until level 1.
3. Multiply the number of students by the level. E.g.: In level 5 - 2 total students x 5 (level) = 10

Level of Satisfaction	1st round		2nd round		3rd round					4th round	
	Self -Assessment (without trading)		Self -Assessment (after comparing their goodies with the others, before trading)		Only A, B, C Self-Assessment		Only NO Self-Assessment		Totals of (Round 1) + (Round 2)	Self-Assessment (All can trade with everyone else)	
	# of students	Total	# of students	Total	# of students	Total	# of students	Total	Total	# of students	Total
5 😊😊😊😊😊	2	10									
4 😊😊😊😊	4	16									
3 😊😊😊	10	30									
2 😊😊	5	10									
1 😊	3	3									
total		69									



➔ Info sheet 1b: Group Rubric for discussion on the Trading Game

Level of Satisfaction	1st round		2nd round		3rd round				4th round		
	Self -Assessment (without trading)		Self -Assessment (after comparing their goodies with the others, before trading)		Only A, B, C Self-Assessment		Only NO Self-Assessment		Totals of (Round 1) + (Round 2)	Self-Assessment (All can trade with everyone else)	
	# of students	Total	# of students	Total	# of students	Total	# of students	Total	Total	# of students	Total
5 😊😊😊😊😊											
4 😊😊😊😊											
3 😊😊😊											
2 😊😊											
1 😊											
Total											

Legend: 5 = Extremely satisfied 4 = Very satisfied 3 = Satisfied 2 = Somewhat satisfied 1 = Not very satisfied