



A2 Idea Challenge

Finding solutions with the *Design Thinking* method 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 elements of the programme. They function as learning prompts from 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 colour to help differentiate between them. A diagram of the entire programme is included on the previous page.



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.



The **Idea Challenge** encourages young people to employ the method of *Design Thinking to find solutions*. They use their empathy and creativity to develop as many ideas as possible and they experiment & test until they have found a good solution for a given problem. They also learn from their mistakes – feedback is welcome!

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 students’ 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 Idea Challenge

Finding solutions with the *Design Thinking* method

The **A2 Idea Challenge** encourages young people to employ the method of **Design Thinking to find solutions**. They use their empathy and creativity to develop as many ideas as possible and they experiment & test until they have found a good solution for a given problem. They also learn from their mistakes – feedback is welcome!

Core competence of the challenge:

I can develop an idea.

Explanatory video: www.youthstartchallenges.eu/A2IdeaEN



An additional e-learning tool (online version + app) is available for this challenge (in German only):

→ www.flipchallenge.at (Entrepreneurship Challenge)

Free download in the App Store or at Google Play:

→ „FLiP Entrepreneurship (education)“

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Big idea behind the challenge

In today's world, complexity, rapid change and manifold challenges have become the norm rather than the exception. The Design Thinking method helps young people perceive challenges as opportunities and confront them with innovative solutions. This process boosts their confidence in their own creativity and their belief that they can make a difference (= self-efficacy).

The students learn how to use a tool that will prompt them to identify challenges and develop a profound understanding of human needs. They develop creative ideas and realise how experimenting (prototyping) and feedback can greatly improve their solutions and increase the chances of their implementation.

Entrepreneurial Competences according to the reference framework

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

- I can mindfully perceive myself and the people around me and can plan my actions according to the needs I have observed.
- I can perceive myself and my surroundings with confidence and can use mistakes to learn from them.
- I can examine a topic from various perspectives and can empathise with others.
- I can identify the possible causes of a given problem and can develop many creative ideas for its solution.
- I can capture ideas in sketches and designs.
- I can perceive challenges and problems as opportunities and can utilize them with confidence.
- When working in a team, I can assume responsibility for my tasks and can follow the rules we have agreed upon.
- I can encourage others and can give them respectful feedback.
- I can present my own ideas and stories orally or in writing.
- I can assess my own learning progress and can define new and challenging goals for myself.

Assessment

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.
- smartphone and computer with Internet access to use the e-learning tool
- 2 flip-chart sheets (or sheets of packing paper) per team
- post-its in 4 colours
- text markers

The titles of the exercises are labelled “E”.



E-Learning with the FLiP Entrepreneurship Challenge

→ www.flipchallenge.at (in German)

Phase 1 (in the web browser): Introduction into the world of entrepreneurial thinking

4 modules with informational texts, videos, quiz questions and matching exercises

- presentation of ideas + companies (development, necessary skills for implementation and challenges faced by entrepreneurs)
- entrepreneurial thinking and acting, effecting a positive change on one's own life & surroundings:
 - IDEAS | What is behind an idea?
 - GETTING STARTED | How do I implement my ideas?
 - MONEY & RISKS | What should I keep in mind?
 - ROLE MODELS | What can I learn from others?

Phase 2 (available in the app; also in the web browser): Introduction into the *Design Thinking* method

(= playfully working through the content of the **A2 Idea Challenge**)

Part 1: "*Design Thinking*"

- step-by-step instructions for the method with examples, concise information and quiz questions
- should be completed individually (individual pace, repetitions where needed; may also be completed at home)

Part 2: "*Using Design Thinking*"

aim: identifying challenges, developing ideas, building & presenting first prototypes

- step-by-step instructions with detailed tasks, short videos and examples for inspiration
- teamwork: the tasks are read on a mobile phone;
implementation in teams in class (without computer or smartphone)

Assessment

The students reflect on the entire process and assess their own competences.

"Blended Learning" with the FLiP app and the A2 Idea Challenge

- The students use their personal Student Manual (**A2 Idea Challenge**).
- Videos and examples from the app are used for support or as additional materials.



In the following sections, the smartphone symbol indicates any exercises for which this is possible and recommendable (including the relevant links).

The links are integrated in the digital version of these didactic materials¹ – enabling you to present additional materials via a beamer with just one click.

A video and an animated diagram are also available on YouTube.

In order to use the FLiP Entrepreneurship Challenge, you will need to register once.
You can access the YouTube videos without registration.

¹ free download at http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/



Step 1 - Design Thinking: getting started

The method

Design Thinking is a creative method for understanding and solving complex questions and problems. Its focus lies on a profound understanding of the challenge in question as well as of the **needs** of the respective person and her/his surroundings. These individual needs are the starting points for changes and new and innovative solutions.

There is no “correct solution” in *Design Thinking*. The aim is to find many different solutions, to scrutinise them and develop them further.

Background

Design Thinking is used by many companies to develop new and innovative products and services for their customers. The central elements of the method are **imagination, creativity, intuition, empathy** and **feedback**.

Design Thinking is a mindset, not a toolkit or a series of steps.

Arne von Oosterom, Design Thinker

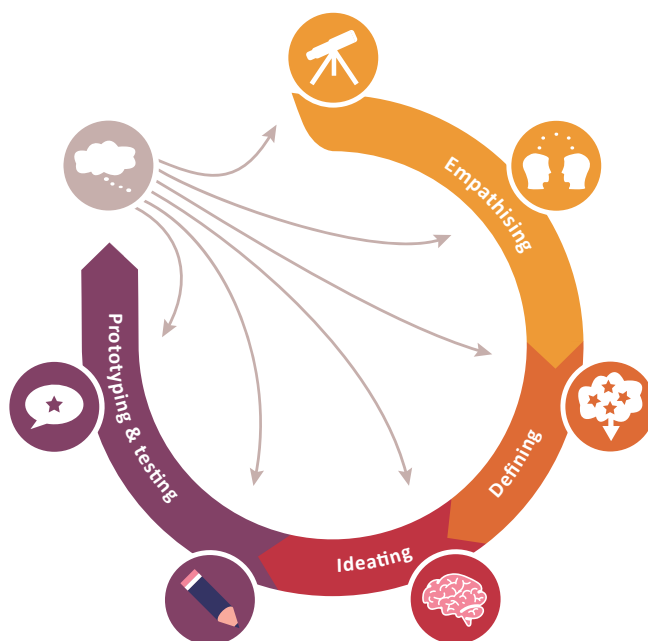
Step 1 - Design Thinking: getting started uses a diagram to briefly explain the *Design Thinking* method. The 4 phases – **Empathising**, **Defining**, **Ideating** and **Prototyping & testing** – are described in detail and practised with exercises in steps 2 to 5.

The tabs in the margin of the pages in the Student Manual indicate the respective phase of the *Design Thinking* process.

Give the students time to examine the diagram, then discuss the individual phases in class. Which step are the students most looking forward to?

Tip:

For a better overview, you can make an A3 copy of the diagram (see copy template below) or draw the entire process – including tabs and symbols as shown on the right – on a poster (or flip-chart sheet). Leave the poster on the wall during the entire challenge, so you can repeatedly point out which phase of the *Design Thinking* process the students are working on. The aim is for the students to memorise the process so that they can implement it without instructions in the future.





Step 2 - Empathising

E 2.1. What is the problem? Identify the challenge!

The students read through the story cards in small teams and note the problems, wishes and needs of the individuals described on the cards.

They discuss their findings. If they want, the students can also put themselves in the role of one of the four individuals and “act out” a situation from her/his life. This form of “empathising” is intended to help the students get to know the individuals as well as possible so that they can then pick one of them.

Each team chooses one person for whom they want to develop a solution in the following steps.

You can decide whether you want the entire class to agree on one person or whether you will let each team choose their “own” person.



The “mirror exercise” is a rhythmic physical exercise that will help students activate & concentrate and will strengthen their community. The students work in pairs. One of them presents a movement and her/his partner tries to “mirror” it. Then the students change roles.

The exercise can also be used to build or strengthen a relationship:

The person who takes the lead assumes responsibility, the person who follows practises to trust her/his partner. The following questions can be useful in a reflection after the exercise:

- In what role did you feel more at ease? As the leader or the follower?
- Were the movements of the leading person clear and easy to imitate?
- Were you able to empathise with your partner?

The “Mind & Body” section at www.youthstart.eu provides a short video for the “mirror exercise” and other “activate and concentrate” exercises.

E 2.2. Ask empathic questions

Another goal of this exercise is for students to put themselves in the place of the person they have chosen (= to practise empathy). This is crucial for the later stage of ideating (= finding ideas): In order to develop adequate solutions for a person, it is necessary to understand how this person is feeling and what she/he needs.



Make an A3 copy of the empathy map from the appendix.

Provide one sheet of flip-chart paper (or packing paper) per team.

As an introduction into the method, answer the questions from the empathy map in class (you can also use celebrities as examples, e.g. singers, athletes, actresses, ...): “How does Taylor Swift feel? What is she thinking?”, “What is Cristiano Ronaldo wishing for?”

Next, each team will develop an empathy map for the person they have chosen:

The students draw an empathy map for their person on a sheet of flip-chart paper or packing paper. They write down their answers on post-its which they attach to the respective segments. This makes it possible – also during the following steps – to make changes, move post-its or add new information. The students should write (or draw on) at least 3 post-its for each segment.

Ask the students to make up a story featuring the person they have chosen: about her/his family, spare time activities, friends, the places she/he spends her life, etc. This means that the students will have to expand the background of their person. (They should not rely only on the information on the story cards.)



E 2.3. You can learn many things by asking questions

In their teams, the students think about at least five open-ended questions they would like to ask the person they have chosen. They write down the questions in their Student Manual. They answer the questions in short role-plays (interviews) conducted within the team.

The students can write down their answers on post-its (use another colour) and attach them to the respective segment on the poster with the empathy map.

Remind the students that the answers should specifically help them design a chair for the person they have chosen (rather than giving irrelevant information about the person!).

Examples of open-ended questions (which cannot be answered with “yes” or “no”):

- When do you want to use the chair?
- For how long do you want to sit?
- Where do you want to/can you keep it?
- How big can it be?
- What do you want to do while sitting on the chair?
- Why are you not satisfied with the chairs you have?

Remind the students to use the tips for mindful (or “active”) listening in the Student Manual for their short role-plays.



Students who want to further practise “active” listening can do that with the **A2 Expert Challenge**, which contains several exercises on this topic. The challenge is designed as an index-card programme and contains various methods for studying. Go to http://www.youthstart.eu/en/challenges/learning_holistic_learning/ for a free download.

Step 3 - Defining

E 3.1. Define the need clearly



Hand out another sheet of flip-chart paper (or packing paper) to each team.



App: two short quiz questions – what are needs (and what aren’t) – in German:

→ designthinking.app.ovosplay.com/#/deck/25

App: examples of needs including short definitions:

→ designthinking.app.ovosplay.com/#/library/topic/4

The students read through the answers from the interview and think about which needs they can identify for “their” person. They choose these needs from the word cloud in the Student Manual (and/or from the needs listed in the app).



The students can learn more about needs in the **A2 Empathy Challenge**.

The aim of this challenge “**mutual understanding**”.

The students fill a “Giraffe-Tool-Box” with tools of *nonviolent communication* – inspired by Marshall B. Rosenberg – and learn to solve conflicts without violence or to prevent them altogether.

Go to http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/ for a free download.



The students write down the needs they have chosen on post-its (use a new colour) and attach them to the second flip-chart sheet. Once they have collected all the needs, the students try to cluster them to make it easier to find the central needs.

Examples of **needs**:

Mila: exercise, variety, celebration, relaxation, love, learning, fun, support

The clustered “needs groups” are used to develop a needs statement.
This step can be difficult and will usually require some support from the teacher.

Example of a **needs statement**:

“Mila needs something which helps her relax after sports, so that she can stay healthy and can exercise again the next day.”



You can find further examples of needs statements in the app (in German):
→ designthinking.app.ovosplay.com/#/library/topic/4

The needs statement can be written down on (or attached to) the flip-chart sheet, right next to the needs.

Step 4 - Ideating

E 4.1. “Brainstorming” – a storm of ideas



The aim of this step is to find as many ideas as possible to address the needs, wishes and problems of the person. These ideas can – and should – be *wild, crazy* or “*atypical*” at first glance.

It is important that every student comes up with ideas of her/his own and does not rely on the other team members. Make sure you time the exercise – brainstorming should not take longer than 5 to 10 minutes.

- The exercise is about general ideas, not details.
- The students should find as many ideas as possible.
- Each idea is written down or drawn on a post-it (use a new colour).

E 4.2. Find your best idea



Ask the students to sort through the post-its with their ideas and to match them – if possible – to the needs groups on the flip-chart sheet. Which idea meets which need?

The students discuss the results. In their teams, they decide on **an idea**.

Step 5 - Prototyping & testing



Prepare materials or ask the students to collect them: e.g. LEGO bricks, newspapers, cardboard, string, wire, corks, wool, straws, empty bottles, old boxes/containers, plasticine, tinfoil, pieces of wood, felt, fabric remnants, matchboxes, pipe cleaners, rubber bands, ...

Used LEGO bricks can be bought cheap – and in bulk – at online platforms (e.g. ebay.com).



E 5.1. Create a prototype



Prototyping means making the “idea in one’s head” palpable and understandable for others. We recommend a strict time limit of no more than 10 minutes because the first draft is supposed to be “raw” and fast – this step is not about details.



Depending on the means available, the students can draw their prototypes and/or build them with LEGO bricks and/or use other materials to represent them (they can also make a video, etc.). One team may also build several versions of their idea for the chair – depending on the size of the team. Each version might add new aspects and ideas.



The prototypes could be made from recycled materials. In the **A2 Trash Value Challenge** the students learn how to add new value to waste materials.
(free download at http://www.youthstart.eu/en/challenges/mindful_waste_management/)

E 5.2. Present your prototype



Each team should present at least one prototype. A team may also decide to present several prototypes that show the same idea but are created from different materials (e.g. a drawing, a LEGO prototype and a prototype made from pipe cleaners and fabric remnants). If they want, the students can also use the posters for their presentation to explain how their team came up with their idea.

What is important is that the presentation is brief and concise – 1.5 to 2 minutes.



The app shows various possible ways to prepare a presentation (in German):
→ designthinking.app.ovosplay.com/#/deck/12

Make sure the students have enough time to give each other feedback – this is a crucial part of *Design Thinking*. Feedback is necessary so that the prototype and/or the idea can be developed further. Learning how to give respectful feedback is also an important goal in this challenge.



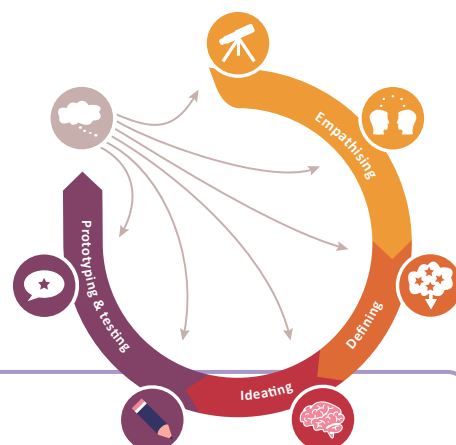
The **A2 Expert Challenge** contains exercises on giving and receiving feedback.
(free download at http://www.youthstart.eu/en/challenges/learning_holistic_learning/)

E 5.3. Develop your prototype further



Give the students time to decide which feedback they want to use.

Use the overview diagram to show them that they can go back to any step and repeat it until they are satisfied with the result.



You can find an animated diagram in the app and on YouTube:
→ designthinking.app.ovosplay.com/#/library/topic/4
→ youtu.be/MdZMcRoqlmc (in German)



Step 6 - Using *Design Thinking*

E 6.1. Develop an idea for someone in your class

In this exercise, the students will implement the method on their own for the first time and will repeat all steps individually (or in small teams). Three ideas that the students could develop for someone in their class are given. The students choose an idea and repeat the process step by step and exercise by exercise, using the Student Manual and the steps above.

You will find examples of interview questions for each of the 3 ideas in the copy templates (Step 2, **E 2.3. You can learn many things by asking questions**).

Students who want to develop their own idea can watch the following video for inspiration:



Video about “identifying challenges” in the app and on YouTube (in German):

- designthinking.app.ovosplay.com/#/deck/8
- youtu.be/VONVm0q8puI



E 6.2. Restart the *Design Thinking* process

Once the students have memorised the steps, they can use the *Design Thinking* method in many different situations: to solve a problem in their daily lives or for the people around them, to decide on a sales idea (as in the A2 Lemonade Stand Challenge¹) or to address (global) environmental issues (e.g. in the A2 My Community Challenge²). In the latter case, it can be helpful to create story cards for animals and plants (see appendix for examples).

The overview diagram contains the instructions for the entire *Design Thinking* process and also offers space for personal notes.



Step-by-step instructions for Step 6 “Using *Design Thinking*” can also be found in the second part of the app. The tasks are assigned via smartphone through the app, but the entire process is then implemented individually or in a team without any digital tools. In addition to the respective “to-do” items, the students will also find examples and short explanatory videos in the app (in German).

Step 7 - Thinking things over

E 7.1. Questionnaire for the Idea Challenge

In their answers to the open-ended questions, the students summarise their personal realisations from the challenge. Thus, they achieve a sustainable transfer of the competences they have acquired.

E 7.2. How well can you do that already?

The 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.

¹ http://www.youthstart.eu/en/challenges/be_part_of_a_sales_team/

² http://www.youthstart.eu/en/challenges/the_17_sustainable_development_goals_and_how_to_contribute/



TRIO model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the Idea 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

At least 8 periods (preferably as double periods), ideally as a cross-curricular activity in economics and handicraft lessons; language lessons and lessons about learning how to learn are also very well suited.

Necessary background knowledge

none

Context within the "Youth Start Entrepreneurial Challenges" Programme

All Challenges: www.youthstart.eu

The "A2 Idea Challenge" builds on the "A1 Idea Challenges", in which children learn how to "get their ideas moving forward" (at http://www.youthstart.eu/en/challenges/get_your_ideas_moving_forward/) and use their own ideas to "create value" (at http://www.youthstart.eu/en/challenges/let_us_create_value/). The concept is continued in the "B1 Idea Challenge" with the topic "Entrepreneurial Design – a sustainable business model".

The present challenge is closely connected to the "A2 Empathy Challenge" (at http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/). It also correlates with the training programmes "Why Mindfulness?" and "Learning holistic learning" (for both view the "Mind & Body" section at www.youthstart.eu). The Design Thinking method is used in the "A2 Lemonade Stand Challenge" (at http://www.youthstart.eu/en/challenges/be_part_of_a_sales_team/) to find a sales idea, in the "A2 My Personal Challenge" (at http://www.youthstart.eu/en/challenges/less_risk_more_fun/) to develop (business) ideas in order to minimise risks and in the "A2 Volunteer Challenge" (at http://www.youthstart.eu/en/challenges/doing_good_feels_good/) for the implementation of a buddy project. In the "A2 My Community Challenge" the students use the method to define their contribution to the 17 sustainable development goals (at http://www.youthstart.eu/en/challenges/the_17_sustainable_development_goals_and_how_to_contribute/).

Additional materials

- additional e-learning tool (online version + app): www.flipchallenge.at (Entrepreneurship Challenge)
- video about "taking the initiative" (in German): youtu.be/iw4iGvqXBpk
- video about "identifying challenges" (in German): youtu.be/VONVm0q8pul

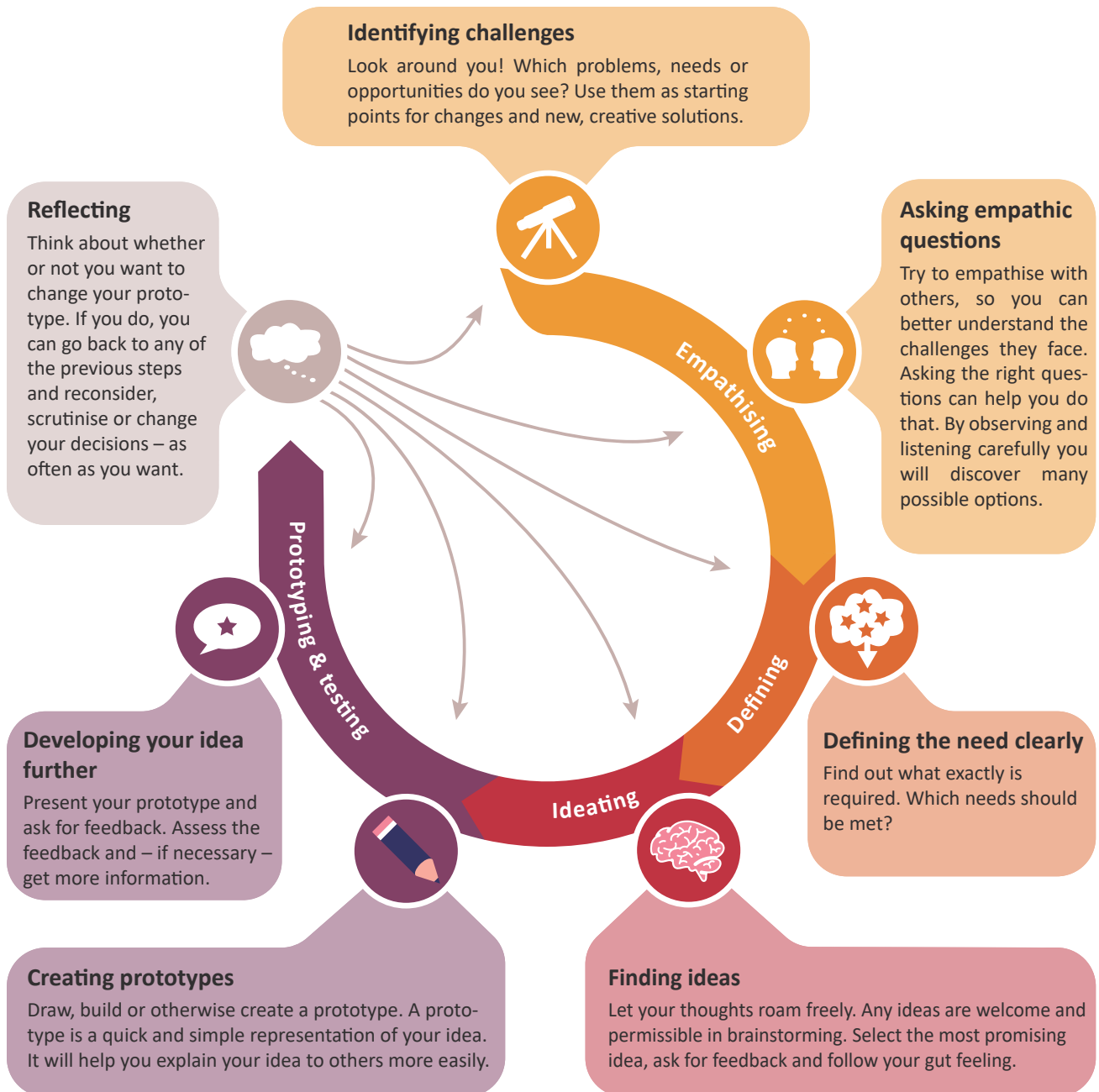
Sources

- Chairs exercise: Devon Young (inspired by Scott Doorley, Grace Hawthorne & the Quarterly Co. Team) https://dschool.stanford.edu/groups/k12/wiki/17761/5_Chairs_Exercise.html
- Empathy map: B1 Empathy Challenge (www.youthstart.eu)

Design Thinking

Design Thinking is a method that shows you how to use your creativity and empathy to make the world a little better.

It relies on a profound understanding of the needs of others – but also on respect and understanding for all living creatures and for all of nature.



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?





Develop an idea for someone in your class. Ask questions.

Something to help you find your keys in a big school bag:

- When do you need your keys?
- What exactly does your school bag look like on the inside?
- Where can you put your keys in it?
- How much room is there for your keys?
- What is your favourite colour?
- Where do you keep your keys at home?
- Who – other than you – uses your keys?
- What is currently your problem with your keys?



Something to pack your lunch well so you can bring it to school:

- In which bag do you bring your lunch to school?
- How much room does it have for your lunch?
- What do you have for lunch?
- Does your lunch comprise small foods, such as nuts?
- What about fluids?
- What about soft foods, such as pears?
- Who packs your lunch?



Something to help you study:

- When do you study?
- Where do you study?
- How have you been studying so far?
- Do you study alone? If not, with whom do you study?
- How do you like to study?
- What is currently your problem when studying?
- Which methods have you tried so far?
- What do you like to do most in school?
- Writing, reading, exercising, singing, thinking, drawing, ...?
- What do you like to do in your spare time?





The **honey bee** not only collects nectar to produce honey, it also plays a very important role in the pollination of many flowering plants.

Unfortunately, humans have destroyed many of its natural habitats (e.g. meadows) in the last few years. Furthermore, pesticides that are used on big crop fields are toxic for bees.

All these things – and increasing noise levels – are making bees sick and may lead to their extinction.



A2 Idea Challenge – Story cards for animals & plants

A **chestnut tree** can live for several 100 years and produces as much oxygen in one day as 10 people need to breathe. Many birds nest in its crown and people also like to rest in its shade.

In autumn, children collect the chestnuts that have fallen off the tree and use them for hand-crafts. Deer also love the tree's little brown nuts.

When too much natural land is sealed by construction (e.g. streets or houses) and the increase in traffic causes more and more noise and pollution, many trees suffer. Rising temperatures brought about by climate change are also causing extreme stress for domestic plants.



A2 Idea Challenge – Story cards for animals & plants

Sources:

- Chairs exercise: Devon Young, Scott Doorley, Grace Hawthorne & the Quarterly Co. Team
https://dschool.stanford.edu/groups/k12/wiki/17761/5_Chairs_Exercise.html
- Empathy map: B1 Empathy Challenge (www.youthstart.eu),
https://dschool.stanford.edu/groups/k12/wiki/3d994/Empathy_Map.html

Additional materials:

- “Entrepreneurship Challenge” at <https://flipchallenge.at/> (e-learning tool for the Idea Challenge – financial education with the FLiP Challenges for children and adolescents ages 10 and up)
- video about “taking the initiative” (in German): youtu.be/iw4iGvqXBpk
- video about “identifying challenges” (in German): youtu.be/VONVm0q8pul

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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