



# A2 Start Your Project Challenge

How do you start a project?

Student Manual



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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](http://www.jugendstärken.at) (Jugend stärken, volume 1 - 4).



Co-funded by the  
Erasmus+ Programme  
of the European Union



 Federal Ministry  
Republic of Austria  
Education, Science  
and Research













# Empowering Youth with the You<sup>th</sup> Start Entrepreneurial Challenges Programme

## CORE ENTREPRENEURIAL EDUCATION

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

## ENTREPRENEURIAL CULTURE

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

## ENTREPRENEURIAL CIVIC EDUCATION

 <b>MY COMMUNITY CHALLENGE</b> I can do things for the community where I live.	 <b>VOLUNTEER CHALLENGE</b> I can engage in community service.	 <b>DEBATE CHALLENGE</b> I can develop and debate my opinion.
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The You<sup>th</sup> 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 "You<sup>th</sup> 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](http://www.youthstart.eu) in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "You<sup>th</sup> Start mindfulness programme".



# Preface

## 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 “You<sup>th</sup> Start Entrepreneurial Challenges” Programme which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.



In the **A2 Start Your Project Challenge** the simulation game “fruit salad” will help the students find answers to the question of “**How do you start a project?**” They learn which tasks there are and how to divide them among the team members, which costs have to be taken into account and how to present your project most effectively.

## The “You<sup>th</sup> Start Entrepreneurial Challenges” Programme supports children in developing their potential.

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

The research results demonstrate that by working with the programme in 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](http://www.youthstart.eu) | [www.jedekindstärken.at](http://www.jedekindstärken.at) | [www.ifte.at](http://www.ifte.at)


**These symbols will guide you through the challenge. They have the following meaning:**


 Instructions for an exercise

 Talk to someone about it

 Extra tip for you

 Think about it

 Bonus task

 More information can be found in the teacher guide



# A2 Start Your Project Challenge

## How do you start a project?

In the **A2 Start Your Project Challenge** you will be playing a game and learn a lot about planning a project:








Which tasks are there? Which of these tasks fit together? How do you structure a project?

How do you allocate the tasks in consideration of the team members' strengths? Which costs do you take into account? How do you present a project?

With this knowledge you will be able to start your own project - alone or with others!

Explanatory video: [www.youthstartchallenges.eu/A2StartYourProjectEN](http://www.youthstartchallenges.eu/A2StartYourProjectEN)

## 7 steps to the finish line:

-  **Step 1** - Playing a simulation game ..... **6**
-  **Step 2** - Understanding the task ..... **9**
-  **Step 3** - Allocating the work packages ..... **10**
-  **Step 4** - Calculating the costs ..... **14**
-  **Step 5** - Presenting the project ..... **15**
-  **Step 6** - Planning a class project ..... **17**
-  **Step 7** - Thinking things over ..... **18**

**Aim**

**I can plan a project and work in a team to implement it.**





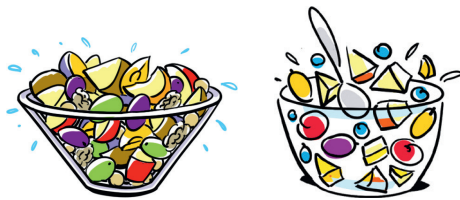
### 1.1. Play the "fruit salad" simulation game

The company "Claro" wants to offer their employees a fruit salad every day.  
The managing director invites fruit salad suppliers to take part in a competition.



#### That's how it works:

- Get together in teams of at least 6 people.
- Imagine you were employees of a company taking part in the competition.
- Each team thinks of
  - a **name**,
  - a **logo** and
  - a **slogan** for their company.
- Prepare an offer for "Claro":
  - Which fruit salad can you offer?
  - How much will it cost?
- Your company is new to the market. You have to buy everything you need to prepare the fruit salad and the presentation, including knives, a bowl to serve the salad etc.
- You will see what you can buy at the market on the next page.
- Your start-up capital is 40 Rockets.
  - Create a prototype of your fruit salad: Which fruit do you want to use?
  - What should the salad look like?
- Calculate the costs and the price for your fruit salad.
  - Also take into consideration the costs for the "tools" you need to prepare the fruit salad, if only in your imagination.
  - **Don't forget the personnel expenses!**
- Think about how to present your fruit salad as creatively as possible to Claro's managing director.
  - You can draw, describe, build, mime, ... the fruit salad.  
You can even make it for real if you have the fruit.
  - Using the Rockets you have left, you will also have to buy the materials for your presentation (paper, pens, ...).



Work in teams. Agree on one person to do the presentation (= the company's spokesperson), if necessary by drawing of lots ...



Your teacher will take over the role of Claro's managing director.  
You will find more information on the game in the teacher guide.



## 1.2. Let's start the game ...

**Here we go! Time is running, from now on you have 30 minutes!**



Are the tasks clear or are there any questions?

Claro's managing director has many appointments and only 10 minutes to answer your questions. Think fast about what information you require.



Decide together: Which ingredients do you want to use for your fruit salad? Which "tools" do you need to make it?



### Market stand:

The fruit and "tools" you will use exist only in your imagination. But still, you have to think about what you have to buy to make a "real" fruit salad. Add all costs together.

### Fruit and "tools" to make a fruit salad

	Price	How much?	Costs
apple (apiece)	1 Rocket		
kiwi (apiece)	1 Rocket		
grapes (per vine)	5 Rockets		
peach (apiece)	1 Rockets		
strawberries (per 5 pieces)	1 Rocket		
lemon (apiece)	2 Rockets		
cutting board (apiece)	5 Rockets		
bowl (apiece)	3 Rockets		
knife (apiece)	5 Rockets		
spoon (apiece)	3 Rockets		
rubbish bag (apiece)	2 Rockets		

### Presentation materials

(Your teacher will hand them out to you so you can prepare your presentation as soon as you have bought everything you need.)

sheet of paper (apiece)	5 Rockets
A4 sheets of paper (3 pieces)	5 Rockets
set of pens (3 colours)	3 Rockets
scissors + glue	3 Rockets

expenditure at the market: \_\_\_\_\_ Rockets

costs presentation materials: \_\_\_\_\_ Rockets

total expenditure: \_\_\_\_\_ Rockets (maximum of 40 Rockets!)

If you are allowed to do so, you can bring real items for the market to school. Then you will also need a salesperson and "real" Rockets. There is a copy template in the teacher guide.

**If you have real fruit, be careful with it and find a solution for dealing with the waste!**



After 30 minutes, start with the presentations of all teams. Each team has 3 minutes for their "pitch" – that is what you call a short presentation of your idea.



Who can convince Claro's managing director? Decide together which company ought to be given the task and give reasons. Use the feedback target from the next page.

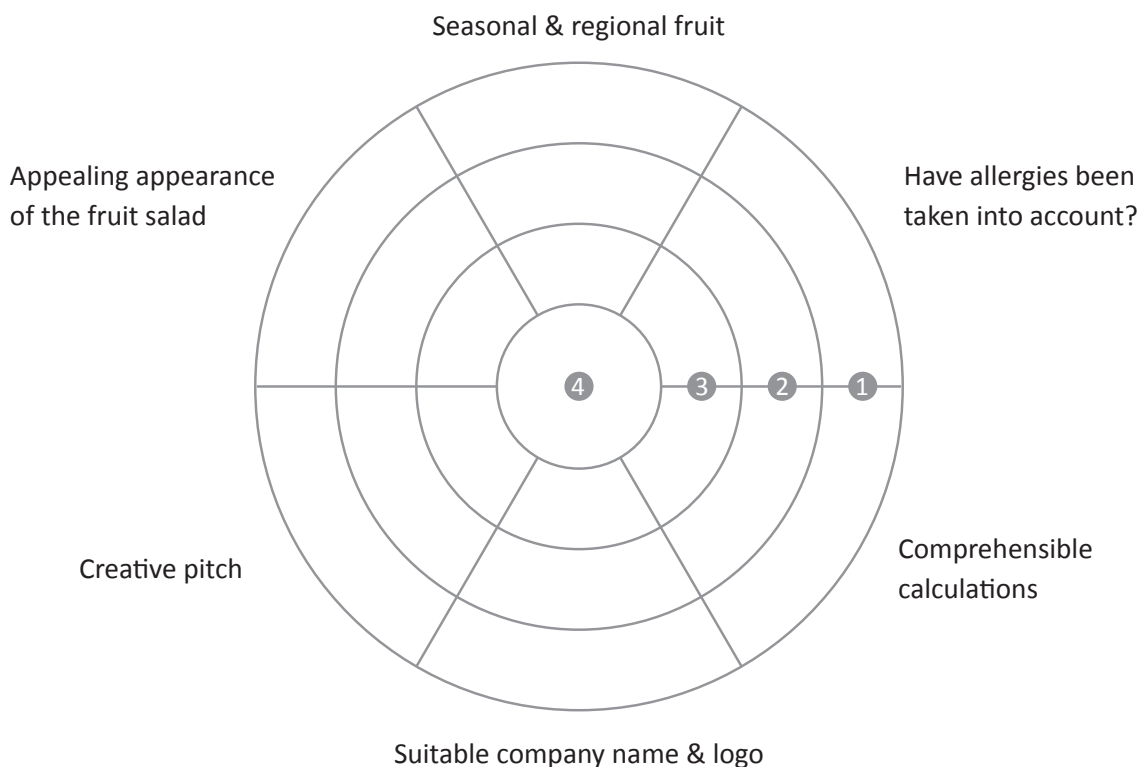


## 1.3. Feedback on the presentations



Assess each of the presentations on the basis of the following 6 categories:

1. To what extent was the request of Claro's managing director for seasonal and regional fruit taken into account? *To know about her requests you had to ask her ...*
2. To what extent were allergies among the employees taken into account?  
*This, too, was information you only were able to find out about if you asked ...*
3. How comprehensible is the calculation of the price? Were personnel expenses taken into account?
4. How suitable do you find the company's name, logo and slogan?
5. How creative was the presentation of the prototype? Assess the pitch.
6. How appealing was the presentation of the fruit salad (e.g. on paper).  
How appetisingly was it served (with real fruit)?



Draw a feedback target on a poster for each of the teams. Everybody can give feedback by placing a dot. The higher the rating, the nearer the dot is placed to the bull's eye. In the end, compare the targets of all teams. Who was able to score the most points in the centre of the target?



How well did you do in the simulation game "fruit salad"? Talk about it.  
There might not have been enough time for everything to be clear. That was intended. Why?

**Because making mistakes is a good way to learn!**

The following pages will show you step by step how to plan a project.



### 2.1. Was everything clear to you?



Think about where you were unsure during the "fruit salad" game.

Was it clear to you, ...

1. ... what the managing director of Claro (= your client) really wanted?
2. ... how to manage your time?
3. ... what tasks there are and who would take over which tasks?
4. ... how to calculate the sales price for your fruit salad?
5. ... how to effectively present your offer?



If it wasn't clear to you **what your task was**, which questions could you have asked the managing director of Claro?

Write your questions into an e-mail to Claro's managing director. Or re-enact a talk with her.

Tips on what you could ask:

- How many employees want a fruit salad each day?
  - Do any of the employees have allergies to certain fruits? If yes, to which fruits?
  - How important is a respectful treatment of the environment for Claro? Very?
- Then your offer must fit the company's requests:

- regional fruit
- seasonal fruit
- recycling of the waste ...



### 2.2. Clarifying any open questions ...



In the next steps make sure to clarify any open questions:



In **step 3 ("Allocating work packages")**, you analyse which tasks have to be done. Learn how to bundle them to work packages and to allocate them among the team members.



In **step 4 ("Calculating the costs")** you draw up a **cost projection together**. That way you learn how to determine a sales price for your offer.



**Step 5 ("Presenting the project")** provides tips for future **presentations**.



Planning is easy to learn and to train. Planning skills are useful in your everyday life as well as for your career. If you want to implement an idea as a team, it is even more important to have a detailed plan. After all, everybody has to know for which tasks they are responsible.

In which situations do "planning skills" come in handy? Talk about it.



Can you think of any professions that require a lot of planning? Research them on the internet. Which of these jobs are you interested in? Do they match your strengths?



## 3.1. What has to be done by when?



These were the tasks in the simulation game. Have you thought of all of them? Are any missing?

1	Think about what has to be done
2	Ask the managing director of Claro in case something is not quite clear
3	Allocate the tasks
4	Think about what you need to buy at the market to prepare the fruit salad: which fruits, which "tools", what is needed for the disposal of the waste
5	Think about what materials are needed for the presentation (paper, pens, ...)
6	Ask what purchases are required
7	Write a shopping list
8	Calculate the costs of the purchases
9	Check whether the money (start-up capital of 40 Rockets) will be enough
10	Purchase
11	Prepare the fruit salad (= create the prototype)
12	Dispose of the waste
13	Calculate what 1 salad costs (don't forget the personnel expenses, rent etc.)
14	Think of a name + logo for your company
15	Think of a slogan for your company
16	Prepare the presentation
17	Pitch Claro's managing director
18	Think together about what to do better next time



Think together about:

- What **has to be done** at the start?
- What has to be done **before** you can carry on?
- Which tasks can you work on simultaneously?



If you are planning to make a product, you have to think about WHERE you want to make it and WHERE you can store it, in case you make more of it.



What have you learned while playing the "fruit salad" simulation game? What is there to consider when planning a project together? Talk about it.

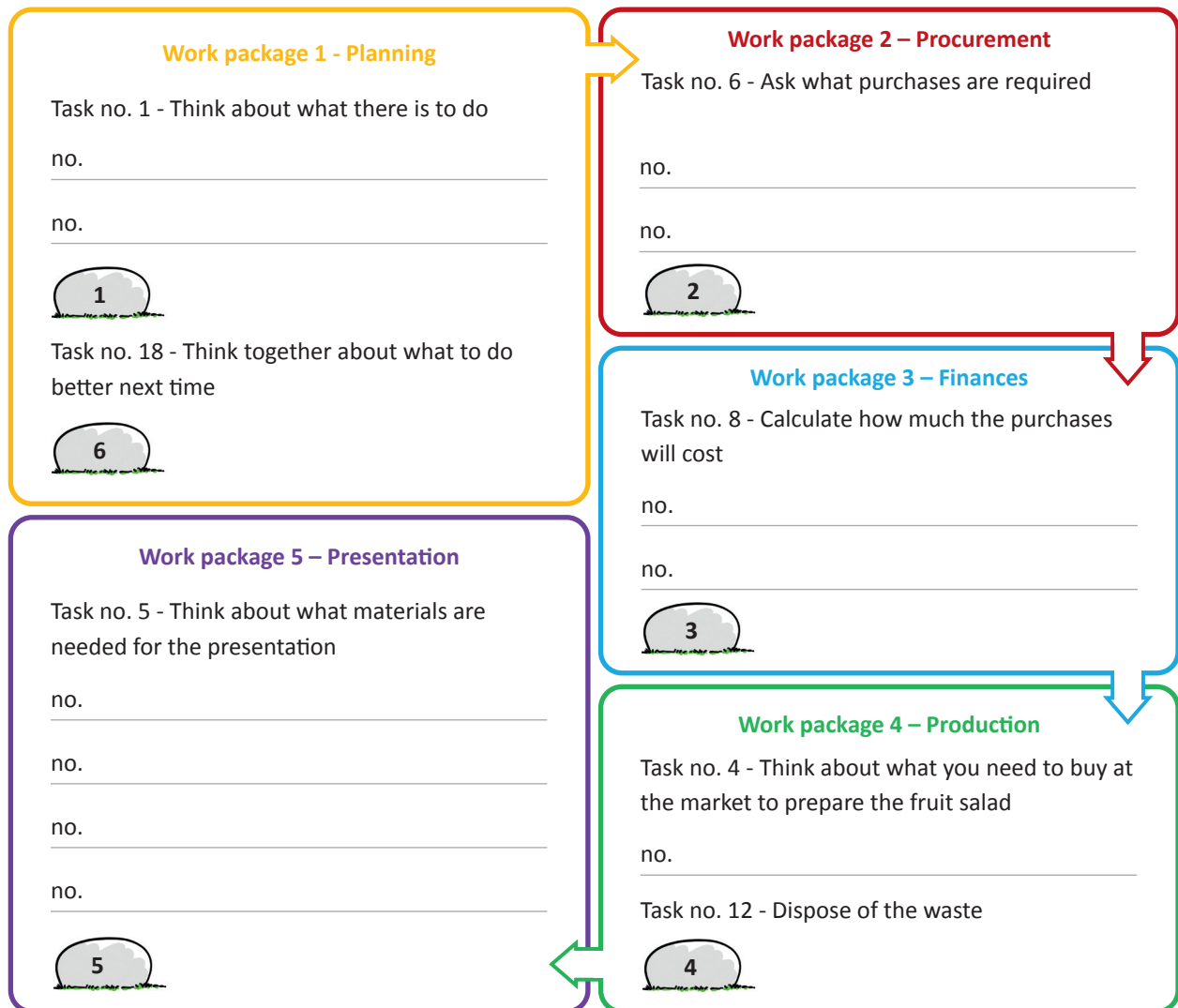
In the next exercise you will learn how to match the tasks to their work packages.



### 3.2. Which tasks are related?



Bundle all related tasks to one work package. Allocate the key words for the tasks of **exercise 1** to each of the packages.

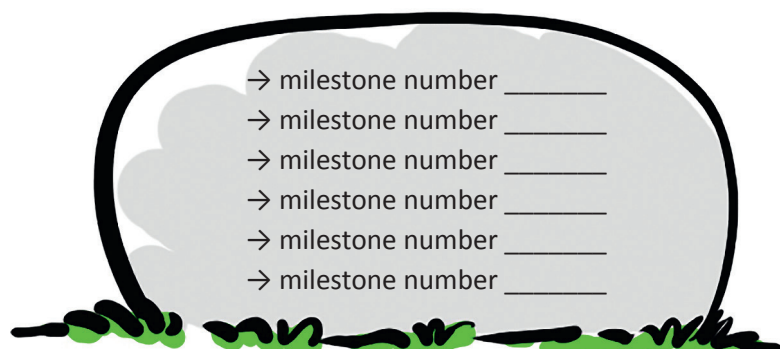


The six stones are called milestones. Whenever you have completed a work package, you have reached a milestone. Just like on a long hike.



What belongs to which stone?

- prototype created
- tasks allocated
- offer presented
- project completed
- sales price calculated
- everything necessary purchased





### 3.3. Who takes over which tasks?



Who has taken over which task in the "fruit salad" simulation game? Have all team members felt comfortable with their tasks? Talk about it.



Write next to each work package what knowledge is required for its completion and which **strengths\*** the team members should have who take over the tasks from this work package.



Think about it together: Which tasks should be completed as a team? Which can be completed alone?  
Which topics require a team meeting among those responsible for the work packages?

If you are planning a project in class:  
Make sure to take account of the strengths of each team member when allocating the tasks and draw up a work schedule, determining for each of the tasks who is responsible and by when it has to be completed.

What has to be done?	By when?	Who is responsible?	✓

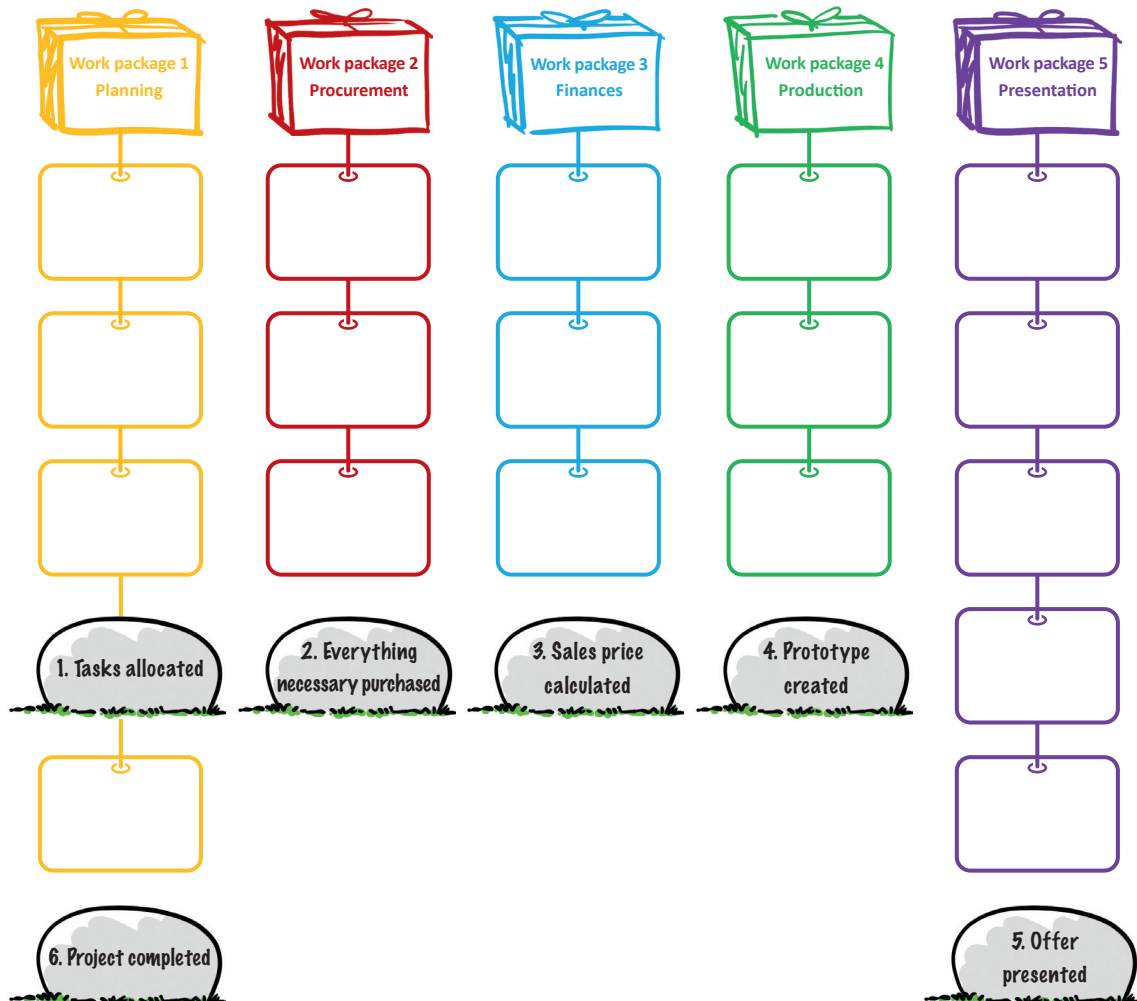
\* In step 3 of the **A2 Perspectives Challenge** ([http://www.youthstart.eu/en/challenges/paths\\_leading\\_to\\_your\\_dream\\_job/](http://www.youthstart.eu/en/challenges/paths_leading_to_your_dream_job/)) you can learn a lot about your strengths. In the **A2 Be A YES Challenge** ([http://www.youthstart.eu/en/challenges/a\\_path\\_in\\_flourishing/](http://www.youthstart.eu/en/challenges/a_path_in_flourishing/)) you can test your strengths.



### 3.4. Structuring the project - the structural plan



Get together in teams of four and ask your teacher for the copy templates. Cut out all of the cards and "build" the structural plan for your "fruit salad" project. Or enter all tasks here. They are listed on page 20.



Some work packages, like **Procurement** and **Finances** are closely linked.

If you are responsible for procurement, you have to coordinate with the person responsible for finances.



What other work packages is the **Procurement** package linked to?



A structural plan for your project will give you a good overview of all tasks. Create one whenever you are planning project. It is best to do it on your computer. Ask your teacher which programmes you could use.



## 4.1. Which costs arise? Get an overview!



You were shopping at the "market" for your fruit salad. Which team needs what? Sort the **purchases** into the respective work packages shown in the table below.

fruit, set of pens, cutting board, paper, scissors, bowl, knife, glue, spoon, rubbish bag



If the teams were to really make the fruit salads, **additional costs** would arise. Name them. Enter the words shown in the box below into the table. **There are costs you have to enter into more than one work package.**

mobile phone, salary and insurance (for employees), rent (for the office), rent (for the kitchen), electricity, kitchen equipment (e.g. fridge), kitchen appliances (e.g. apple peeler, citrus press), computer, printer, transport (e.g. drive to the market), advertisement (e.g. website, flyers)

Work package	What do the teams need? Which of the following is associated with costs?
Planning	mobile phone, salary and insurance
Procurement	mobile phone, salary and insurance
Finances	mobile phone, salary and insurance
Production	fruit, mobile phone, salary and insurance
Presentation	set of pens, mobile phone, salary and insurance



Is there anything you can use more than once? Make a circle around the things in the table that do not have to be rebought for each fruit salad.



The "fruit salad" simulation game ends with a presentation of the different prototypes. The company that would really sell the fruit salad also has to think about the fastest and safest way to transport the salads to their customers without them going bad. Do you have any ideas? What are the costs?



In the **A2 Lemonade Stand Challenge** you plan a sales experience for the whole class and learn about how to calculate the costs for your product or your service. (download at [http://www.youthstart.eu/en/challenges/be\\_part\\_of\\_a\\_sales\\_team/](http://www.youthstart.eu/en/challenges/be_part_of_a_sales_team/))



### 5.1. Storytelling - tell your story or another!



At the end of the simulation game, the prototypes of each fruit salad are presented to the managing director of Claro. Together you have chosen a company to receive the contract.

Which presentation impressed you most? Why? Talk about it.

- Which company name did you like most? \_\_\_\_\_
- Which pictures pop up in your mind when you hear the company name? \_\_\_\_\_

\_\_\_\_\_



Which slogan appealed to you most? And which logo? If none of the presented versions convinced you, make up your own convincing slogan and logo.



The purpose of the name, logo and slogan is to tell a story about the producers, company and product. Do you know any advertisements of companies that have managed that? Which are they? Talk about it.



Every pitch tells its own story. Turn what you want to say about your teams' fruit salad into a short story. Write it down.

**A pitch aims at ...**

- ... **creating pictures in the listeners' heads,**
- ... **arousing a desire for the fruit salad,**
- ... **presenting the fruit salad in a way that makes you really want to eat it!**

How can you appeal to more senses at a time? (see, hear, smell, taste, ...)

\_\_\_\_\_

\_\_\_\_\_

What illustrative words can you think of to use for your presentation?

\_\_\_\_\_

\_\_\_\_\_



Present your stories to the other teams or hold a pitch in front of the whole class.



### 5.2. Tips for your presentation

In addition to a thorough plan, a successful presentation may be crucial for the success of your project.



When you present something, always use your strengths:

- tell your story in your own words
- draw it on a flip chart
- create a slideshow
- make a video

Choose a presentation technique that suits you and feels authentic.



Consider the following: It is not only your words that reach your audience, it is also your body language, your facial expression and the tone of your voice.

- Turn your body towards your audience.
- Smile.
- Keep this in mind:

**Speak up so I can hear you!**  
**Speak clearly so I can see you!**  
**Keep it brief so I can tolerate it!**



Prepare for your presentation.

Experiment with your voice and try different tones and facial expressions.

Read your story from **E 5.1.** (previous page), imitating different emotions (sad, happy, scared, enthusiastic, ...). Observe your posture. Does it adapt automatically to your mood?

How can you influence your mood through your posture?

### 5.3. Presentation training with PowerPoint Karaoke



It can happen that digital equipment will stop working during your presentation. You then have to improvise!

The "PowerPoint Karaoke" will help you train your improvisation skills, creativity and humour. Give a presentation on an unknown topic with unseen slides.

You will find templates on the internet:

e.g. <https://www.powerpointkaraoke.com/how-to-play> or  
<https://www.craigstrachan.com/blog/2009/10/powerpoint-karaoke-slides.html>



Turn it into a competition. Similar to "PowerPoint Karaoke", the students may volunteer to present a randomly selected product.

Following the presentation, the listeners give appreciative feedback. Who held the most convincing presentation?

Continue the "fruit salad" simulation game with other products. For example, you could offer the managing director a spring salad. Now you know what is important to her and you can take her values into account. Implement the presentation tips and pitch your new offer.

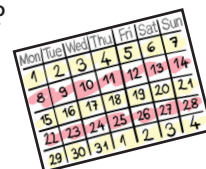


### 6.1. A plan for the class project ...



Do you want to carry out a class project? Or a cross-generational environmental project? What about a poster campaign on the United Nations' Sustainable Development Goals? Or a project on waste prevention (e.g. a Trash Value Festival)?

Adhere to the steps you learned about in this challenge when planning your project:



1. Clarify together what you are going to do: What is your goal? How much time do you have?

2. Which tasks are there? Make a list.

What has to be done?	By when?	Who is responsible?	
			✓

3. Structure the tasks in a logical order and bundle them to work packages.

4. Allocate the tasks. Use the strengths of all team members!

5. Choose somebody from the team to lead the project and keep an overview.



6. Calculate all costs that may arise.

7. Think about who could support you if you don't have enough money.



8. Prepare an interesting presentation of your project idea:

- Think of an expressive name for your project that tells a short story about the content or goals of your project.
- Design a project logo.
- Think of a slogan for your project.
- What story could you tell about your project?

9. Present your project idea to potential supporters.

10. Each student takes on responsibility for the tasks assigned to him/her.

11. Schedule regular team meetings to talk about who has gotten how far.



12. Celebrate together every milestone you reach.



13. Present your project results within the framework of a project closing ceremony.



Which project do you want to start as a team? \_\_\_\_\_

When do you want to start and by when do you want to complete it? \_\_\_\_\_

Which tasks will you take over? \_\_\_\_\_



## 7.1. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things.  
Mark the area under the symbol that fits best.

Here is what the four symbols mean:



I can do that in  
most cases.



I can do that in  
some cases.



I can rarely  
do that.



I need a lot more  
practice for that.

I am able to find out what the goal of our project is.				
I can list all tasks necessary for a project.				
I take into account each team member's strengths when allocating the tasks.				
I can assume responsibility for my tasks.				
I can work together with others.				
I can bundle related tasks to work packages.				
I can assign each completed work package to a milestone.				
I can draw up a structural plan for the project.				
I know which costs I have to take into account for the calculation of the sales price.				
I can think of a story for my offer.				
I can present my offer creatively.				



### 7.2. Questionnaire for the Start Your Project Challenge

You have played a simulation game and learned step by step how to plan a project: how to clarify what there is to do, how to define necessary tasks and allocate them among the team members, how to bundle them to work packages and determine milestones to mark important progress. You have been given tips for your presentation and come up with a joint class project.

1. What was especially fun about the challenge?	
1. What have you learned about planning a project?	
3. What have you learned about about your strengths?	
4. How can you organise work in a team?	
5. Which of the things you have learned will you apply to future presentations?	
6. Were you able to come up with ideas for your career choice? If so, what are they?	
7. In what situations will you be In what situations will you be able to benefit from what you have learned able to benefit from what you have learned	



Talk to others about your answers.



## 7.3. Reach your personal goal in a few steps ...



Think about a personal project you would like to implement. Pursue your goal step by step.

<b>Step 1</b>	Write down what you intend to do.
<hr/> <hr/>	
<b>Step 2</b>	Imagine with all your senses what it will be like when you reach your goal. Write down or paint a picture of your future: How are you going to feel? What will you see, hear, smell, taste and touch?
<hr/> <hr/> <hr/>	
<b>Step 3</b>	Plan your project in detail. Think about all tasks. Put together a timeframe and a cost schedule.
<b>Step 4</b>	Ask people to support you in the implementation of your project. Write down who you asked.
<hr/>	
<b>Step 5</b>	Check every day which tasks need to be done. Be happy about the completed tasks each evening. If you find it difficult to stick to your plans: Imagine how it will be when you reach your goal and look forward to it!

### You made it!



Write down what you have learned from implementing your project.  
What would you do differently next time?

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### Celebrate your success!

Choose a new project to implement step by step.



All Challenges of level A2 are also available in a printed version in German.  
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The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the *You<sup>th</sup> Start mindfulness programme*.



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The You<sup>th</sup> Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to [office@ifte.at](mailto:office@ifte.at).



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