



# A2 Start Your Project Challenge

How do you start a project?

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



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# 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".



## 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 “**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 “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](http://www.youthstart.eu) | [www.jedeskindstärken.at](http://www.jedeskindstärken.at) | [www.ifte.at](http://www.ifte.at)



# A2 Start Your Project Challenge

## How do you start a project?

The "fruit salad" simulation game offers a playful introduction to project management. Step by step, the **A2 Start Your Project Challenge** provides answers to the following:  
**How do you start 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? The students can use this knowledge to start their own project - either alone or in a team with others.



### Core competences for the challenge:

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

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

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### Big idea behind the challenge

The "fruit salad" simulation game also gives the students an overview of some of the most important project management tools. In the follow-up phase of the game they learn how to use them for their own projects.

The Challenge guides the students through their first class and team projects. The aim is to encourage them to follow their own path, set personal targets with a perspective for the future and implement them step by step in their own project.

### Entrepreneurial Competences according to the reference framework

[www.youthstartchallenges.eu/ReferenzrahmenEN](http://www.youthstartchallenges.eu/ReferenzrahmenEN)

- I can identify and use my learning progress to set new and challenging goals for myself.
- I can set goals for myself and plan the necessary steps to achieve them.
- I can allocate tasks within a team.
- I can take on responsibility for achieving a joint goal.
- I can take on responsibility for my tasks when working in a team and follow the rules we agreed on.
- I can ensure that there is a good team spirit.
- I can present my ideas and stories in an oral or written form.

### Assessment

The student manual shall serve as an assessment of the students' own learning process on their way to "planning a project".

Just like in the other challenges, the questionnaires in the last step ("Thinking things over") encourages the students to self-assess the competences acquired and reflect on their own work. At the end, they define their first own project goal.

### In 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 - Playing a simulation game

By playing the "fruit salad" simulation game, the students first experience what challenges you come to face when carrying out a project like this mini-project they have to carry out in a very short time.

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

The "fruit salad" simulation game does not require many resources and can be played in every class.

**That's how it works:** The fictional company "Claro" wants to offer their employees a healthy fruit salad every day and invites fruit salad suppliers to take part in a competition for the contract.

Divide the class into teams of at least 6 students. Each team represents a fruit salad supplier and candidate for the contract.

There are 2 variations for playing the game:

**Variation 1:** The fruit and "tools" you will use exist only in your imagination.

**Variation 2:** The game is played with real fruits (e.g. within the framework of a "healthy snack" or, if possible, in cooperation with subjects related to home economics).



#### In preparation for variation 1:

- Prepare the following presentation materials:
  - 1 sheet of packing or flip chart paper per team
  - 3 sheets of A4 paper per team
  - 1 set of 3 flip chart pens in different colours per team
  - 1 pair of scissors + glue per team



#### Additional preparations for variation 2:

- In addition to the presentation materials, you will need the following fruits and "tools" to prepare the fruit salad to be sold at the "market stand":
  - seasonal + regional fruit, e.g. in autumn 6 apples + 3 grapevines
  - imported + non-seasonal fruit, e.g. 4 kiwis, 4 peaches, 1 packet of strawberries, 3 lemons in autumn
  - 1 chopping board, 1 bowl, 1 knife and 1 spoon per team
  - 1 rubbish bag + sponge cloth or a few paper towels per team
- Make sure to make enough copies of the play money: 40 Rockets per team + change for the market vendor (you can use the copy templates for the Rockets)
- Write the price lists for the "market stand" and the "presentation materials" onto posters.
- Choose a student to take over the role of the vendor at the market.







price list for the market stand (fruit and "tools"):

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

price list for the presentation materials:

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

If you have chosen to play the variation with real fruits, the students have to buy a rubbish bag. In addition, they get sponge cloths and paper towels for free to make sure that they clean up their workspaces at the end of the game.

### Rules for the "fruit salad" simulation game:

- Each team thinks of a name, logo and slogan for their company.
- Each team draws up an offer for "Claro's" competition. The offer shall include:
  - information on the ingredients for the daily fruit salad
  - prototype of a fruit salad
  - costs per fruit salad
- The teams have 30 minutes time to draw up the offer.
- After that, the teams present their offer as creatively as possible in a 3-minute pitch to the managing director.
- Only 1 person per team is allowed to talk during the presentation (= the company's spokesperson).
- Each team is given a start-up capital of 40 Rockets to buy everything they need to create a prototype of the fruit salad and prepare a presentation:
  - Even if variation 1 is chosen (playing without real fruit), the students have to calculate the costs for the (fictional) fruits and "tools" as well as any personnel costs arising.
  - If there is no real fruit, students can draw, describe, create or mime the prototype of the fruit salad.
  - The presentation materials are real in both variations of the game. They too have to be paid with the start-up capital.
  - If you are playing variation 2 with real fruit, each team HAS TO buy a rubbish bag to dispose of the waste. In addition, they get a sponge cloth or a few paper towels for free.
- The teams will find the costs for the fruits, "tools" and presentation materials listed in their student manuals.
- If you are playing with real fruits, there will also be a price list at the "market stand".
- Since the presentation materials are real in any case, you could transfer the price list to a poster before the start of the game.
- To play variation 2 with real fruits you will need to appoint a student to take over the role as market vendor. In that case each team has to choose 1 person to take care of the purchases at the market.

Explain the rules. If all students have understood the concept and have divided into groups, you can slip into the role of Claro's managing director and explain what you want from the fruit salad suppliers. As soon as you have finished, the time starts to run ...

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

It is intentional that some information is **left out** in the managing director's statement. It is **not** mentioned that the fruit salad should be made using regional and seasonal fruit and that one employee is allergic to kiwi.




Why? The simulation game shall help the students realise that it is important to understand what exactly your task is before you start your project. With regard to the simulation game this means that they have to ask questions. Give the students 10 minutes to ask questions. Only 2 representatives of one team are allowed to ask questions at a time. It is not possible that representatives of two teams visit at the same time. Make sure the other teams can hear neither the answers nor the questions.

### **Proposal for an explanation of the managing director of Claro:**

*"We are a small company that is successful in the development of e-commerce sales platforms. We were the first ones to go online with healthy, sustainable and regional products during the Corona crisis. Our motto is 'Fresh from Austria (or "your home country") - for people and the environment.' As managing director it is important to me to make sure my employees work under the best possible conditions. This includes that they take sufficient breaks for exercise and pay attention to a healthy diet. That is why, starting next month, I want to offer them a fresh fruit salad per day for free as a healthy snack for in between. I look forward to hearing your proposals. I have 10 more minutes in which I will gladly answer any questions you may have."*

You know your class best. Adapt the details to their level of learning. You are free to say more than proposed in the example. What is important is that the class enjoys playing the game! Under no circumstances should the conditions discourage or confuse the students.

10 mins	Introduce the game by explaining the rules. The students put themselves in the given situation; Claro's managing director makes a statement.
10 mins 	<p><b>The managing director answers questions</b> (shortly before the 10 minutes are over, point out that the opportunity to ask questions is going to end soon.)</p> <p><b>The teams consult about what offer to make:</b></p> <ul style="list-style-type: none"> <li>• Which goods are required?</li> <li>• What are the costs?</li> <li>• What can they afford to buy with 40 Rockets?</li> </ul>
20 mins	<ul style="list-style-type: none"> <li>• purchasing the presentation materials</li> <li>• purchases at the market (if you are playing with real fruit – 1 buyer per team), preparation of the offer (calculate the costs, create the prototype, prepare the presentation)</li> </ul>
3 mins per team	pitch the offer



### **If you choose variation 2:**

There is only a limited supply of fruits per type of fruit if you use real fruit. The last team to purchase the ingredients might not have the full range to choose from. This shortage is intended and aims at encouraging the teams to be creative. The market vendor sells the goods according to the advertised prices. He/she may give discounts and loudly announce them, e.g. if the playing time is soon to end and he/she wants to close the stand. How this role is implemented greatly depends on the person who takes over the role of the market vendor.

### **E 1.3. Feedback on the presentations**

Following the presentations (pitches) all students give feedback, using a feedback target for each team to be drawn or copied onto an A3 poster (copy template in the annexe). The teams write the name of their company above the target. All students give feedback by placing a dot on the target. The higher the rating, the nearer the dot is placed to the bull's eye. In the end, the targets are compared, and together the class decides on which team was the most convincing.





It is not allowed to rate your own team.

The following criteria are assessed:

1. Have seasonal & regional fruit been used?
2. Have allergies been taken into account?
3. Have the calculations been made **comprehensible (not necessarily correctly!)?**  
(were the teams able to explain how the price was calculated)
4. Are the name and logo of the company suitable?
5. Was the pitch creative?
6. Was the appearance of the fruit salad appealing  
(drawing, model or appetisingly served real fruit salad)?

The short preparation time provided in the simulation game is not enough to carefully think everything through. For some things (e.g. calculation) the students might not yet have the necessary background knowledge.

That is intended. In this simulation game the students **are expected to make mistakes. After all, you learn best from the mistakes you make.**

This is why in the following exercise the students learn step by step about planning tools that can contribute to the successful implementation of a project.

## Step 2 - Understanding the task

### E 2.1. Was everything clear to you?

Discuss with the students where they were unsure during the simulation game and what was not quite clear. It will often be the case that the **task** itself is not clear enough. The students tend to rush into action instead of taking advantage of the opportunity to ask the managing director of Claro questions. They can make up for that by writing an e-mail. Let the students actually send the e-mail, e.g. to your e-mail address.

As an alternative to the e-mail, the students could re-enact the conversation with the managing director in pairs and ask questions about any preferences with regard to certain seasonal & regional fruits, allergies or the number of employees.

→ You can find information on which fruit is currently in season under:

<https://www.kitchenstories.com/en/stories/how-to-eat-seasonally-all-year-round>



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

Any further questions that have not yet been resolved will be answered in the next steps of the challenge. That way students further develop their planning skills step by step:

- Which tasks are there in the game and how are they allocated? → **Step 3 - Allocating the work packages**
- How is the sales price calculated? → **Step 4 - Calculating the costs**
- How to effectively present your offer? → **Step 5 - Presenting the project**

Talk to the students about situations in which they need planning skills and if they can think of any professions that require a lot of planning. If not, give them time to research on the internet and think about which of the professions found would suit them and match their strengths.

## Step 3 - Allocating the work packages

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

This exercise includes a list of 18 tasks that had to be completed in the simulation game. Together they think about which tasks have to be done right at the **beginning**, what has to be done **before** they can continue, and which tasks can be done **at the same time**.



### Proposed sequencing of the 18 tasks:

Tasks 1 to 3 **have to** be done together right at the beginning:

- 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

The following tasks **have to** be done before purchasing the required resources:

- 4 Think about what has to be bought at the market for 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

Only after everything has been purchased, can the following tasks be done:

- 11 Prepare the fruit salad (= create the prototype)
- 12 Dispose of the waste

Other team members can undertake the following tasks simultaneously to the creation of the prototype:

- 13 Calculate what 1 salad costs (don't forget the personnel expenses, rent etc.)

Team members may start with the following tasks as soon as all tasks have been allocated (following task no. 3):

- 14 Think of a name + logo for your company
- 15 Think of a slogan for your company

In order to undertake the following task (task no. 11) it is necessary that the prototype has already been created:

- 16 Prepare the presentation

For this task it is necessary that the prototype has already been created (no. 11) and that tasks 13 to 16 have been completed:

- 17 Pitch Claro's managing director

This task can only be finished together at the very end:

- 18 Think together about what to do better next time

### Talk about how what the students have learned can be used to implement their own projects.

If a project includes the production of a product in a larger quantity (e.g. for a sales stand), a place for the production and the storage must be found as well.

### E 3.2. Which tasks are related?

Related tasks are bundled to work packages to facilitate the distribution among the team members. A milestone is assigned to each of the work packages.

This exercise can be done in group work.



The work packages and milestones are available as individual cards in the copy templates to facilitate the allocation. Provide each group with a template to cut out.

### Solution:

<b>Work package 1</b> <b>Planning</b>	<ol style="list-style-type: none"> <li>1 Think about what has to be done</li> <li>2 Ask the managing director of Claro in case something is not quite clear</li> <li>3 Allocate the tasks</li> <li>18 Think together about what to do better next time</li> </ol>	<b>Milestone no. 1:</b> <b>Tasks allocated</b> <b>Milestone no. 6:</b> <b>Project completed</b>
<b>Work package 2</b> <b>Procurement</b>	<ol style="list-style-type: none"> <li>6 Ask what purchases are required</li> <li>7 Write a shopping list</li> <li>10 Purchase</li> </ol>	<b>Milestone no. 2:</b> <b>Everything necessary purchased</b>



<b>Work package 3</b> <b>Finances</b>	8 Calculate the costs of the purchases 9 Check whether the money (start-up capital of 40 Rockets) will be enough 13 Calculate what 1 salad costs (don't forget the personnel expenses, rent etc.)	<b>Milestone no. 3:</b> <b>Sales price calculated</b>
<b>Work package 4</b> <b>Production</b>	4 Think about what has to be bought at the market for the fruit salad: which fruits, which "tools", what is needed for the disposal of the waste 11 Prepare the fruit salad (= create the prototype) 12 Dispose of the waste	<b>Milestone no. 4:</b> <b>Prototype finished</b>
<b>Work package 5</b> <b>Presentation</b>	5 Think about what materials are needed for the presentation (paper, pens, ...) 14 Think of a name + logo for your company 15 Think of a slogan for your company offer presented 16 Prepare the presentation 17 Pitch Claro's managing director	<b>Milestone no. 5:</b> <b>Offer presented</b>

Explain the importance of the milestones: They symbolise a completed stage of a project, just like a section of the path on a long hike.

### E 3.3. Who takes over which tasks?

Discuss whether all team members felt comfortable with their tasks during the simulation game. What knowledge and which strengths are required to take over tasks from each of the work packages?

#### Proposals for which strengths a team member should have:

- Work package 1 - Planning:** organised, thinks in a structured manner, stays on top of things, team player (*analytical, social*)
- Work package 2 - Procurement:** communicative, team player, accurate, imaginative, keeps track of spending (*social, creative, analytical*)
- Work package 3 - Finances:** good at sums, thinks in a logical and structured manner (*analytical*)
- Work package 4 - Production:** skilful, creative, good imagination, accurate (*manual, creative*)
- Work package 5 - Presentation:** good at presenting things visually and describing things in words (*social, creative*)



The words in brackets relate to the "matching to the types" that is addressed in the **A2 Perspectives Challenge – Path leading to your (dream) job** with regard to the **me-card**. Download at <http://www.youthstart.eu/en/challenges/>.

Ask what strengths the students recognise in themselves and in which teams they would most like to work. In which teams would their classmates fit?



In the **A2 Be A YES Challenge** the students deal with their strengths, using evidence-based exercises from the field of Positive Psychology (i.e. a valid strengths test). Download at [http://www.youthstart.eu/en/challenges/a\\_path\\_in\\_flourishing/](http://www.youthstart.eu/en/challenges/a_path_in_flourishing/).

#### Proposals for team and individual tasks as well as team meetings:

All teams must participate in the planning process as well as the debriefing session. The team assigned to "Procurement" has to cooperate with the teams assigned to "Production" and "Presentation" (this will require team meetings); this team and the team assigned of "Finances" may consist of only 1 person; Team "Procurement" has to cooperate with Team "Finances" (including a team meeting) (without a shopping list no cost calculation ...). The tasks of the Teams "Production" and "Presentation" depend on creative processes and should therefore be carried out by more than one person.

**Project work is teamwork.** Wherever possible, take into consideration the strengths of each individual when allocating the tasks. Work out with the students how to draw up a work plan as a basis for allocating the tasks: **What has to be done? – By when? – Who is responsible?**



Only if every member of the team takes on responsibility for the tasks assigned to him/her and reliably carries them out, can a team and the joint project be successful!

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

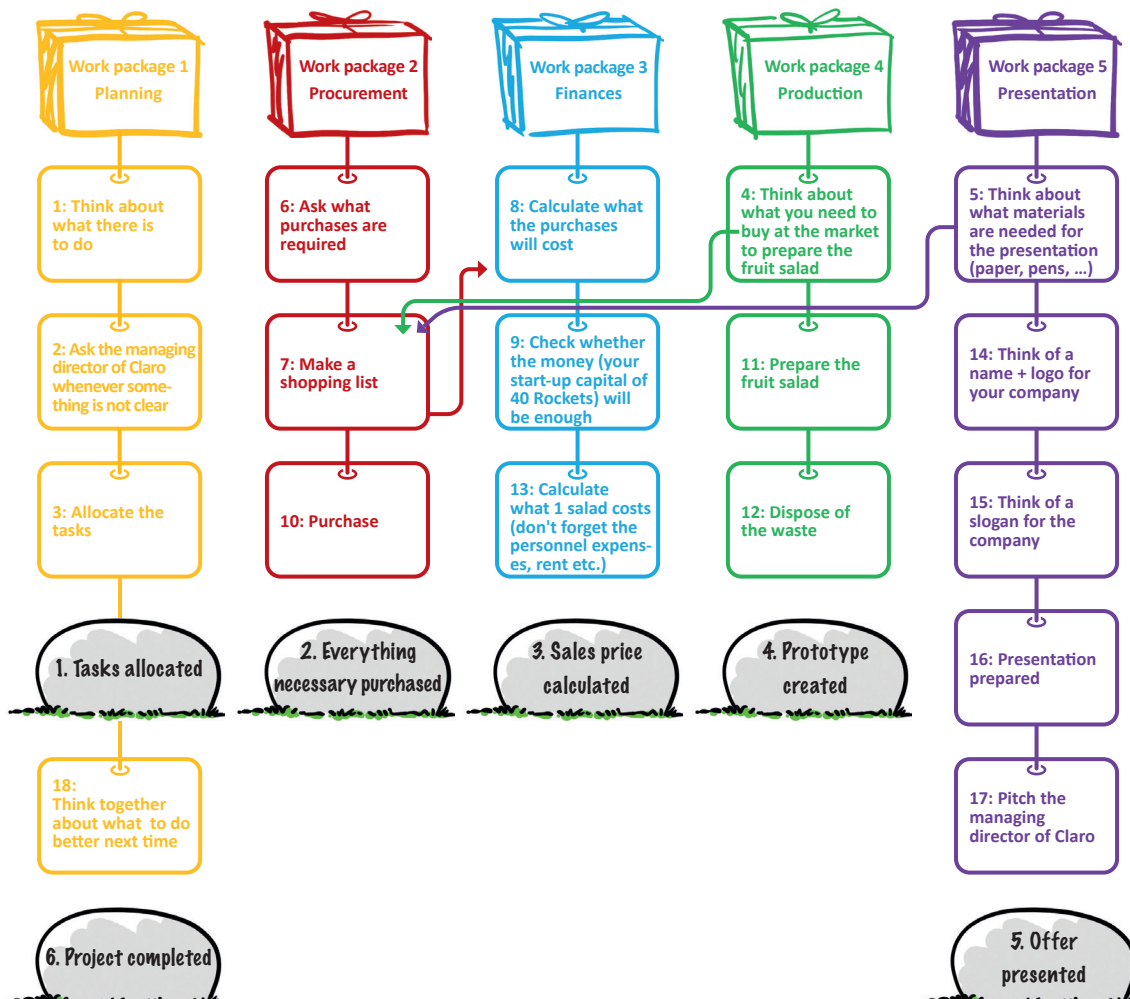
The structural plan gives the project "fruit salad" a clear structure. The plan gives an overview of everything that has to be done. Using the cards provided in the copy templates helps assembling the structural plan of the project. Ask the students to do the exercise in teams of four.



Provide each team with sufficient templates to cut out the work packages and milestones.

Whenever a project is planned, it is advisable to create a structural plan to keep track of all tasks. This is best done on the computer.

- MS Word (SmartArt → Process) or Canva (→ <https://www.canva.com/graphs/>; you need to register first) are ideally suited for such matters.



What work packages is **procurement** associated with?

**Solution:**

In order to compile the shopping list, the team assigned to "Procurement" will need all information from the team assigned to "Production" on what is required (fruits, "tools" and presentation materials). Team "Finances" needs a shopping list from team "Procurement" to calculate the costs.



## Step 4 - Taking into consideration all costs

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

To calculate the sales price for a product (or a service) you have to take into account more than just the costs for the materials. The students learn all about what other costs have to be considered. These too will be assigned to the work packages. Furthermore, the students consider whether the costs arising are for things that can be used only once or even several times.

**Solution:**

Work package	What do the teams need? Which of the following is associated with costs?	Can it be used more than once?
Planning	mobile phone, computer, printer	yes
	salary and insurance, rent for an office, electricity	no
Procurement	mobile phone, computer, printer	yes
	salary and insurance, rent for an office, electricity, transport	no
Finances	mobile phone, computer, printer	yes
	salary and insurance, rent for an office, electricity	no
Production	mobile phone, cutting board, bowl, knife, spoon, kitchen equipment, kitchen appliances	yes
	salary and insurance, fruit, rubbish bag, rent for the kitchen, electricity	no
Presentation	mobile phone, set of pens, scissors, glue, computer, printer, advertisement	yes
	salary and insurance, paper, rent for an office, electricity	no

Let the students check whether their shopping list is complete. For example, did they buy knives if the fruit salad included apples? Did they have a bowl for the presentation? Did they think of disposing of the waste?

Talk about what should have been taken into consideration to ensure the calculation of the price of a fruit salad in the simulation game to be as realistic as possible:

- personnel expenses for 6 people (= team members) who each worked 30 minutes (that is the duration of the game)
- rental and operational costs for the room
- costs for things that can be used more than once cannot be taken into account in full but only proportionally

It is important that the students deal with the fact that there are more than the obvious costs that can be identified at first glance. **The learning goal is therefore not being able to accurately calculate the price**, but rather knowing - with regard to future projects - everything there is to take into account for the calculation.

**Proposed answer to the question: What is the fastest way to transport the salads to the customers? What is the best way to keep them cool? What are the costs?** Purchasing costs or rental charges for a transport vehicle (e.g. a cargo bicycle or a delivery van); cooling boxes for the salads



In the **A2 Lemonade Stand Challenge** the students plan a sales experience for the whole class and take a detailed look at the calculation of the costs for their own products or services.

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/).



### Step 5 - Presenting the project

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

The simulation game ends with a pitch to the managing director of Claro. During a pitch you tell a story that creates pictures in your listeners' heads and arouses a desire for the fruit salad. How?

Start by talking to the students about which presentation (pitch to the managing director of Claro) and which company name most impressed them.

Which pictures formed in their heads when they heard the company name?

What slogan appealed to the students most? Why?

Do the students know any companies from adverts that managed to tell a story with their name, logo and slogan that got stuck in their heads?



**Examples:** e.g. Wings (= Swoosh) as Nike's logo (associations: ease, speed, flying, winning), name Nike (Greek goddess of victory); Haribo's slogan: "Kids and grown-ups love it so – the happy world of Haribo" (associations: eating sweets puts you in a good mood, together, something for everyone); Mercedes star (associations: stars shine, point the way)



If they were not happy with their slogan or their logo the students can create another slogan or another logo for their company and even come up with a new name (in a team with the same classmates as during the simulation game). They think together about how to appeal to more senses at a time when pitching their ideas and what illustrative words they could use.

In the end, every team member holds a pitch in front of the others. The pitch appealing to most of the team members is repeated in front of the class.



#### E 5.2. Tips for your presentation

Emphasise the importance of being authentic as the most important tip for future presentations.

No matter which presentation mode is chosen - it is important that it suits the students and matches their strengths: e.g. letting only words take their effect during the pitch, using a slide show or drawing on a flip chart during the pitch or making a video for the pitch.

In preparation, the students experiment with the tone of their voice, their facial expression and their body language. It is essential that they learn to perceive their body and to realise that emotion affects what they say and vice versa.



#### E 5.3. Presentation training with PowerPoint Karaoke

- Presenting can also be trained with PowerPoint Karaoke. You will find templates on the internet.  
<https://www.powerpointkaraoke.com/how-to-play>, <https://web.archive.org/web/20170101091451/https://www.craigstrachan.com/blog/2009/10/powerpoint-karaoke-slides.html>  
[www.schule.at/tools/werkzeuge-fuer-den-unterricht/detail/kapopo-karaoke-powerpoint.html](http://www.schule.at/tools/werkzeuge-fuer-den-unterricht/detail/kapopo-karaoke-powerpoint.html) (in German)

The goal is to improvise on an unknown topic, using unseen slides, thereby training one's own creativity, humour and self-confidence. This training is a good preparation for the pitch.

To repeat and consolidate what the students have learned, play another round of the "fruit salad" simulation game using other products to prepare an offer for and to implement the presentation tips in another pitch.





### Step 6 - Planning a class project

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

Write all steps to be considered when planning a class project on one page. These are the steps the students learned about during the analysis for the "fruit salad" simulation game:

- define the goal and duration of the project
- set the tasks, bundle them to work packages and allocate the tasks
- calculate the costs and sort out where to get the start-up capital from
- present the project idea to potential supporters
- take over responsibility, exchange in team meetings, celebrate every milestone and present the project results

Ask the students to collect potential project ideas that take into account social aspects and aspects of sustainability: e.g. a cross-generational environment project, a poster campaign on the Global Goals, a "week of volunteering" at school, a buddy project, a project on waste prevention (= Trash Value Festival) ...



The following challenges might offer further prompts:

the **A2 Trash Value Challenge – Mindful waste management** ([http://www.youthstart.eu/en/challenges/mindful\\_waste\\_management/](http://www.youthstart.eu/en/challenges/mindful_waste_management/)),

the **A2 My Community Challenge – The 17 Sustainable Development Goals and how to contribute**

([http://www.youthstart.eu/en/challenges/the\\_17\\_sustainable\\_development\\_goals\\_and\\_how\\_to\\_contribute/](http://www.youthstart.eu/en/challenges/the_17_sustainable_development_goals_and_how_to_contribute/)),

the **A2 Volunteer Challenge – Doing good feels good** ([http://www.youthstart.eu/en/challenges/doing\\_good\\_feels\\_good\\_/](http://www.youthstart.eu/en/challenges/doing_good_feels_good_/))

### Step 7 - Thinking things over

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

The questionnaire repeats the most important competences that were trained during the challenge. The students assess how well they can do what. Explain the meaning of the smileys before starting.

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

As always at the end of a challenge, the students are encouraged to self-reflect by answering a questionnaire with open questions on what they have learned. The answers summarise their personal findings from the challenge.

Give every student the opportunity to talk about their answers in pairs or in class.

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

The students think of a personal project they would like to implement. They note down their goal and imagine with all their senses what it will be like when they have reached their goal.

They plan their project in detail, just like they have learned in this challenge (timeframe, tasks, cost schedule).

Encourage the students to look for someone to support them in implementing their project.

Monitoring the pending tasks on a daily basis will ensure that their project is proceeding on schedule.

Checking off and being pleased about each finished task will motivate them to persevere just as much as a prospective view of the aspired goal.

**TRIO-Model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the Start Your Project Challenge belongs to the area of **"Core Entrepreneurial Education"** which deals with the promotion of entrepreneurial qualifications in the narrower sense: the development of innovative ideas and their creative and structured implementation.

**Time / Length of the challenge**

approx. 6 periods, ideally as double periods

interdisciplinary or within the framework of project days or weeks; suitable for the following subjects: German, English, lessons in the native language, geography and economics, job orientation, mathematics, home economics, graphic education, textile and technical work, basic digital education

**Necessary background knowledge**

none

**Context within the "You<sup>th</sup> Start Entrepreneurial Challenges" Programme**

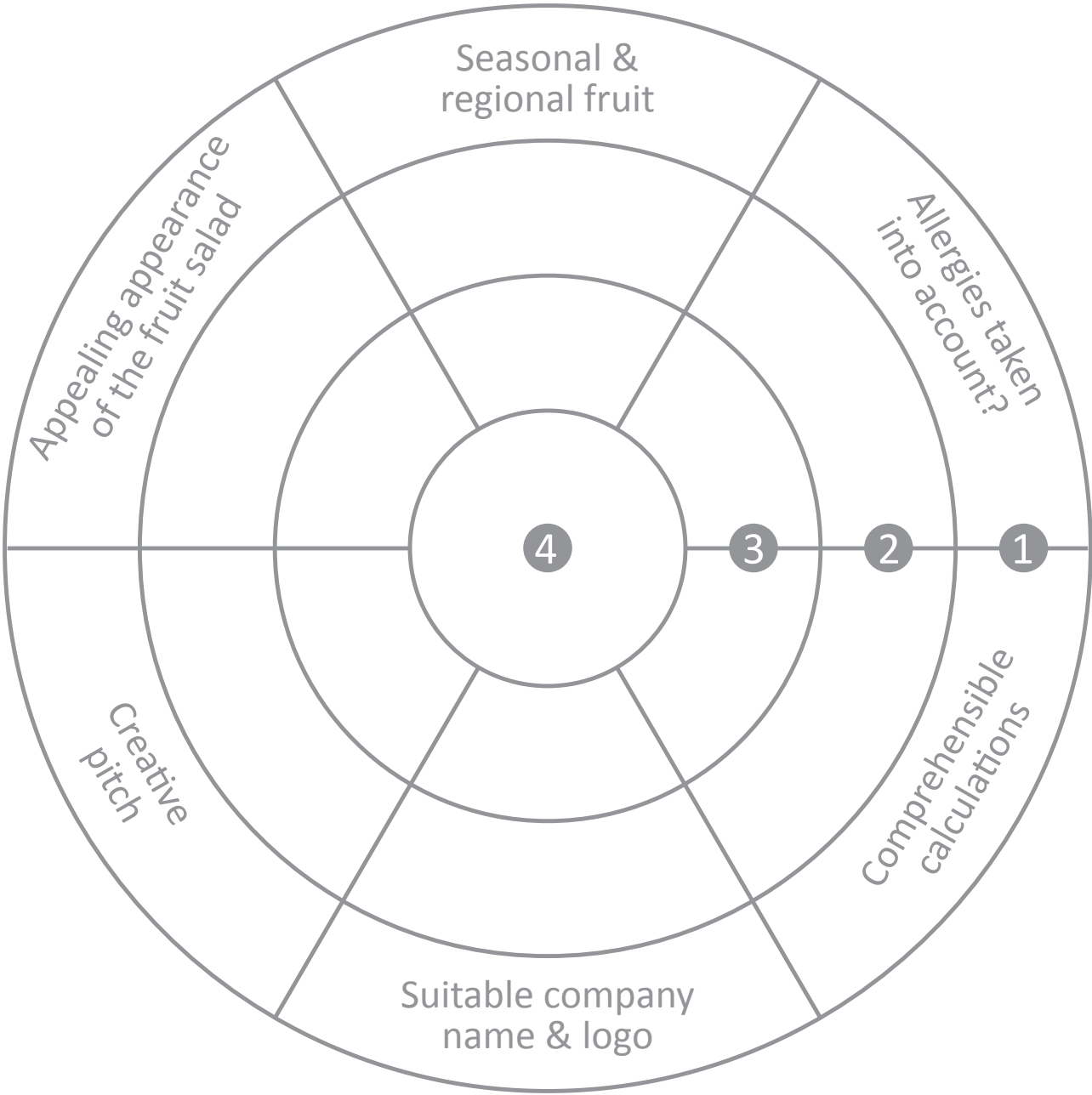
All Challenges: [www.youthstart.eu](http://www.youthstart.eu)

The "A2 Start Your Project Challenge" prepares the students for the "B2 Start Your Project Challenge – Start Your Project". It is closely linked to the "A2 Lemonade Challenge – Be part of a sales team", and there are links to the "A2 Trash Value Challenge – Mindful waste management", to the "A2 My Community Challenge – The 17 Sustainable Development Goals and how to contribute", to the "A2 Volunteer Challenge – Doing good feels good", to the "A2 Storytelling Challenge – Creative Stories" and to the Youth Start Mindfulness Programme (visit under the header "Mind & Body" at [www.youthstart.eu](http://www.youthstart.eu)).

**Additional materials**

- **Explanatory video for this challenge:** [www.youthstartchallenges.eu/A2StartYourProjectEN](http://www.youthstartchallenges.eu/A2StartYourProjectEN)
- **For students who want to implement their own project:**  
Explanatory video on project management: <https://youtu.be/aw44iWfVXEA>
- **Crowdfunding platform:** offers young people a "proof of concept" before investing financial means. Crowdfunding is a good example of how to share your own vision with others and convince external people to support your idea. Further information on: [www.startedeinprojekt.at](http://www.startedeinprojekt.at) (German only)









**Work package 1  
Planning**

**1: Think about  
what there is to do**

**2: Ask the  
managing director  
of Claro whenever  
something is not  
clear**

**3: Allocate the  
tasks**

**18: Think together  
about what to do  
better next time**

**Work package 2  
Procurement**

**6: Ask what  
purchases are  
required**

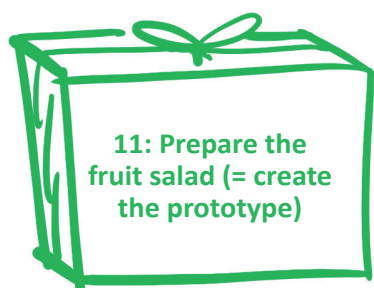
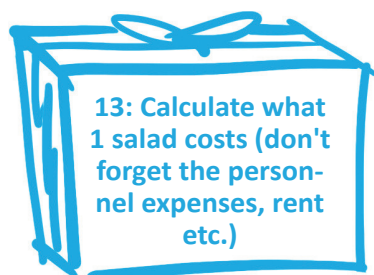
**7: Write a shopping  
list**

**10: Purchase**

**Work package 3  
Finances**

**8: Calculate what  
the purchases will  
cost**

**9: Check whether  
the money (your  
start-up capital of  
40 Rockets) will be  
enough**







## Milestones for the "fruit salad" simulation game



Milestone 1:  
Tasks allocated

Milestone 2:  
Everything necessary  
purchased

Milestone 3:  
Sales price calculated

Milestone 4:  
Prototype created

Milestone 5:  
Offer presented

Milestone 6:  
Project completed

Milestone 1:  
Tasks allocated

Milestone 2:  
Everything necessary  
purchased

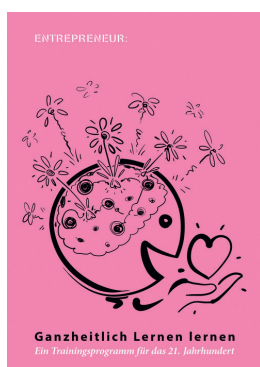
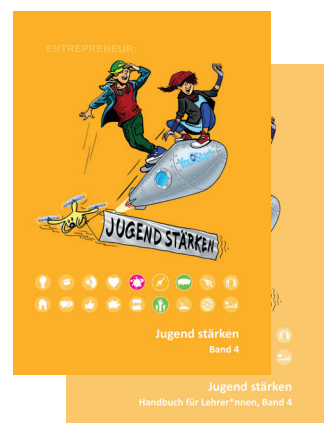
Milestone 3:  
Sales price calculated

Milestone 4:  
Prototype created

Milestone 5:  
Offer presented

Milestone 6:  
Project completed

All Challenges of level A2 are also available in a printed version in German.  
 You can find them at [www.jugendstaerken.at](http://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 “You<sup>th</sup> 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](http://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 *You<sup>th</sup> Start mindfulness programme*.



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