



My Personal Challenge B2

I can solve personal challenges.

Core Entrepreneurial Education



My First Vacation

If you want to go on vacation, there is usually a lot to plan and organise. For this activity, students will reflect on what they expect from a vacation and will then plan a trip – this includes making a financial plan, deciding on how to get there and back, organising accommodation and activities at the destination.

Materialien für Schüler/innen



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



Federal Ministry
Education, Science
and Research



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Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education				Entrepreneurial Culture						Entrepreneurial Civic Education	
	Idea Challenge		Hero Challenge		Empathy Challenge		Storytelling Challenge		Buddy Challenge		My Community Challenge
	My Personal Challenge		Lemonade Stand Challenge		Perspectives Challenge		Trash Value Challenge		Open Door Challenge		Volunteer Challenge
	Real Market Challenge		Start Your Project Challenge		Extreme Challenge		Be A YES Challenge		Expert Challenge		Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



Worksheet 1: My Trip to Prague



This summer you intend to visit Prague for three or four days, together with three friends. Decide on what kind of vacation you are interested in and plan your vacation according to your personal expectations. Use the Internet to complete these tasks. Please remember that your maximum budget will be EUR 75.00 per person per day.

Task 1: Activities at the destination

Plan various sightseeing tours and activities in and around Prague for the kind of vacation you have chosen. Find out whether any companies are offering guided tours. If this is the case, what kind of tours do they offer? Take into account your personal interests and preferences!

Task 2: Getting there and back

Compare various ways to get to Prague and back (bus, train, plane) and decide on one means of transport. Please explain your decision!

Task 3: Accommodation

Most young people do not have much money to spend on accommodation, which is why couchsurfing and social travelling have become very popular. The website couchsurfing.org has registered users in more than 100,000 cities. Other providers include hospitalityclub.org, bewelcome.org, tripping.com and globalfreeloader.com. The success of couchsurfing and similar business models has introduced the era of social travelling, which is basically a combination of couchsurfing and traditional private accommodation (airbnb.com, www.9flats.com or wimdu.com). Discuss various alternatives for overnight stays (couchsurfing, hostel, hotel, Airbnb, etc.) and choose one. Explain your decision and outline the pros and cons of the individual modes of accommodation in a structured presentation.

Task 4: Finances

Elaborate a financial plan (per person) for a cheap vacation that does not exceed your budget (EUR 75.00 per person per day). Include three or four nights in Prague, the journey to Prague and the journey home. Please remember to consider emergencies and private expenses as well.

Task 5: Present your results

Present your plans to the class. Together discuss what your individual plans have in common and how they differ. Check the financial plans to see if they are realistic.



Worksheet 2

End of Unit Self-Assessment

Assess yourselves by circling the appropriate number of smiley faces!

I can clearly express my expectations for a vacation.	☺	☺☺	☺☺☺	☺☺☺☺
I can present my expectations for a vacation in a structured manner (e.g. in a mind map).	☺	☺☺	☺☺☺	☺☺☺☺
I can conduct internet research independently.	☺	☺☺	☺☺☺	☺☺☺☺
I participate actively in group discussions.	☺	☺☺	☺☺☺	☺☺☺☺
In a group discussion, I listen actively and respect other people's opinions.	☺	☺☺	☺☺☺	☺☺☺☺
I can identify my strengths and weaknesses when working with a group.	☺	☺☺	☺☺☺	☺☺☺☺
I can plan activities for my vacation.	☺	☺☺	☺☺☺	☺☺☺☺
I can coordinate my preferences for a vacation with a specific budget.	☺	☺☺	☺☺☺	☺☺☺☺
I can assume responsibility for a task.	☺	☺☺	☺☺☺	☺☺☺☺
I can present group work results clearly and comprehensively.	☺	☺☺	☺☺☺	☺☺☺☺
I can provide sincere feedback to other groups about their vacation plans.	☺	☺☺	☺☺☺	☺☺☺☺



➔ Worksheet 3

Self-Reflection Wrap-Up

1. What did you like about this challenge?

2. What didn't you like about this challenge?

3. How well has this challenge prepared you for planning your ideal vacation?

4. Did you find this challenge helpful? How could you apply things that you have learned from this challenge in the real world?

5. Further comments:
