

# You<sup>th</sup>Start

## ENTREPRENEURIAL CHALLENGES

### Hero Challenge B1

I can identify a personal role model.

Core Entrepreneurial Education



### Interview an Entrepreneur!

An active approach to learning from practical experience: students select somebody who has successfully implemented a business idea and interview them, using certain guidelines. Then they present their results to the class – using visual aids, if possible.

## Student Manual

# You<sup>th</sup> Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – [www.youthstart.eu](http://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: Interview an Entrepreneur!

- 1) Together with a partner, interview an entrepreneur!
- 2) With the notes you made during the interview, compile a presentation of about 5 minutes (using various visual aids) and prepare a handout to give to the class. Divide the presentation time equally between yourself and your partner!

<p><b>Before the Interview: Prepare!</b></p>	<ul style="list-style-type: none"> <li>• The following <b>questions</b> should be answered (note: you have already discussed with your teacher which questions you will ask during the interview. The questions 1, 3 and 4 <b>must</b> be asked.):             <ol style="list-style-type: none"> <li>1. What business idea does the person/business or NGO have?</li> <li>2. Which person (group of people) developed the business idea?</li> <li>3. What use does the business idea offer customers?</li> <li>4. How was the business idea implemented?</li> <li>5. Which events have led to the success of the business and which have caused setbacks?</li> <li>6. Which competitive advantage(s) does the business idea have today?</li> <li>7. What advice or tip would they give students who want to develop and implement a business idea?</li> </ol> </li> <li>• Did I prepare a clear graphic design of an interview sheet with all the questions I am supposed to ask and with room to write the answers?</li> </ul>
<p><b>During the Interview: Engage!</b></p>	<ul style="list-style-type: none"> <li>• Did I demonstrate a sincere interest in my interviewee, what they do and their business story?</li> <li>• Was I able to maintain a relaxed environment during the interview?</li> <li>• Did I demonstrate my sincere interest in what they were saying by asking for further details or clarification?</li> <li>• Did I ask more difficult questions at the end of the interview?</li> <li>• Did I record the conversation? This is only appropriate if your interviewee agrees to being recorded!</li> </ul>
<p><b>After the interview: Summarise!</b></p>	<ul style="list-style-type: none"> <li>• Are all the answers I wrote down related to the questions I asked?</li> <li>• Did I write down in clear and simple words what he/she said?</li> <li>• Could I write a brief and concise summary?</li> <li>• Use clear words – write down key words that summarise what is said.</li> </ul>
<p><b>After the interview: Prepare your presentation!</b></p>	<ul style="list-style-type: none"> <li>• How well did you rehearse your presentation?</li> <li>• Can you speak spontaneously, as opposed to reading from a text? Do you use notes?</li> <li>• Do you speak clearly and audibly?</li> <li>• Are you convincing? Did your words inspire your listeners?</li> <li>• Use visual aids!</li> </ul>



# Worksheet 2

## Interview Presentation Assessment

	Content	Presentation and Visual Aides
<b>1 - 2</b>	My presentation answers only one of the questions I was supposed to ask. Little of this is demonstrated in my handout, or there was none.	I demonstrated minimal presentation skills. My presentation was not rehearsed. I read from a text. I may or may not have spoken clearly and audibly. I was not really convincing and did not inspire my listeners. I either used no visual aides or they may not have supported my presentation.
<b>3 - 5</b>	My presentation answers at least half of the questions I was supposed to ask. Some of this is demonstrated in my handout.	I demonstrated a few presentation skills. My presentation was somewhat rehearsed. I might have read from a text. I may have spoken clearly and audibly. I was somewhat convincing and inspiring. I used a few visual aides, which may have supported my presentation.
<b>6 - 8</b>	My presentation answers more than half of the questions I was supposed to ask. Most of this is demonstrated in my handout.	I demonstrated some presentation skills. My presentation was well rehearsed. I had either memorised it or used notecards to guide me. I spoke clearly and audibly. I was convincing and inspiring. I used a variety of visual aides that supported my presentation.
<b>9 - 10</b>	My presentation answers all the questions I was supposed to ask and goes a step further by recounting the entrepreneur’s story or offering extra insight about becoming an entrepreneur. All of this is demonstrated in my handout.	I demonstrated many presentation skills. My presentation was well rehearsed. I had either memorised it or used notecards to guide me. I spoke very clearly and audibly. I was so convincing and inspiring that my audience wanted to know more. I used a variety of visual aides in a way that made my presentation clearer.



# Worksheet 3

## Self-Assessment

Assess yourselves by circling the appropriate number of smiley faces!

I can better understand the life of somebody who has implemented an idea and the secret to their success.	☺	☺☺	☺☺☺
I understand more about how to develop an idea and implement it.	☺	☺☺	☺☺☺
I have more tips on how to start a business.	☺	☺☺	☺☺☺
I can successfully conduct an interview and summarise it.	☺	☺☺	☺☺☺
I can summarise, synthesise, and present information to an audience.	☺	☺☺	☺☺☺
I can assume responsibility for a task.	☺	☺☺	☺☺☺
I understand that all people have different career options.	☺	☺☺	☺☺☺
I can work with others and maximise the use of individual skills.	☺	☺☺	☺☺☺
I can communicate well with other people.	☺	☺☺	☺☺☺



# ➔ Worksheet 4

## Self-Reflection Wrap-Up

1) After this challenge, do you feel more or less inspired about becoming an entrepreneur? Why?

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2) Do you feel you are ready to begin developing your own business idea? Why or why not?

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3) If not, what do you feel like you still need to know in order to develop your own business idea?

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4) If you had the chance, would you interview more entrepreneurs? Why or why not?

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