

YouthStart

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.

Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➔ -sign indicates optional tasks for a deeper understanding. All materials are provided at www.youthstart.eu.

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.



Unit Planner

Theme	Interview an Entrepreneur!
Level	B1
Challenge Family	<p>Hero Challenge – learning from role models!</p> <p>Everyone has their own personal heroes – people who impress us and become our role models. Students at the primary level are asked to find out what it is that makes somebody a hero. Which skills and characteristics does it take? And why? Students at the lower secondary level become aware of their own special abilities through a game. Then they investigate their heroes’ talents. Students at the upper secondary level interview a person who has implemented an idea and is making a difference. This is intended to help them overcome their shyness and to encourage them to approach their personal heroes.</p>
Time / Length	<p>Minimum of 3 periods (incl. ➔ 4 periods)</p> <p>Interviews shall be done as assigned pair work outside of instructional time. The presentations (approximately 5 minutes each) should be done over the course of several periods.</p> <p>Students will need to make time after school to research their interviewees, prepare and conduct the interview and prepare the presentation. This will usually take them about 4 to 5 hours in total.</p>
Big Idea behind the Challenge	<p>Without people that develop and implement ideas, we would live a completely different world. Students are challenged to make contact with and interview a person that has already implemented a business idea. Through the variety of the interviews, students will gain an insight to the diversity of business ideas, people, resources and their own surroundings. It is important that students learn more about how the people they interview are actively contributing to society. This is why smaller companies or NGOs are better suited for this challenge, because their business ideas are often easier to analyse.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I can take responsibility for a task.</p> <p>I understand that all people have different career options.</p> <p>I can work with others and maximise the use of individual skills.</p> <p>I can communicate well with other people.</p>

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Language Objective	<p>I can conduct an interview.</p> <p>When interviewing someone I can summarise their answers in written form.</p> <p>I can orally present content.</p>
Content Vocabulary (Word Wall)	<p>Entrepreneur, social entrepreneur (a person whose idea solves a societal problem), businessman, businesswoman, market, society, business idea, success, setbacks, competition, competitive advantage, resources.</p>
Assessment	<ul style="list-style-type: none"> • Students contact an entrepreneur. • They compile a creative presentation and a one-page handout summarising their interview. • They assess their own performance in the interview and the presentation.
Necessary Background Knowledge	<p>Students should be able to conduct an interview and be able to summarise what people say. Students should be able to make a presentation and a matching handout.</p>
Mind & Body	<p>For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!</p>
Materials Needed	<ul style="list-style-type: none"> • Prepare a poster to write down the names of all interviewees and the dates for the presentations. • Copy the worksheets for all students. <p>Note: There should be no more than two or three presentations per period.</p>
Step-By-Step Activities	<p>Step 1 Pairing up Students will work together in teams of two.</p> <p>Step 2 Interviewee Selection</p> <p>a) Every team researches possible interviewees, such as entrepreneurs – or people who have implemented an idea – who have an interesting business idea. This could for instance be an uncle who runs his own business, somebody who works in the local fair trade store, an actress, etc. Of course, students may also choose someone in whose business they have worked – or would like to work – as an intern or apprentice. Apart from entrepreneurs, anybody who is implementing an idea or is actively contributing to society can be a potential interviewee.</p>



It is important that the students become active themselves and research potential interviewees in their personal surroundings.

TIP: It is probably better to choose small businesses or NGOs, because it will be easier to analyse their business idea.

- b) The students briefly present their potential interviewees to the class. This gives the teacher a chance to suggest adjustments, for instance if it seems that interviews might become too similar (e.g. if there are several potential interviewees who run a restaurant or café) so that the interviews would fail to reflect the diversity of possible ideas.

If such adjustments are necessary, students will be given more time (e.g. one week) to find a different interviewee. They will need to present their new suggestion to the teacher as well.

- c) Next, students will contact their interviewees. They will tell them that they need to interview an entrepreneur for school. Then they will make an appointment (this could also be a Skype appointment) and conduct the interview. If requested, they can also send their questions to the interviewee before the interview.

Note: It is very important that students conduct the interview themselves, because this gives them a chance to establish a personal contact with an entrepreneur. This is why students should not use an interview that was done by someone else and which they found during their Internet research.

- d) Write down the names of all interviewees and the dates for the student presentations on a poster and put it up in class.

Step 3 Review Interview Guidelines (Worksheet 1)

- a) Draw students' attention to the **key questions** that will be used in the preparation of the interview and in the presentation. Write the questions on the board and discuss them/possible answers. Of the seven questions (see next paragraph), three questions are OBLIGATORY and must be asked during the interview. The teacher can select additional questions from the remaining questions (OPTIONAL questions). Please remember that it is important that all teams ask their interviewees the same questions.

If you want to create more comprehensive profiles of the respective interviewees, we recommend asking all questions (if possible).

- b) Each team should conduct an interview with the following **key questions**:
- What business idea does the person/business or NGO have? (OBLIGATORY)

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	<ul style="list-style-type: none"> • Which person (group of people) developed the business idea? (OPTIONAL) • What use does the business idea offer customers? (OBLIGATORY) • How was the business idea implemented? (OBLIGATORY) • Which events have led to the success of the business and which have caused setbacks? (OPTIONAL) • Which competitive advantages does the business idea have today? (OPTIONAL) • What advice or tip would they give students who want to develop and implement a business idea? (OPTIONAL) <p>Step 4 Feedback on the Presentation: Student Assessment (Worksheet 2) or Teacher Assessment</p> <p>Either the students assess their presentations themselves or the teacher provides feedback. The presentations should take about 5 minutes each. (If only the OBLIGATORY questions were asked, the presentations will be shorter.) Please make sure that students receive feedback on their performance.</p> <p>It is not necessary to use PowerPoint for the presentations. A 5-minute presentation can easily be done with a poster or an object that represents the respective company.</p> <p>Step 5 End of Unit Self-Assessment (Worksheet 3)</p> <p>Individual work: Students should be able to individually read through each attribute and assess themselves by circling the appropriate number of smiley faces.</p> <p>➔ Step 6 Self-Reflection Wrap-Up (➔ Worksheet 4)</p> <p>Individual work or class work: Worksheet 4 wraps up the activity and can facilitate a final discussion in class. It can also be used to demonstrate to parents what their daughter/son has learned in class!</p> <p>➔ Step 7 Possible Extension</p> <p>Students can write a reflection discussing the variety of business ideas presented in class. Through this activity, students will be able to see the diversity of ideas, entrepreneurial approaches and personal stories. The interviews might even make students <i>little experts</i> for the type of business idea they researched.</p>
<p>Context within the Challenge Programme</p>	<p>This challenge builds on the levels A1 and A2 “Hero Challenges”. It could be done before or simultaneously to the “Idea Challenge” (level B1). We recommend following it with challenges from the “Real Market” and “Start Your Project” families.</p>

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Useful Links	About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu Further teaching materials (including videos): www.youthstart.eu Interviews with people about their jobs and personal callings: www.whatchado.com
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