

**KID\_Preneurship**  
**2020-1-LV01-KA201-077505**



<b>ACTIVITY NAME</b>	<b>"Flea Market"</b>
<b>OUTPUT NUMBER</b>	<b>IO2</b>
<b>PARTNER</b>	<b>Akademie für Politische Bildung und demokratiefördernde Maßnahmen</b>
<b>ACTIVITY CLASS</b>	Financial Education Classes: 8-10 years
<b>DURATION</b>	
<b>OBJECTIVES</b>	Main: Financial Education  Other: Creativity
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Paper and pens to identify, write on and price the products</li> <li>• Paper to make lists of who offered which toys and who sold them</li> <li>• Tables // armchairs // shelves // rooms</li> <li>• Computers to use digital tools</li> <li>• Printer</li> <li>• Scanner</li> </ul>
<b>LEARNING ACTIVITY METHOD</b>	<ul style="list-style-type: none"> <li>• The teacher introduces the project "We're going to make a flea market".</li> <li>• The pupils deal with the advantages and disadvantages that can arise when products are bought new or used. (Warranty, ....)</li> <li>• The pupils deal with the terms economic, economic and social sustainability.</li> <li>• The pupils deal with how a flea market is set up and which work steps have to be completed before the actual event.</li> <li>• The students deal with the topics: Advertising &amp; Sponsoring.</li> <li>• The pupils develop a joint work plan and describe all the work</li> </ul>

	<p>steps that are necessary to hold a flea market and what work is necessary after the flea market. - What happens, for example, with items that are not sold and can no longer be picked up, because these items were donations?</p> <ul style="list-style-type: none"> <li>• The students are divided into groups and prepare their assignments.</li> </ul> <p>These could be:</p> <ul style="list-style-type: none"> <li>• Create lists of who wants to sell what</li> <li>• A group takes care of donations</li> <li>• A group takes care of Webefolder</li> <li>• Perhaps there are also purchase tokens instead of the money</li> <li>• A group organizes the catering for the guests</li> <li>• A group organizes the setup, .....</li> </ul> <p>This will help the students awaken their entrepreneurial spirit.</p> <p>The activity can be taken to a higher level if the students are asked to do accounting for sales, profits, ancillary costs, variable costs, etc.</p> <p>Levels of activity:</p> <p>THEORETICAL INPUT: The students acquire knowledge on topics relating to economic issues in trade.</p> <p>IDEAS COLLECTION: Students reflect on experiences they had while visiting a flea market and use this information and their creativity to try to come up with a new flea market concept for their project.</p> <p>PLANNING: In this phase the students describe the necessary work steps.</p> <p>EXECUTION: In this phase, the students conduct the flea market.</p> <p>FOLLOW-UP: The students restore the status quo and settle the costs of the flea market.</p>
<b>VISUALS</b>  <b>Images/videoclip</b>	
<b>TEACHER PREPARATION</b>	<ol style="list-style-type: none"> <li>1. Prepare theoretical inputs</li> <li>2. The teacher must react extremely flexibly and provide content on</li> </ol>

	request. (When students work with digital tools, such as creating brochures or want to produce small commercials that they want to forward to friends for promotional purposes ...)
<b>TEACHER'S EVALUATION</b>	<ul style="list-style-type: none"><li>• Can the students understand entrepreneurship?</li><li>• Can the students better understand the product cycle and its influence on it, especially in connection with the sustainable development goals - SDGs?</li><li>• Can students use new digital tools to emulate / carry out entrepreneurial activities on a small scale?</li></ul>