



EDUCATE!

DEVELOPING YOUNG LEADERS & ENTREPRENEURS IN AFRICA

2016 Leadership and Entrepreneurship Course



TERM 3
MENTORING



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LEADERSHIP AND ENTREPRENEURSHIP COURSE

Term 3: Mentoring

INTRODUCTION

Welcome to Term 3 of the Educate! Leadership and Entrepreneurship Course (LEC)! We here at E! have developed this curriculum book to help YOU the mentor facilitate Term 3 of the E! experience in secondary schools throughout Uganda. The focus of this term is: Mentoring. The lesson plans in this curriculum and the accompanying out-of-class time activities are designed to equip Ugandan youth with skills that will help them solve problems in their communities through the creation of their back home projects.

In Term 3 scholars will plan and lead Mentoring Week at their schools, strengthen their projects and increase the income they bring in, participate in the first selection round of the E! National Competition, and be fully prepared to implement their back home projects!

OVERVIEW OF THE E! EXPERIENCE

The Educate! Experience program partners with secondary schools to develop young leaders and entrepreneurs. Educate! delivers four programs rolled into one!

There are four key components to what we do:

| Program Component | Purpose | Description | Facilitator |
|---|--|--|--|
| Student Business (E!) Club | Organizes the entire school student body to start businesses and projects together during the school term. | Club members form groups of up to 20 students. Each group is responsible for starting and implementing a project. The E! Club tries to recruit as many students as possible. | E! Mentor and Youth Leader advise members in projects. E! Associate Teacher patrons the club and talks with school administration on its behalf. |
| Leadership and Entrepreneurship Course (LEC) | Select the top students who will lead the school and E! club and give them specialized skills and life-long mentoring. | Only 40 selected students become the leaders or “scholars” of Educate! Scholars attend weekly lessons for 1 year and start projects back home. Certificates are given. | E! Mentor facilitates the LEC lessons and provides business and personal advice to E! scholars. |
| Peer Mentorship | Mentor younger students in leadership & entrepreneurship skills. | Peer Mentoring Events are: Community Day (Term 1), Skills Day (Term 2), and Mentoring Week (Term 3) | Each E! scholar mentors 3 ‘O’ Level mentees; they meet in small groups: 2 scholars and 6 mentees per session |
| Teacher Association & Training | Teachers & Admin become E! Associates to develop their leadership skills and promote experience-based learning. | 2-3 Teachers & Administrators per school selected to be E! Associates and support the E! program inside and outside the classroom | The E! Program Officer facilitates 2 workshops per term which offer practical training in experience-based education |

TERM 3 CURRICULUM

In Term 3 scholars learn how to build powerful relationships with their peer mentees and create strong networks that will lead to meaningful change in their communities. In addition, scholars further explore challenges that face their communities and investigate solutions to these problems.

Aim for Success!

You will know Term 3 was successful if the following 3 statements are true by LEC 22:

1. Your scholars run an amazing and empowering Mentoring Week at their schools!
2. The E! club is fully prepared to participate in the E! National Competition!
3. Your scholars present exciting project ideas in the LEC 22 Poster Presentations and are ready to implement their Back Home Projects during the holiday break!

Term 3 Objectives

- SWBAT plan a Mentoring Week on the theme ‘Empowerment through Saving’.
- SWBAT identify and avoid poverty traps and recognise different ways of wealth creation.
- SWBAT save their earnings formally.
- SWBAT design recycled paper products.
- SWBAT empower others (especially girls) through mentoring.
- SWBAT develop strategies for providing clean water to people.
- SWBAT solve community problems through creation of a Back Home Project.
- SWBAT do a risk analysis for their Back Home Projects.

Term 3 Lessons

LESSON 15 – Mentoring

LESSON 16 – I am the Solution

LESSON 17 – Safe & Empowered

LESSON 18 – Wealthy

LESSON 19 – Savings

LESSON 20 – Environmental Degradation

LESSON 21 – Healthy

LESSON 22 – BHP Poster Presentations

CLUB VISIT: E! Competition Prep

Term 3 Games

LESSON 15 – “Label me!”

LESSON 16 – “I am the solution” song
“Animal sounds”

LESSON 17 – “Human barometer”

LESSON 21 – “Holiday bodies”

LESSON 22 – “Mentor memories”

Term 3 Vocabulary

| | | | |
|-----------|---|-----------|---|
| LESSON 15 | <ul style="list-style-type: none"> • <i>powerful relationships</i> • <i>social capital</i> • <i>gender</i> | LESSON 19 | <ul style="list-style-type: none"> • <i>interest rate</i> • <i>principal savings</i> • <i>SACCOs</i> |
| LESSON 16 | <ul style="list-style-type: none"> • <i>back home project</i> | LESSON 20 | <ul style="list-style-type: none"> • <i>deforestation</i> • <i>waste management</i> |
| LESSON 17 | <ul style="list-style-type: none"> • <i>empowerment</i> • <i>gender equality</i> | LESSON 21 | <ul style="list-style-type: none"> • <i>communicable disease</i> |
| LESSON 18 | <ul style="list-style-type: none"> • <i>poverty</i> • <i>basic needs</i> | LESSON 22 | <ul style="list-style-type: none"> • <i>poster presentation</i> |

OVERVIEW OF SCHOLAR ASSESSMENT

The three assessments below are a requirement for graduation from Educate! LEC.

If scholars join late, they must still be completed.

| Assessment tool | Hand out to scholars in: | Collect from scholars in: | How is it assessed? |
|---|--------------------------|------------------------------|---|
| Leadership Passbook | Term 1 | Beginning of Term 2 | Mentor verifies actions with stamp. |
| Business Skills Portfolio | Term 2 | Beginning of Term 3 | Mentor checks if each portfolio piece is in the folder. |
| Back Home Project  | Term 3 | Term 1 of the following year | Scholars bring products, customer testimonials, etc to Graduation Showcase! |



The Back Home Project (BHP) is the #1 success indicator of the Educate! program!

Term 3 Scholar Assessment

BUSINESS SKILLS PORTFOLIO - In Term 2 scholars learned skills that helped them accomplish the actions in the Business Skills Portfolio. Portfolios should be completed during the school break after Term 2. Mentors collect the completed Business Skills Portfolio at the beginning of Term 3.

BACK HOME PROJECTS (BHP) –The BHP is a meaningful opportunity for scholars to solve challenges in their home communities. A major focus of Term 3 is to prepare scholars to run successful and impactful BHPs in the holiday break after Term 3.

NOTE: The BHP is a requirement for a scholar to earn a GOLD certification when they graduate. **A scholar cannot be a GOLD scholar unless they present their BHP during the Graduation Showcase in Term 1 next year.** Completing the BHP makes a scholar eligible for the E! Scholar of the Year award. Only one Scholar of the Year is chosen each year and they receive a university scholarship from E!

Mentor recommendation for Gold certification

The Educate! Mentor recommends 10 scholars from each of her schools for gold certification. The Mentor should follow these criteria to recommend the 10 scholars:

1. Scholar must have completed the leadership passbook.
2. Scholar must have completed the business skills portfolio.
3. Scholar must have a Back Home Project.
4. Scholars should have actively participated in 90% of LEC lessons.

BACK HOME PROJECT TEAMS

Scholars will work on the BHP over the holiday break from November to February, but much of the work this term will focus on fully preparing them for the BHP so that when they go back home at the end of Term 3 they are ready to get started right away! **Each BHP is individual**, however all of the LEC preparations in making sure scholars are ready will be done in the Back Home Project Teams. These teams are an invaluable source of advice and ideas for scholars as they plan out what kind of project they will implement back home after Term 3.

The Back Home Project Teams will meet during the LEC lessons. There are 5 team sessions in Term 3. These sessions are part of the content of each lesson and integral to the lesson objectives. They serve to connect the LEC lesson objectives to the actual implementation of the BHP so scholars are fully prepared to run their project. The team sessions culminate in the BHP Poster Presentation during the last lesson of the term. During the holiday after the term, scholars will work to implement their BHPs. Then, during graduation in the following Term 1, they will present their BHPs to teachers, administration, parents, and fellow students at the BHP Graduation Showcase!

BACK HOME PROJECTS: PLAN FOR SUCCESS!

| <i>Common Challenges</i> | <i>Tips for Success</i> |
|---|--|
| Limited time to manage projects, especially when faced with family responsibilities, or circumstances where they are orphans or have a single parent. | <ul style="list-style-type: none"> Encourage scholars to think of BHPs that are income-generating to make it worth the time they need to sacrifice from family responsibilities. Empower scholars to train at least one relative in the skill related to their project so they have an extra person to share the profit and responsibilities of the project. |
| Community projects can be complex to manage, especially for the young scholar. | <ul style="list-style-type: none"> Encourage partnerships (producer groups). Empower scholars to look for community leadership structures (LCs, youth workers in government, CDO, local NGOs) and ask them for support in project planning, resource mobilization, project management, etc. |
| Reluctance of their guardians/parents, who may not see the importance of the project, and often, when the student is at school, the project falls apart because there is no one to oversee it (the chicken/goat project can easily be sold to earn some income to the family) | <ul style="list-style-type: none"> Write a parent letter explaining Educate!'s mission as well as what a Back Home Project is, and request for support from parents and the community. Have the Head Teacher and Associate Teacher sign this letter. Empower the E! Club to organize an Educate! info session at Visitation Day during Term 3. Suggest that scholars display their business skills portfolios in addition to products that the E! Club is producing. |
| Community may not see them (scholars) as credible or competent enough to run a back home project. | |
| Scholars may struggle to mobilize resources for their projects | <ul style="list-style-type: none"> Emphasize that scholars should plan projects that use locally available resources |

OVERVIEW OF E! CLUBS IN TERM 3

In Term 3, E! Clubs work to strengthen their projects and increase the income they bring in, and begin to prepare for the first round selection of the E! National Competition which takes place in November. In addition, you the Mentor will visit the club twice in Term 3 to advise members and help them prepare for the upcoming competition. A suggested club visit guide is included in this curriculum book.

Term 3 Club Activities

- Focus on priority projects
- Increase project income
- Preparation for first round selection of E! National Competition

MENTORING WEEK

Summary

Mentoring Week is an exciting opportunity for your scholars to practice the leadership and mentoring skills they've learned in the LEC lessons. Scholars will work to empower their peers through the activities they plan for Mentoring Week. Mentoring Week creates visibility of E! clubs, while also demonstrating scholars' confidence and ability to lead.

Scholars need to plan the schedule for Mentoring Week EARLY in the term so they have plenty of time to secure spots on the timetable, to reach out and coordinate with a guest speaker, and to communicate the program of events to other students (see sample Mentoring Week schedule in LEC 15). Each scholar should recruit 3-4 non-E! Club students to share, guide, and inspire.

2016 Theme – 'Empowerment through Saving'

Mentoring Week is an exciting opportunity for your scholars to bring the attention of the whole school on specific and personal issues. This year's theme of Mentoring Week is **EMPOWERMENT THROUGH SAVING**.

Why this theme?

Empowerment is the knowledge and ability to decide your own future and stand up for your rights. One tool that enables young people to make good choices, and consider different options for their future, is if they have savings. So we want to instil a discipline of saving in our scholars and their peers at Educate! partner schools. When young people save they have the ability to invest in a business, which gives them more opportunity to support themselves and create wealth. Savings can be used to contribute towards fees for education. They may be able to use their savings for emergency situations such as unexpected medical costs. Having money saved empowers young people to make better decisions for their futures

as they have less need to turn to undesirable or dangerous ways to make money or enter relationships for the financial benefits. Throughout this Mentoring Week scholars will track their daily expenditure by filling in the simple tracker below. This will help them identify which expenses they can save on.

(Let scholars draw this tracker in their notebooks)

| Day | Personal expense <i>(List here all items you spend on daily)</i> | Amount <i>(Add totals for each day)</i> |
|--------------|---|--|
| Mon | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Total | | |

At the end of the week, scholars look at their tracker and examine the trend of their expenditure for that week. This will help your scholars identify which expense they can save money on! Let scholars start a saving goal based on this.

Educate! Scholars will be supported by their Mentor and Associate Teachers to invite a guest from a local bank to teach them more about savings.

Mentor Role

Planning for Mentoring Week must start early in the term! You the Mentor should be a proactive guide helping scholars develop a plan for Mentoring Week, liaising with school administration regarding details and logistics, and supporting scholars in choosing and inviting a local guest speaker. Reach out to the Associate Teacher at each school for their assistance!

During Mentoring Week, Mentors oversee the activities, support the scholars, and receive feedback (which you will then compile and submit to your Program Officer). Please be sensitive to how Mentoring Week fits in to each school’s culture and advise your scholars accordingly.

Successful Mentoring Weeks have the following four ingredients:

- Plenty of planning ahead of time
- Events that are clearly communicated to the other students and faculty at the school
- Even distribution of responsibilities between E! scholars
- Supervising key mentoring activities. Pick the 1-2 most important days for you to be present supporting your scholars.

FACILITATING THE LEC

Always remember to be a 'FASTER' facilitator!

Follow lesson plan

Ask cool questions

Share personal and relevant examples

Time yourself

Ensure learning environment is engaging and learner friendly

Reflect on the lesson with scholars

Educate! is different!

Educate! learning is inspiring and fun.

Even your classroom looks different with the banners that promote the Educate! values.



How to be a FASTER Facilitator:

Follow the lesson plan

- Prepare for the lesson by
 - o reading the whole lesson at least twice word-for-word
 - o discussing the content with your PO or other fellows
 - o identifying necessary materials and arranging them in advance

Ask cool questions

- Encourage ALL scholars to share their point of view, opinions, and ideas
- Always respond to any misunderstandings immediately

Share personal and relevant examples

- Examples make complex concepts simpler to understand
- Be sure scholars understand and relate to the examples you provide
- Remember to link the lesson content to their club businesses & personal projects

Time yourself

- Activities should ALWAYS take more time than talking.
- If you talk too much, the scholars do not understand everything.
- If your lesson is too long, scholars are exhausted and distracted.

Ensures Learning environment is engaging and attractive

- Let scholars sit in semi circle, in groups, in U shape etc.
- Clear the blackboard before you start the lesson.
- Hang up Educate! value banners in every LEC lesson.

Reflects on the lesson to check scholars understanding

- Checks if objectives of the lesson were met.
- Ends lesson on a high note, leaving scholars excited about the next lesson.
- Push scholars to explain to you how to apply the lesson in their lives.

LEC Logistics:

- BEFORE CLASS - Take attendance!
- DURING CLASS - Collect action step items from the previous lesson
- AFTER CLASS - Stay around, answer questions, chat, and get updates on the E! club

LESSON 15

MENTORING

Objectives:

- Scholars will be able to mentor a peer.
- Scholars will be able to plan for Mentoring Week.

Vocabulary: powerful relationships, social capital

Why this lesson: Scholars will plan Mentoring Week!

Materials:

Scrap paper for the LABEL ME! Game, Term 3 Scholar workbook, Business Skills Portfolio, 5 big papers for planning, Successful graduate visuals (4), Mentoring Tips visual, Mentoring Week schedule visual, tape

PREP: Post successful graduate visuals around the room.

Lesson plan flow:

- Welcome back! (10 min)
- Label Me! Game & Gender (25 min)
- Importance of mentoring (20 min)
- Planning mentoring week (20 min)
- Conclusion/reflection (3 min)
- Action Steps (2 min)

The point to bring home: Most successful leaders and entrepreneurs have mentors to guide them.

Do not skip: Planning Mentoring Week! The first lesson has to be fun!

1. WELCOME BACK! -Lecture (10minutes)

- **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**

Welcome to Term 3 of the Educate! Experience! I am so excited to see you all back here again. Who has finished ALL the activities for their Business Skills Portfolio?



- For an E! certificate, you need to complete Leadership Passbook and the Business Skills Portfolio.
- Scholars who implement a Back Home Project qualify for Educate! Gold Certificate.
- I will recommend names of 10 scholars to receive the Educate! gold certificate. These should have met all the above criteria and actively participated in at least 90% of LEC lessons.

Pass back the Business Skills Portfolio folder to scholars and ask them to put evidence of the actions they completed over the holiday break into their portfolio. Tell scholars you will collect their completed portfolios with all the evidence in them at the end of the next lesson (LEC 16).

Hype: Term 3 is full of exciting topics, events, and projects that we will be working on together!

- #1: Club Exhibition. Start E! club projects and increase your club's income. You will prepare your club for the E! National Competition, the first selection round of the competition will take place in November!
- #2: Mentoring Week -You will organize a week-long school-wide event. You will empower other students to reach their full potential...just like I, your E! Mentor, have worked hard to empower YOU.
- #3: Back Home Projects -You will gain the skills to run successful and impactful Back Home Projects in the holiday break after Term 3. These projects solve challenges in your communities back home.

E! Scholar of the Year Award: A Back Home Project is a requirement to be eligible for this award. Only one Scholar

of the Year is chosen each year and they receive a university scholarship from E!

 Share the objectives of this lesson!

2. LABEL ME! & SAVING FOR EMPOWERMENT -Game (25minutes)

PREP: (please do this BEFORE the LEC lesson to save time)

Take scrap paper and write one identity on each piece of paper in big, bold letters. These different identities can be of a specific person (e.g., Museveni) or a group or type of people (e.g., muzungu).

1. Attach one label to the backs of every scholar firmly with tape.
2. Instruct the students to talk to each other and socialise after everyone has a label.
3. RULES: Do NOT tell any other scholar who they are according to their label. Scholars have to treat each other as if they are whoever their label says they are. Do not give it away with obvious hints.
 - Example: If a scholar has the label “Museveni” on their back do not say “How’s it going Mr President?” That’s too easy!
 - Each scholar’s goal is to find out who they are by interacting with others. You can’t ask “Who am I?” ...BUT you could ask “Would you eat dinner with me sometimes?”
4. Let scholars interact with each other for 5-7 minutes, then form a circle and have each person say who they think they are, then take off their label to check!

Good labels to use:

| | | | | |
|--------|--------|-------------------|-------------------|----------|
| Queen | Boda | Janet Museveni | Woman | Reverend |
| Man | Obama | Rich Woman | Minister in Gov’t | Beggar |
| Police | Mzungu | Opposition leader | Doctor | Teacher |

Reflection:

How do labels affect our expectations of each other?

How do people’s expectations of us affect how we feel about ourselves?

One of the biggest labels every person wears is the label of poverty especially women and young people. Why do you think women and young people are exploited in society?

Women and young people can be exploited in society because they don’t have businesses. Most of them do poorly paid jobs like babysitting, working as maids, shamba boys, etc. Others may participate in undesirable and illegal life styles like stealing or gambling.

This is because most youths don’t save money to start businesses.

This year’s theme for mentoring week is SAVING FOR EMPOWERMENT!



What is the importance of saving?

Saving gives people a dignified life. You can use your savings to start a businesses and avoid exploitation.

When you save your money, you will more easily achieve all your dreams.



Why don't most people save? Most people don't save because they think they don't have enough money to save, others because they are just extravagant.

We are going look at a simple tracker that can help you analyse your daily expenditure. When you know how you spend, you can know where to save some money.



Use "Daily expenditure" Visual

Daily expenditure tracker

(Let scholars write this in their notebook)

| Day | Personal expense <i>(List here all items you spend on daily)</i> | Amount <i>(Add totals for each day)</i> |
|--------------|--|---|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Total | | |

When you fill in that form for a week, you can then understand the trend of your expenditure. This helps you identify where to save money from on your daily expenditure.

Mentor shares his/her daily expenditure tracker and explains to scholars how he identified where to save money. You should attempt this activity before mentoring so that you are able to teach your mentees on it and help them learn how to save.

Before you can lead a mentoring week on saving, you first have to understand mentoring.

3. IMPORTANCE OF MENTORING -LECTURE, Q&A (20minutes)



Use "Successful Educate! Graduates" visuals (4)

Have scholars get up out of their chairs and walk around the room to view the Successful Educate! Graduates visuals

? What made these graduates successful?

The graduates are successful because of a person who believed in them and guided them: their Mentor.

? Does everyone NEED a mentor to be successful?

Mentors are very important to help youth deal with risks and thrive and be successful in life.

I have worked hard throughout the past 2 terms to be a positive mentor to each of you. I have believed in the potential of each and every one of you. Now it is your turn to focus on being a mentor to others!

What are the benefits of being a mentor?

? All great leaders are mentors. If you help others, they in return help you. Mentoring builds “social capital”. “Capital” is financial resources. “Social Capital” is human resources. Relationships = Customers = Value in Business!



Mentor shares story of how being a mentor has helped you personally. Use only 2 minutes

An important part of being a mentor is building a powerful relationship with your mentee. Powerful relationships **are not romantic**, are not negative and are not casual. They are powerful in that they are intentional relationships to help mentees reach their goals.

Powerful Relationships have FOUR G’s: Get together, Goals, Guidance, and GO. You have to get together (spend time), discover the mentees’ goals (write them down), and give them guidance on how to achieve their goals (ask questions). Then you have to inspire your mentee to GET GOING, fulfilling their potential and achieving their dreams!



Use “Mentoring Tips” Visual

Explain the 4 tips to scholars: Tips 1-3 are about how to GET TOGETHER. Tips 4-5 are about how to set GOALS. Tips 6-8 are about how to give GUIDANCE. Follow all tips, then it is time to GET GOING!

Show scholars the Mentoring Week schedule visual and explain the purpose and structure of Mentoring Week:



Use “Mentoring Week Schedule” Visual

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------------------------|-----------------------|------------------------|--|--|
| Launch | Get Together | Goals | Guidance | GO! |
| Announce Mentoring Week | Make Mentoring Groups | Help Mentees Set Goals | Mentoring Activities – SAVING tracker. | Guest Speaker to inspire mentees to GET GOING! |

Mentoring Week is a chance for you as scholars to practice your skills as mentors, by being peer mentors to other students in the school community. Throughout Mentoring Week you will empower fellow students to achieve their full potential, just like I your Educate! Mentor have worked hard to empower you.

Logistics:

- Schedule Mentoring Week early in the term to avoid exam pressure time.
- Get a Mentoring Partner: pick one other E! scholar to work with, so that when you run mentoring activities you will have 2 E! scholars running an activity with 6 peer mentees (3 each).
- Try to be very visible to impact the whole school! (e.g., a day when girls come to visit the all boys schools, guest speakers, assembly announcement, posters, mentoring in public places). BE SEEN.

Possible example schedule: Day 1-assembly, posters, recruiting mentees; Day 2-mentoring groups announced, first introduction meetings all in one place, singing E! song, big game; Day 3- engage teachers, hang up mentee goals, plant trees; Day 4- do 3 small group mentoring activities (our visions are tied together, tutoring, teach a skill, blind team builders game, etc); Day 5- assembly speech from special guest

4. PLANNING MENTORING WEEK -Group activity (20minutes)

Scholars brainstorm a list of activities that we have done in past LEC lessons throughout the year that are good for mentoring. They can use this list to help them plan Mentoring Week.

Step 1: Split students by Day they are interested in planning and have them brainstorm activities for that day. They should brainstorm at least ten activities but all aligned to the theme of “SAVING”

Step 2: Each of the 5 groups presents their ideas and the top 2-3 activities are chosen.

Step 3: Elect 2 from each group as team leaders who are responsible for the coordination of that day

Note: Focus on E! Club members, use your first club meeting to finalize plans and find resources for Mentoring Week.

5. REFLECTION & CONCLUSION -LISTEN (03minutes)

Quote of the week: “Treat a (hu)man as s/he is, and s/he will remain as s/he is. Treat a (hu)man as s/he could be, and s/he will become what s/he should be.” -Ralph Waldo Emerson (note: the gender sensitivity)

Emphasize the following:

- The way you treat people impacts how they view both themselves and their potential in life.
- All strong leaders and entrepreneurs have had mentors who helped guide them. The most important aspect of being a mentor is believing in your mentee’s potential.
- Finish the planning for it outside of E! class, during your first E! club meeting.

6. ACTION STEP -Assignment (15minutes)

Educate! Club: Inform members of a regular place & time for your E! club to meet. In your 1st meeting finalize plans for Mentoring Week & identify resources (people, organizations, or items) that you need to mobilize.

Portfolio: Put evidence of the actions you completed over the holiday break into your portfolio. Mentor collects your completed portfolios with all the evidence at the end of the next lesson (LEC 16).

Workbook: Read the PEDVU articles on pp. 5-7 in their workbooks.

LEC 16 Visual – Successful Graduate



Immaculate Nanyemba- Educate! Graduate

While still at school, Immaculate’s Educate! Club had **craft making** as one of its enterprises. Immaculate was very much involved in the craft making business to the extent that even after secondary school, she just could not disengage herself from an activity that had become a hobby. So, with incomes raised from a **snack making business**, Immaculate involved a group of women in her community in making artistic crafts. Today, Immaculate’s business sells hundreds of unit sales locally providing a significant income for herself and the women she employs.



LEC 16 Visual – Successful Graduate



Harvard African Students Association

Dominic Akandwanaho

Dominic is an Educate! graduate at Harvard University. He graduated with a gold certificate from the Educate! program at St. Mary’s College, Kisubi in Uganda.



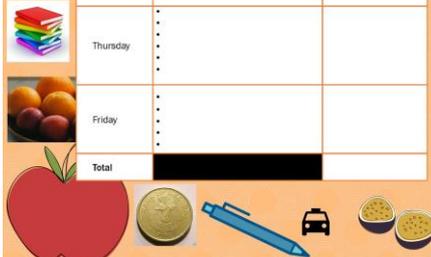

Farouk Nalugoda- Educate! Graduate

Farouk Nalugoda established a big **fruits and salads packaging company** in his home District in Hoima. As the sole supplier of packaged fruits and salads to all retail and wholesale outlets as well as door-to-door at several offices, Farouk’s enterprise has provided an opportunity for fruit farmers-who are his primary suppliers- to earn a sustainable income. Farouk is also a **winner of the Traidlinks/DFCU Entrepreneurship Award 2013**.



Daily Expenditure Tracker

| Day | Personal expense <small>(List here all items you spend on daily)</small> | Amount <small>(Add totals for each day)</small> |
|-----------|---|--|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Total | | |




Majorie Kisakye- Educate! Graduate

Majorie Kisakye’s enterprise supplies self-help books in Kampala with the aim of nurturing a reading habit amongst Ugandans. She also runs a craft shop at Buziga in Kampala selling hand-made crafts in a bid to support the local crafts industry in Uganda.



8 Tips for Mentoring!

- 1 Interact outside of class
- 2 Ask about their interest
- 3 Ask open-ended questions
- 4 Let mentees make their own choices
- 5 Challenge mentees to face their fears
- 6 Do not judge your mentees
- 7 Share personal stories
- 8 If you don't have expertise, find someone who does.



STRUCTURE OF MENTORING WEEK

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------------------------|-----------------------|------------------------|----------------------|---------------|
| Launch | Get Together | Goals | Guidance | Close |
| Announce Mentoring Week | Make Mentoring Groups | Help Mentees Set Goals | Mentoring Activities | Guest Speaker |



LESSON 16

I AM THE SOLUTION

Objectives:

- Scholars will be able to analyze challenges that face their community.
- Scholars will be able to solve a community problem through creation of a Back Home Project (BHP).

Vocabulary: Back Home Project

Why this lesson: BHP should further scholar’s vision of GREEN communities: which are clean and sustainable, healthy, empowered, wealthy, and safe!

Materials: Visuals of the green, yellow, and red homes (6), tape

PREP:

- Post visuals of the green, yellow, and red homes around the room

Lesson plan flow:

- Introduction/Homes gallery walk (5 min)
- I am the Solution song (5 min)
- Intro to Back Home Projects (15 min)
- Line-ups! Game (15 min)
- Back Home Project Teams: Session #1 (30 min)
- Conclusion/reflection (10 min)
- Action Steps (2 min)

The point to bring home: Scholars can choose to start a business or community BHP.

Do not skip: The Back Home Project teams time

Note to mentor: Do not discourage any project ideas! Just give positive advice on what can work.

1. INTRODUCTION -Q&A (05minutes)

➤ **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**

 Use “Homes” visuals (6)

As scholars arrive at the lesson, encourage them to walk around the classroom viewing the red, yellow, and green homes visuals that are posted on the walls while you take attendance.

 **Share the objectives of this lesson!**

2. I AM THE SOLUTION SONG -SONG (05minutes)

- Divide the classroom into 3 groups while staying seated
- The mentor shouts out: “Hey, I got a problem...what we gonna do huh?”
- Group 1 shouts: “I don’t know!” (stands up to answer and sits back down again)
- Group 2 shouts: “I don’t know!” (stands up to answer and sits back down again)
- Group 3 shouts: “I am the solution!” (stands up and sits back again)
- Repeat 3 times rotating who shouts each chorus until every group has a chance to shout “I am the solution”

3. INTRO TO BACK HOME PROJECTS -LECTURE, Q&A (15minutes)

As you walked around the room at the beginning of class, you viewed three types of communities: red, yellow, and green.



What did you see in these communities?

What was the red home like?

What was the yellow home like?

How was the green home different? Take 2-3 answers for each question.



Why doesn't everyone live in the green home? What are the barriers?

Everyone doesn't live in a green home for many reasons. Some of the answer is explained by personal choices (such as how tidy the family is and how much they invest in their home) and some of the answer is explained by external barriers to development (such as lack of capital or chronic illness or war).

Some communities need to develop to have better homes. There are 5 big community problems that affect families and hurt their ability to live in green homes:

1. Poverty
2. Environmental degradation
3. Disease
4. Violence
5. Uneducated & Disempowered



Can these PEDVU problems be solved? How can you be "the solution"?

Yes, by starting your own Back Home Project! In Uganda over 83% of youth are in poverty because they are unemployed. You can solve this by not being part of the problem—by employing yourself...and even by solving the problem—by employing others! Starting now, you can make a difference. You can inspire other community members.

Green homes and green communities are our goal.

E! Back Home Project is an opportunity to solve problems and develop our communities.



How does gender affect community problems & development?

Many community problems affect women and girls more, yet girls and women can provide solutions to community problems through savings, investment, and starting businesses and social enterprises. Women and girls have been shown to save and make better long-term investments than men. This has enabled them to be more eligible for receiving microfinance loans. An example of this is women make saving for their children's school fees a priority. This is a long-term investment in their child's future.



Who can tell us about women who have saved, invested or own great enterprises in your communities?
Get 1 - 2 responses.



Why should we start Back Home Projects?

To make some money, practice entrepreneurship & leadership skills, set up a project to continue after school, and most importantly to DEVELOP OUR COMMUNITIES.

You should start a BHP over the holiday break and continue it for at least 3 months, but some projects can develop into your job after finishing secondary school. This term will focus on fully preparing you for the BHP so that when you go back home you are 100% ready to get started right away!

Each individual scholar should have a BHP. You can partner with others who live in your community. However all of our preparations in making sure you are ready will be done in our Back Home Project teams. These teams are an invaluable source of advice and ideas as you plan out what kind of project you will implement back home.

Give Examples of Graduate BHP:

Tell scholars about E! graduates whose BHPs address a community problem in an impactful way.

Lillian Aero started a project while she was in school. She paid for university and gives over 50 women a stable income. This is also a great example of a “gender sensitive” BHP and solution.



Mentor shares how you have started your own personal project. Share some of the difficulties, but also what motivated you to keep going. **Let the scholars ask you questions!**

Remember: We plan for the Back Home Project at school and we will work on it together, however the implementation will be individual and will happen once you have returned back home.

4. Animal sounds! -Game (15minutes)

Prep: (Please do this before this lesson to save time): Write down 8 different animals on paper (animals that make a sound which students can imitate). Write each animal on 5 small pieces of paper (e.g. 5 lions, 5 dogs, 5 cats, 5 goats, 5 cows, 5 hens, 5 weaverbirds, 5 doves).

Have scholars go outside the classroom.

- Mix the small pieces of papers with animal names, give each student one piece.
- *Note: Mentors please ensure that the groups will be diverse, so that each animal is given to a mixture of boys and girls*
- Ask students to walk around making the sound of the animal without showing their paper. Let students look for other students making the same sound.
- Once groups are all together let them come up with a team name and elect a team leader, make sure both boys and girls are assigned as team leaders.

Explain that these teams will be the back home project teams for the rest of the term. Tell scholars to sit with their team members once they return to class.

Reflection:

Why do you think I have randomly grouped you? Get 2- 3 responses

It is because I want all of you to benefit from the diversity of knowledge from your group members. Your team now has a variety of ideas to support each other and get solutions to problems.

This term we will focus on working together in teams. When we work in teams, it is important to express your thoughts and opinions clearly...and also to respect the thoughts and opinions of team members!

5. BACK HOME PROJECT TEAMS #1 -Group activity (30 minutes)

Today we will hold our first BHP team session. You will support and advise each other throughout the term as you develop the plans for your BHPs.

GROUP FACILITATION: You will give scholars prompt time checks during this activity so they can stay on schedule and are finished in time without feeling rushed. Choose 2 teams that you will spend the most time at during this lesson. For those two groups, your goal is to ensure you hear from each scholar about which community problem they think they can solve.

Scholars have 30 minutes to complete 5 tasks:

1. Teams: Name your BHP team! *It should be something inspiring. 5 min*
2. Individually: Review the articles *Everyone has them in their workbooks 5 min*

3. Teams: PEDVU Activities *Identify which community challenge is described in each article (P, E, D, V, or U). Teams list 5 examples of how each PEDVU is seen in their communities. Vote on which is the biggest problem in this place. 10 min*
4. Individually: Choose your PEDVU! *Each scholar chooses the PEDVU problem that motivates them the most to BE THE SOLUTION and change things! 5 min*
5. Teams: Scholars share their PEDVU problem with their team members and explain why. 5 min

NOTE: As scholars work in their groups, you should keep time and remind them to progress to the next step. Make sure teams do not get stuck talking, but instead they start WRITING after reading the articles

6. REFLECTION & CONCLUSION -LISTEN (05minutes)

Ask everyone to raise their hands for which community problem they have chosen.

Speech of the week: "Our Deepest Fear" By: Marianne Williamson

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, great, talented, and fabulous? Actually, who are you not to be? You playing small does not benefit the world. There is nothing good about humbling yourself in fear that you will make other people feel bad. We are all meant to shine, as children do. We are born with glory within us. It is not just in some of us, it is all of us. And as we let our own light shine, we give other people permission to shine as well. Free yourself from the fear of being great. Be great and free others!"

How is planning for Mentoring Week?

Are there any places where I can help, or any advice you need? What resources have you mobilized?

How are your projects in the E! Club?

National Exhibition qualification is less than 2 months away! Clubs should meet weekly to increase your club income.

Collect completed business skills portfolios from scholars. Remind scholars to finish very soon if they haven't already!

Emphasize the following:

- Mentoring Week should take place very soon. Finish the planning and let me know how I can best support you.

7. ACTION STEP -Assignment (02minutes)

During this next week, do some research to find answers to the following questions:

- Is the Head Boy treated differently from the Head Girl?
- Do girls have real leadership positions or are they "assistants"? How is work divided along gender lines in the Educate! club?
- Who is bullied and why do they bully them?
- How are the poorer students treated at school?
- Are there some opportunities certain students cannot access? Why?

Read Malala Case Study in your workbook

LEC 16 BHP TEAM MENTORING RECORD

Please write notes from the 2 Back Home Project teams you interacted with during LEC 16

| | | | |
|---|--|---|--|
| TEAM 1 NAME: | | TEAM 2 NAME: | |
| Please list the community problem each scholar committed to solving: | | Please list the community problem each scholar committed to solving: | |
| School 1 | | | |
| School 2 | | | |
| School 3 | | | |
| Did you give these scholars any personalized advice? Record for follow up later: | | Did you give these scholars any personalized advice? Record for follow up later: | |
| School 1 | | | |
| School 2 | | | |
| School 3 | | | |

EDUCATE!



LEC 19 Visual – RED HOME



EDUCATE!

EDUCATE!



LEC 19 Visual – YELLOW HOME



EDUCATE!

EDUCATE!



EDUCATE!

LESSON 17

SAFE & EMPOWERED

Objectives:

- Scholars will be able to recognize disempowerment, especially of women and girls.
- Scholars will be able to empower people through mentoring.

Vocabulary: empowerment, gender equality

Why this lesson:

This session increases scholars' knowledge about their rights and gender equality.

Materials:

Make 3 Posters from flipcharts: #1 saying "Empowered", #2 "Disempowered", #3 Confused

Lesson plan flow:

0. Introduction (15 min)
1. Explain Empowerment (10 min)
2. His Work, Her Work Game (20 min)
3. Human Barometer (20 min)
4. Conclusion (5 min)
5. Action Step (5 min)

The point to bring home: Empowerment leads to safer and more equal communities.

Note to the mentor: Talking about gender could generate a long discussion. Not everyone has to agree, no-judgment is allowed but make sure the discussion does not take up too much time.

Do not skip: The Game!

1. INTRODUCTION -Q&A (05minutes)

➤ **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**



Pop up

Pop up if you're excited about mentoring week!

Pop up if you already have mentees!

Pop up if you're a leader!

Pop up if you're happy!

Pop up if you know the theme of mentoring week!



What personal challenges do you think mentees will bring to you during Mentoring Week?

Personal problems like fear, bullying, depression, lonely, lack of friends, stress.



How can scholars help to solve these personal problems?

Through mentoring of course! Mentoring leads to empowerment!

 **Share the objectives of this lesson!**

2. EXPLAIN EMPOWERMENT -Q&A (10minutes)



What does empowerment mean? What does the opposite—disempowerment look like?

Empowerment: The knowledge & ability to create your future and stand up for your rights.

Disempowerment looks like people making choices for you and not respecting your rights.

What are your rights?

Right to protection from sexual abuse, to play, to a home, to a family, to education, to protection from violence, right not to work if unhealthy or keeps you from school

 Use “Empowerment definition” visual

Knowledge is not only learned in school. You can empower someone with the knowledge of their rights and change people’s disempowering actions and opinions through your projects!

 **Last week I gave you homework to pay attention to gender and empowerment at school. What did you discover?** *(Let 1-2 scholars share their experiences)*

 **Who needs empowerment at your school? Who needs empowerment in your community?** Children, girls, people who are weak or disabled, old people, minority groups like tribes who are not so many in a certain area, people in poverty, albinos, mentally unstable.

 **!!! Mentor shares a story of when they were empowered or empowered someone else**

3. HIS WORK, HER WORK -GAME (20minutes)

1. Divide the class into 4 groups. Ensure groups have boys and girls.
2. Give each group 5 minutes to create their 2 minute skit with the instructions:
 - Group 1: HIS WORK. Where boys are **empowered**
(e.g. cases where boys are given opportunities to perform certain roles previously denied to them)
 - Group 2: HIS WORK. Where boys are **disempowered**.
(e.g. cases where boys are denied certain opportunities because they are ‘boys’)
 - Group 3: HER WORK. Where girls are **empowered**.
(e.g. cases where girls are given opportunities to perform certain roles previously denied to them)
 - Group 4: HER WORK. Where girls are **disempowered**.
(e.g. cases where girls are denied certain opportunities because they are ‘girls’)

NOTE TO MENTOR: DO THE SKITS FIRST BEFORE SHARING ANY VIEWS ON GENDER!

 **Is it bad to have separate work for only boys and only girls? Why or why not?**

Work has often been divided differently among boys and girls around the world based on societal attitudes and cultural norms toward gender. For example, in Saudi Arabia it is illegal for a woman to drive a car, yet in Liberia, they have a woman President –Madame Sirleaf! Research tells us that companies with gender diversity in their leadership teams have higher performance and are more innovative. This is why we wanted your BHP groups to be diverse, and we continue to encourage equal participation from all your group members to achieve the highest impact.

 **In which ways are women and girls disempowered here at school? What about at home or your community?**
 In general women have less control, access, and ownership over family resources. In the case of education, fewer girls have access to education than boys. Women are also typically more responsible for household chores, which can take away from their opportunities to work elsewhere.

This is called gender inequality. **Gender:** the cultural identity of a man or woman in society. Sex is Biological. Your sex, whether you are male or female, is basically unchangeable. Gender is societal. This means that every country and even every culture can have different gender roles. Gender roles and expectations can change as culture changes.

 **Who knows what Malala did to change gender inequality in Pakistan?**
 In Pakistan, the Taliban forced girls not to study using violence. They shot Malala in the head for speaking up for girl’s rights to be educated! In 2013 she won a Nobel Prize for Peace and lives in the United Kingdom.

4. HUMAN BAROMETER -ACTIVITY (20minutes)

1. Put up the poster saying “Empowered” on one side of the room and “Disempowered” on the opposite side of the room. Hang up the “Confused” poster in the middle.

2. Barometer is a tool to measure pressure. This game is Human Barometer where humans pressurize each other. You can pressure each other to change your opinion.
3. Everyone stands by “Confused” to start.
4. Instruct scholars that you will first read a short story. After understanding the story, they decide personally if in it someone was “Empowered” or “Disempowered”. If they don’t know, they stand by “Confused”.
5. Once they have settled by their opinion, give them 3 minutes to discuss **WHY** they thought someone in the story was empowered or not.
6. Each group selects one person to share the reasoning of the group.
7. Give scholars the opportunity to move and change their opinion. Movers explain what changed their mind to the big group.
8. Everyone returns to “Confused” position until you read the next story. Repeat.

Practice Story: The Boss insults his workers. Is it empowering or disempowering?

Story #1: Nasunna only votes for the prefects who are from her same tribe or family. She trusts them more than the other candidates and tells other students to vote the same way.

Story #2: At the Educate! Skills Retreat, scholars made 8 groups and each group had to select a Captain and an Assistant. All the 8 groups selected a boy captain and a girl assistant.

Story #3: The Economics Teacher insists that students will need private lessons if they are to complete the syllabus and pass well. Students can attend the extra lessons for a fee.

Story #4: Enock’s wife tells him she expects him as the husband to provide for the family, pay for meals, give her gifts, and contribute money to take care of her younger brothers.

5. CONCLUSION -Q&A (05minutes)



What project ideas could help you to create a safe and/or empowered community?

(Ask 2-3 scholars to share their ideas)

Quote of the week: Kwame Nkrumah, first president of Ghana

“Freedom is not something that one people can bestow on another as a gift. They claim it as their own and none can keep it from them.” -Nkrumah

We know that circumstances exist in which a person does not have control over their situation or power to say yes/no. This is a violation of their rights. In some situations, it can make a difference just to know what your rights as an individual are. This is an example of knowledge as power.

Emphasize the following:

- Empowerment leads to safer and more equal communities where everyone can be successful and happy.
- Already by mentoring our mentees, we are empowering others. When we empower others, they can also make a greater change in Uganda.

6. ACTION STEP - Assignment (05minutes)

Ask scholars to think about 3 business or community project ideas for class next week.

ACTION STEP: Read Rehman and Emma’s story in your workbooks in preparation for class next week.

Empowerment: the knowledge and ability to decide your own future and stand up for your rights.

LESSON 18

WEALTHY

Objectives:

- Scholars will be able to avoid poverty traps.
- Scholars will be able to create wealth

Vocabulary:

poverty, basic needs, interest rate, principal

Why this lesson:

This session provides information about poverty in Uganda to make scholars aware of its potential consequences and opportunities for them as social entrepreneurs; they also learn to avoid the debt poverty trap by making smart decisions about loans.

Materials: Rehmah & Emma Case Study

Lesson plan flow:

- Introduction (5 min)
- Rehmah & Emma's story (10 min)
- Poverty discussion (10 min)
- Loans Practice (15 min)
- Back Home Project Teams: Session #2 (35 min)
- Conclusion (3 min)
- Action Steps (2 min)

The point to bring home: Poverty is not an individual problem; it is a community problem that is solved together.

Do not skip: Calculating interest, back home project teams

Note to mentor: Practice the math before class!

1. INTRODUCTION -Q&A (05 minutes)

- **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**

How is planning for Mentoring Week?

When will Mentoring Week be held? Who are you considering for a motivational speaker...Have you invited this person yet? How can I best support you as we get closer to the big event...What advice or help do you need?

Last week we talked about various community challenges. One of these challenges was poverty. What is the opposite of poverty? *Encourage scholars to respond before you give them the answer: Wealth*

In this lesson we will discuss the causes of poverty and how to create wealth for ourselves and our community.

 **Share the objectives of this lesson!**

2. REHMAH & EMMA CASE STUDY -Discussion (20 minutes)

Last week I asked you to read the story of Rehmah & Emma in your workbooks. Who can summarize the story for us?

Tell them to open their books to the case study. Remind them of the key points:

- Rehmah and Emma wanted to start a business together but were struggling to mobilize funds.
- The loan they got from Buga had an interest rate that was much too high (50%)!
- Every month the high interest rate made it harder and harder to pay back the loan and they were not able to keep the income from their business because it all went to Buga.

? **How could Rehmah and Emma have avoided the poverty trap?**
How can they get out of the trap now?

Loans have risks attached and you need to be careful not to get caught in a debt trap that can result from an unwise loan choice.

? **What can we do about poverty? What does it mean to get stuck in a “poverty trap”?**
 To escape poverty, people must be educated about what keeps them poor.

What other things lead people into the poverty trap? Get 2 -3 responses.

To escape poverty, people must be educated about what keeps them poor. We should avoid the following poverty traps.

(Note to mentor, ask students to explain how to avoid each of the following poverty traps)

1. **Sickness** – when you get sick, you can’t work. We should protect ourselves from common diseases like malaria, HIV, cholera etc.
2. **Exploitation** - The most common form of exploitation is sexual exploitation when adults give money or privileges in exchange for sex. This is very wrong and leads to many social and emotional problems and stigma. One solution: never accept favours from the opposite sex. They may demand more to repay than you want to give later!
3. **Debts** - The debt poverty trap is when someone accepts a debt under conditions that strongly favour the lender. Victims of debt traps can’t repay because of high interest rates or high penalties for late payments. Solution: Scrutinize loan terms.

? **Which leads people into poverty traps in your community?**
Does poverty affect specific groups of people more than others?

(Have a conversation rather than a lecture)

Poverty is common in Uganda. Even though Uganda has fertile land, certain regions are challenged by hunger. Not every Ugandan has access to a health clinic, electricity or even education! Continue asking scholars to come up with examples of regions, groups, neighbours, etc. confronted with poverty.

For many, poverty is beyond the choices and decisions of the poor themselves. There are generations of people born into poverty. There are also systems and circumstances in society that make it difficult for the poor to escape poverty. For example, the poor could live on infertile land or land that is often flooded.

Certain groups are more disadvantaged than others. In Uganda we have certain regions that are disadvantaged. Some regions are affected by conflict, like Northern Uganda and Karamoja. Some rural areas are disadvantaged as they don’t have access to services available in towns, such as good roads or connection to the electricity grid.

People who are often affected by poverty are orphans and vulnerable children. Due to circumstances some of us don’t have parents and we have to look after our siblings, making it hard to go to school. Other groups are stigmatized and have to deal with the consequences of other people discriminating against them, making it hard to earn a living. Some of these groups are HIV/AIDS affected people, albinos, the disabled, & widows.

? **Does poverty affect men and women differently?**

Yes, women are more often victims of sexual exploitation when they are in poverty. Gender discrimination might also make it harder for women to get employment that is viewed as “for men” such as taxi drivers and they may be discouraged from starting certain businesses. There are more male business owners than women due to gender discrimination.

② Can you think of examples of people who have been able to escape poverty or have helped others escape poverty traps?

- ➔ Lillian is helping HIV/AIDS affected women and widows, a group that was disadvantaged as they were stigmatized.
- ➔ Wereje Benson was a victim of war and separated from his family. He had to start a new life as a refugee.

3. STOP THE BUS! – Math game (05 minutes)

Prep: (Please do this before the lesson to save time) Write the 3 math questions on 3 different flip chart papers

1. 20% of Shs. 10000 x 3 = ? 2. $(100 \times 5000) - (50 \times 1000)$ 3. 15% of (Shs. 240,000 + Shs. 60,000)

Instructions

- Divide scholars into 5 groups
- Give each group a flip chart paper
- Hold up the chart with question 1. Scholars should solve it in their groups as fast as possible. Shout 'START!' for groups to start the working.
- The group that solves it first, shouts "STOP THE BUS" and all groups stop working. That group then explains how they solved it. If their answer is wrong, RE-START THE BUS and groups continue till they get the right answer.
- Hold up the chart with question 2 and shout 'START THE BUS!'. Groups solve question 2 and the group that solves it first shouts 'STOP THE BUS' and they explain how they solved it.
- Repeat the above instructions for the 3rd question.

Correct answers are: 1. Shs. 6000- 2. 450,000 3. Shs. 45,000-

4. WEALTH CREATION –Group work (10 minutes)

Scholars remain in their 5 groups above.

Ask every group to discuss and write down all the ways of creating wealth they know. After 5 minutes stop all groups and invite every group to present their work.

Note to Mentor: Guide your scholars as they share and discourage any illegal or immoral practices for creating wealth that scholars may suggest e.g. corruption

1. Saving

② **Who is saving their money?** When you save money, you can easily achieve your dream of becoming rich. Saving will help you start business using your own money. Saving helps you avoid the poverty trap of 'debt'. In the next lesson we will learn more about saving.

2. Investment

② **Who has a business? How did you start it?** Start a business using the money you saved. Always invest in businesses for which you have conducted market research. You can start a business as an individual or as a group. As Educate! we want all of you to start businesses especially during your holidays.

3. Fixed deposits

② **How many of you have an account in a bank? What type of account?** Yes there are several types of accounts but a fixed deposit account is where you save your money in a bank on a fixed deposit and earn interest on your savings. All you have to do is open this type of account and fix your money. With this account, you cannot withdraw until a specified period.

Note to mentor: You should invite a bank officer to talk to your scholars about fixed deposit saving during mentoring week.

5. INVESTMENT CHALLENGE -Group activity (10 minutes)

Time to practise how to invest!?

We will work in groups to attempt this investment challenge.



Use “investment challenge” visual

- If you have only Shs10,000= of your savings and you wanted to invest it in business.
- Which business would you start? Write down the project idea and all the costs of raw materials needed to make your products. Note that the constraint is Shs 10,000 ! Your materials should not exceed 10k.
- Pitch your business! Explain to us in 1 min how you will earn income from that business.
- At the end of the game we will vote for the winning group. These will be our investment consultants for our Educate! club.

6. BACK HOME PROJECT TEAMS: #2 -Group activity (35minutes)

In this team session, they will review all the of Back Home Project ideas that team members brainstormed They can use CHOOSING A BACK HOME PROJECT IDEA in their workbooks. Then they will each individually choose one project idea for themselves. In scholar’s workbooks are descriptions of 5 different resource mobilization strategies (3 loans with different interest rates and repay times, savings, and fundraising). As a team, members should analyse the loan options.

15 min (TEAM) – Discuss project ideas. Scholars individually choose one promising project idea and share with team.

15 min (TEAM) – Analyse resource mobilizing strategies for their project ideas. Review loan options, calculate interest. Check your workbook for notes on calculating interests.

Next week we will come up with a funding plan (with estimates for how much money they could raise).

GROUP FACILITATION: Make sure you call out time checks so groups can manage their time wisely and not feel rushed. **Focus on 2 different teams** from last week to spend the most time mentoring them. Your goal is to hear the project idea of every scholar in the 2 focus teams of this week. Listen to the ideas members are sharing and offer your advice on evaluating loan options and savings strategies where it is needed. REMEMBER: you are offering helpful advice, not directing them too much!

7. REFLECTION & CONCLUSION -LISTEN (03minutes)

Let scholars know that the back home project teams will continue to develop their funding plans for their projects next week during our Savings lesson!

Quote of the week: *“Overcoming poverty is not a task of charity; it is an act of justice. Like Slavery, poverty is not natural. It is man-made and it can be overcome and stopped by the actions of human beings. Sometimes it falls on a generation to be great. YOU can be that great generation.”* Nelson Mandela

Emphasize the following:

- For the E! Club projects and our individual BHPs, we can think of services and products that directly help the poor to escape poverty and contribute to community development.
- We also need to be very careful as we may be confronted with poverty traps.

8. ACTION STEP -Assignment (02minutes)

Collect completed business skills portfolios from scholars. Remind them that they should have finished today!

ACTION: Start writing your BHP project plan: define the product or service and the community problem it solves. We will have BHP Poster Presentations during the last lesson.

LEC 18 BHP TEAM MENTORING RECORD

Please record observations from the 2 Back Home Project teams you interacted with during LEC 18:

| | TEAM NAME: | TEAM NAME: |
|----------|--|--|
| | Please list the project idea for each scholar in this group: | Please list the project idea for each scholar in this group: |
| School 1 | | |
| School 2 | | |
| School 3 | | |
| | Did you give these scholars any specific advice on funding strategies? Record for follow up later. | Did you give these scholars any specific advice on funding strategies? Record for follow up later. |
| School 1 | | |
| School 2 | | |
| School 3 | | |

LESSON 19

SAVINGS

Objectives:

- Scholars will be able to evaluate the strength of different savings options.
- Scholars will be able to save their earnings formally.

Vocabulary: savings, SACCOs

Why this lesson:

Successful leaders and entrepreneurs have savings to sustain themselves and their projects in the long term, and scholars can start saving in their clubs to solve their immediate problems.

Materials:

Visuals for stations, paper with stars, 4 cups for each station to collect stars (label them with masking tape)

Lesson plan flow:

- Introduction (10 min)
- Savings stations (40 min)
- Case study on St Anthony (20 min)
- Conclusion/reflection (3 min)
- Action Steps (2 min)

The point to bring home: There are different savings options—find the best one for you and start saving while at school!

Do not skip: Savings stations

Note to mentor: The classroom set-up is very important in this exercise! Pin up the 4 visuals in different corners before the class starts. Make sure that scholars MOVE AROUND during the savings stations activity.

1. INTRODUCTION -Q&A (10minutes)

➤ **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**

? **Which Back Home Project ideas have you thought of to eradicate poverty in your community?**

Ask 3 scholars to share and continue to guide them on how to avoid poverty traps.

Last week we talked about ways to avoid getting trapped in poverty. In this lesson we are going to talk about ways to SAVE. Having a planned strategy for saving is one way to gather wealth and avoid poverty.

? **What are some reasons that people save?**

To prepare for emergencies like losing job or becoming ill, to pay school fees, to prepare for retirement

? **What risks are there when you don't save?**

Without money put away in savings and/or investments, you are at risk of a poverty trap. For example, not having enough money to pay for emergencies might force you to take a loan with unfavourable interest rates. You are at risk of leaving school or getting taken advantage of. Not having savings is very risky!

? **What advice can scholars give to your mentees on what to do when money is not enough?**

They should start saving! They don't want to rely on loans, gifts, and sports betting to survive.

Today we will read about the Winners of the 2015 Educate! National Competitions and their brilliant idea of the SACCO that has helped solved their community's most pressing problem.

 **Share the objectives of this lesson!**

2. SAVINGS STATIONS

-Group exercise (30minutes)

Excite scholars about the next activity by telling them that before they read the case study they are going to look at different forms of saving and decide which one is the best option for them and their projects.

NOTE: GIVE INSTRUCTIONS FIRST BEFORE STARTING!!

Scholars need to travel to ALL savings stations.

Tell Scholars they are going to have 2 rounds in this Activity. Emphasize that though it's a group activity, in Round 2 scholars will make individual decisions on which saving option they prefer

Round 1: Learning about different savings techniques

 Use "Savings Stations" visuals (4)

1. Put scholars into groups of 4 scholars. Choose students sitting closest to each other.
2. Each group will move around the 4 different stations to learn more about the different savings option
3. As a group, they should come up with 2 things they like about this option, 2 things they dislike, and 1 question. Each group spend a maximum of 3 minutes at each station
4. After 20 minutes, scholars come back for big class discussion on likes, dislikes, & questions as follows: For each station SHARE ONLY 1 like, 1 dislike, 1 question

Round 2: Choose your favourite savings technique.

1. All students get 4 small pieces of paper with a star on it.
2. Explain that these stars represent 5,000 UGX of money that you can save.
3. Decide how and where you want to save it. You can put all four in the same place (bank, savings club, home, SACCOS), or you can divide them up among different savings options.
4. All scholars will make individual decisions.
5. After 5 minutes, ask 2-4 volunteers to help count the stars per station.



Which method received most stars—the most money? Why was this?

Was it easy to make this decision? Weighing advantages and disadvantages is a savings skill.



Where do you currently save money? Would you change this after this exercise?

With financial questions you should evaluate the best option for you personally and not follow others!



!!! Mentor shares how you manage YOUR savings



Who should manage savings in a family—mom or dad? Why?

Gender also impacts money management. Often women are given the responsibilities of childcare. Many microfinance groups therefore target women only so that more money is used on the children.

3. The maths of saving! Group activity (10minutes)

We want you to commit to saving. How many of you will start saving?

You can save any amount of money depending on your investment goal. Saving is one sure way to live a dignified life in future.

- Divide scholars into pairs.
- Ask scholars to work in pairs to attempt the following challenges.
- A pair that finishes first on each of the following challenges pops up immediately and shares their answer. If it is wrong ask another pair to share the correct answer.

 Use "math of saving" visual

If you are saving Shs.200- every day! How much will you have saved,

- At the end of a month of 31 days?
- At the end of a year?
- At the end of 2 years?

4. BACK HOME PROJECT TEAMS: #3 -Group work (25 minutes)

Now we are going to focus on SACCOs a little more! Ask scholars to get into their BHPS teams. We are going to continue developing our funding plan for our project ideas. Now we will see how a SACCO could help you in this plan.

Note: Give instructions to scholars before they break out in into the group activity.

10 min – (TEAM) Read the St Anthony SS case study. Discuss which of the 5 funding strategies is in this story.

15 min (TEAM) – Calculate a Start Up project costs in the workbook to draw a personal budget

10 min (TEAM) – Write funding & savings plans for Start Up budgets with a standard amount that s/he can put aside into their personal “SACCO” on a weekly, monthly, or termly basis.

GROUP FACILITATION: Focus on 2 different teams from last week to spend the most time mentoring them. Your goal is to hear the savings goal of every scholar in the 2 focus teams of this week.

Make sure you call out time checks so that scholars can manage time wisely and not feel rushed.

5. REFLECTION & CONCLUSION LISTEN – 3 MIN

Quote of the week: “Do not save what is left after spending, but spend what is left after saving.” –Warren Buffet

Can you start saving? Can you now help your mentees to save? They can explain all these four savings options to the mentees.

Emphasize: Savings is a way to start businesses, projects and solve a community problem.

Nationals Prep: The judges’ feedback from last year was not to do so many projects that you are scattered everywhere. You should specialize to meet the judging criteria...what savings strategy will the E! club use to keep their earnings safe?

6. ACTION STEP Assignment – 2 MIN

Collect completed business skills portfolios from scholars. Remind them that they should finish very soon!

ACTION: Write parts 3 & 4 of your BHP project plan: strategy for mobilizing resources & marketing plan.

LEC 17 Visual – Station 4

Independent Accounts

These accounts held with the commercial banks like Centenary rural development bank, DFCU, Crane bank, Barclays, Stanbic bank, etc. They provide customers with convenience and simplicity for their saving needs.



There also deposit accounts designed for business transactions where deposit funds as long as there are sufficient funds in the bank is open for business. With these accounts, one needs to choose their choice and the following are some features; cheque book and ATM card. Minimum monthly fees are usually charged. An account does not earn interest, and statements are issued.



LEC 17 Visual – Station 3

Saving Clubs

These are groups of people with similar investment or financial goals that collectively pool their resources. They bring together their financial knowledge and experience to the club. After the members study different investments, the group decides to buy or sell based on the majority vote of members.



These are common in schools and with employees in their main objective is to save a money they invest it to generate income.

In Uganda though the idea is being popularized in commercial banks, especially SACCOs.



LEC 17 Visual – Station 2

Saving in SACCOs

SACCO is a Saving and Credit Cooperative. This is a democratic, unique, member-driven, self-help cooperative.



Owned and managed by its members who have a common bond (working for the same employer, belonging to the same church, social group or living in the same community, etc.). Members agree to save their money together and to make loans to each other at reasonable rates of interest. Members elect their leader and their responsibility keeps rotating in the group systematically.

The idea was developed in impoverished communities as an alternative to other saving schemes, so people could get cheap loans. It is very common in developing countries and in Uganda it's relatively common and also growing.



LEC 17 Visual – Station 1

Saving at Home

This saving strategy involves safely keeping the money away from what you use daily at home. There are many ways of doing this; metallic, plastic and wooden domestic boxes that are commonly called banks. You can also save by giving your money to someone you trust at home or in your community.



This is the most common way of saving in Uganda because, for many years, people have believed that their money can only be safe with them. Their reasoning for this is that it is easily accessible, they believe it is less risky and also there is no direct cost attached to keeping your money.



MATH OF SAVING

If you are saving Shs.200- every day! How much will you have saved.

1. At the end of a month of 31 days?
2. At the end of a year?
3. At the end of 2 years?




LEC 19 BHP TEAM MENTORING RECORD

Please record observations from the 2 Back Home Project teams you interacted with during LEC 19:

| | TEAM NAME: | TEAM NAME: |
|----------|---|---|
| | Please list the savings goal of each scholar in this group | Please list the savings goal of each scholar in this group |
| School 1 | | |
| School 2 | | |
| School 3 | | |
| | Did you give these scholars any specific advice on saving strategies? Record for follow up later. | Did you give these scholars any specific advice on saving strategies? Record for follow up later. |
| School 1 | | |
| School 2 | | |
| School 3 | | |

LESSON 20

ENVIRONMENTAL DEGRADATION

Objectives:

- Scholars will be able to identify areas for environmental protection in a product life cycle.
- Scholars will be able to design present boards or noticeboards from recycled paper.

Vocabulary: deforestation, waste management

Why this lesson: Scholars learn environmental consequences and opportunities as social entrepreneurs.

Materials:

Cassava flour, rubbish paper, sticks, cloths, nails, water, buckets

Prep: It will take some good time for the paper to soak. Have the paper soaking before class starts!!

It will be best if you mobilize the club president or leadership to prepare this at the school ahead of time.

Lesson plan flow:

1. Introduction (5 min)
2. Environment Explanation (10 min)
3. Produce Life Cycle (15 min)
4. Making Recycled Paper (40 min)
5. Conclusion (5 min)
6. Action Step (5 min)

The point to bring home: You can improve the environment by making innovative products and services.

Note to the mentor: Prepare for recycled paper making in advance! Prepare the materials. Soak before class!

Do not skip: Recycled Paper Making Practically

1. INTRODUCTION -Q&A (05 minutes)

- **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**



Aside from money problems, what other challenges face our communities?

Community problems like poor roads, rubbish, malaria, and lack of electricity affect every member of Ugandan society—rich, poor, students, government, etc.

Today we are going to talk more about the E of PEDVU: environmental degradation and practice ways that we can overcome environmental degradation by creating communities that are clean and sustainable!



How does the environment get dirty and unsafe?

Human activity is the number one threat to the environment globally. Humans, unlike animals, create unsustainable and unsafe substances (such as plastics and chemicals) and also change the environment's natural ecosystem completely (such as putting up dams and destroying wetlands).

Today we will learn how we can all do something to stop being the number one threat to the environment.

 **Share the objectives of this lesson!**

2. EXPLAIN ENVIRONMENTAL DEGRADATION -Q&A (10minutes)



Why do communities allow environmental degradation to happen?

Lack of leadership! The environment is a collective good that must be protected by community leaders.

Do women have a different relationship to the environment compared to men?

? In many African tribes, nearly all the tasks connected with food production continue to be left to women. Women farmers are not explicitly recognized and are often neglected because many women do not own land. Men typically have greater access to advanced technologies. Because of women's dependency on the environment, women have a unique view on nature: they connect the environment with immediate survival and concern for future generations rather than simply looking at the land as a resource with monetary value.

? **Who can tell me the two biggest environmental problems in Uganda?**

Deforestation & Poor Waste Management

Deforestation is the permanent destruction of indigenous forests and woodlands.

Waste management is about how we deal with our trash.

? **Who knows examples of deforestation or poor waste management in our communities currently? Ask for 1-2 responses.**

3. Product Life Cycle -Activity (15minutes)

One of the many causes of deforestation is paper production. But often products have more than just one impact on the environment! So much paper is thrown out every day that it also causes waste management problems as well. Let's think about all the ways that paper can impact the environment by looking at the entire life cycle of paper, from its production all the way through to its disposal.

 Use "Paper Life Cycle" visual

? **Based on these steps, how does paper production and use impact the environment?** Trees cut down, trucks use fuel, factory smoke pollutes air, factory chemicals pollute water, landfills

? **What can we change in the life cycle to reduce the negative environmental impact?**

You can change every one of the steps to reduce the negative impact! You can recycle paper to save trees, use less paper to cut waste, and not use chemicals!

Every product has a life cycle. As entrepreneurs we manage and innovate on the cycle to preserve the environment! Customers buy environmentally friendly products!

In pairs, scholars choose a product and write the life cycle of its production and usage. Then they identify points in the cycle where they could change things to reduce the negative impact on the environment. Invite 2-3 pairs to present to the class.

4. RECYCLED PAPER MAKING ACTIVITY -Group work (40minutes)

Today we'll make a product that turns the environmental problems caused by paper into an opportunity!

1. Make 8 groups and distribute materials.
2. Tell groups to look at the visual that lists the steps to make recycled paper.
3. COLLECT BACK MATERIALS FOR THE NEXT CLASS!

 Use "Recycled Paper Making" visual

5. CONCLUSION -Q&A (05minutes)

There are many kinds of products that you could make with this one skill alone. Who can think of products that can be made with this skill?

Possible responses: egg trays, cardboard boxes, artistic paper/stationery, paper plates or cups

 Use "St Mary's College Lugazi" visual

NOTE: Last year the second place winning Educate! club at the Nationals Competition was St Mary's College Lugazi. One of their best-selling products are notebooks they produce. They make the covers of these notebooks from cardboard produced from recycled paper!

Who can explain how their BHP idea addresses the challenge of environmental degradation?

Encourage at least 3 scholars to offer BHP ideas.

Quote of the week:

"My conviction, based on personal experience, is that trees are like lungs, if we do not protect them, and increase their numbers, it will be the end of the world." By: Yacouba Sawadogo

Emphasize the following:

- Where others see problems, entrepreneurs see solutions and possibilities.
- We human beings are the problem for the environment, we can also become the solution!

Club Check-in: In your next club meeting, set aside some time for club members to identify the club's strengths and plan for how to maximize them in preparation for the upcoming first round of National Competitions! What's your club's niche or speciality?

6. ACTION STEP -Assignment (02minutes)

Start creating visuals or product prototypes for your BHP. We will have a poster presentation during the last lesson where you will present your plans for the BHP that you will undertake over the holiday break.

LEC 18 Visual - Paper Life Cycle

Life Cycle of Paper

- 1) Trees are harvested (cut down).
- 2) The wood is chopped into very small pieces.
- 3) The pieces are brought to a factory where they are heated in water and chemicals to break down the wood fibre; this soft mushy liquid is called pulp.
- 4) Large machines roll the pulp out into flat sheets and cut it.
- 5) Trucks bring the finished paper to stores.
- 6) People travel to stores to buy the paper and then use it.
- 7) Once the paper has been used, it is thrown away and garbage trucks bring it to a landfill/waste management facility.




How to make Soft boards from Recycled paper.

Materials -cassava flour, rubbish paper, sticks, cloths, water, small nails, bucket and bidding glue

Optional materials - food colouring, towel, frame.

Procedure

1. Tear a lot of rubbish paper into small pieces and soak in a bucket of water for 1 hour
 2. Drain water from the bucket and mash the remaining paper until mushy
 3. Put cassava flour in hot water to make porridge
 4. Mingle paper with cassava porridge. Put 3 spoonful's cassava porridge per handful of mushed paper.
- NB: Mash it till most water is drained out.
5. Add in some little glue and keep mushing the paper till all the glue is evenly dissolved.
- NB: Glue is meant to make paper hard. Don't put a lot of it, otherwise your Board will be so hard.
6. Put cloth on top of a frame in a flat rectangular shape and stick it together with nails
 7. Spread paste onto the cloth. Spread in such a way that the thickness is about 1cm and the width and length about 50cm.
 8. Dry paper not in direct sun light at 40 - 60 degrees angle leaned against a wall. When paper is dry, peel it off cloth frame.

**Educate! National Exhibition 2015:
St. Mary's Lugazi**




LESSON 21

HEALTHY

Objectives:

- Scholars will be able to identify factors that cause the spread of communicable diseases.
- Scholars will be able to develop strategies for providing clean water to people.

Vocabulary: communicable disease

Why this lesson: Scholars must protect their own health and the health of their communities.

Materials: Clean water Visuals (7)

Prep: Make a water filter using a mineral water bottle. You will carry this to demonstrate to scholars how water filters work.

Lesson plan flow:

- Introduction (5 min)
- Holiday Bodies (5 min)
- Importance of Water (5 min)
- Clean water solutions (15 min)
- Back Home Project Teams: Session #4 (30 min)
- Conclusion (5 min)
- Action Step (2 min)

The point to bring home: Simple solutions save lives!

Note to the mentor: This lesson is very practical. Time yourself and control the timing of scholar responses. Please be aware of religious and cultural practises that may be a detriment to their hygiene.

Do not skip: BHP session

1. INTRODUCTION -Q&A (05minutes)

➤ **HAND OUT THE ATTENDANCE SHEET AND REMIND ALL SCHOLARS TO SIGN IT.**



What was the best part about Mentoring Week? Which parts were difficult? (1-2 share)

In this term the E! Club is beginning its preparations for the E! National Competition. **What can you learn from planning and running Mentoring Week to make you better prepared for Nationals?**



What practices around your community negatively affect our health?

Health is wealth. (quick answers, try and collect 10 responses)



What can leaders and entrepreneurs do to improve health in the community?

As young leaders and entrepreneurs we need to use our knowledge and skills to improve health quality in our communities. We can think of innovative solutions like using the sun to kill germs in water after filtering, using wire mesh screen on doors, windows and air vents to keep mosquitoes out.



Share the objectives of this lesson!

1. HOLIDAY BODIES -(Game (05minutes)

➤ **Next week is our very last LEC lesson before we leave for the holiday break!**

Are you excited to go on break? Are you excited to start your back home projects? Let's play a short energizing game to communicate our plans for the school break. Everyone form a circle.

Without talking, each person must act out what they hope to do over holiday and the group guesses what the activity is from their actions.

NOTE: Not all scholars will have a chance to be “it.” Whoever guesses correctly is the new person to stand in the middle and act out their holiday plans, etc. Aim to have 4-5 scholars total to get a chance to be “it.”

2. IMPORTANCE OF WATER -Q&A, lecture (05minutes)

What is the most important health resource in the world? Hint: it's all natural

 Use “Water in hands” visual

Diseases from unsafe water and poor sanitation kill more people every year than all forms of violence, including war!

? Do people in your community drink unsafe water? Why or why not?

In Uganda, people—usually women and children—spend 40 billion hours every year walking kilometres to the nearest water source which could be contaminated. There is no way for them to know the water is unsafe and there is no clean water source close by.

REMEMBER: Clear water is NOT clean water!

 Use “Water as catalyst” visual

Water borne diseases keep us in the poverty trap

Consumption of contaminated water can lead to diarrheal diseases like dysentery and cholera through the faecal-oral route (e.g. a water source is near run-off from a latrine). Skin and eye infections can also be contracted from person-to-person (e.g. using a relative’s shirt that was washed with dirty water). Water can also serve as host for disease causing parasites (bilharzias) or mosquito larvae (malaria).

90% of the 30,000 deaths that occur every week from unsafe water and unhygienic living conditions are in children under five years old. Young people are especially vulnerable because their bodies aren't strong enough to fight disease such as diarrhoea, typhoid, hepatitis. We can significantly improve health simply by improving water supply and sanitation.

 Use “Malaria on economy” visual

Malaria is also a water related disease. Malaria is one of the top three killers of kids worldwide (other two killers are pneumonia and diarrhoea). Every 60 seconds, a child dies from this preventable and curable disease.

? Why don't some people use bed nets? How can we protect more people from malaria?

The extra cost and dislike of the look of bed nets. Bed nets are still the best way to protect from malaria so we should work for more people to use them. Some plants repel mosquitoes like lemongrass, mint, lavender, and garlic. We can plant them around the house or place them in pots. The mosquito repellent lotion bars that we made at the Skills Retreat can also help prevent malaria! Citronella candles also discourage mosquitos!

Proverb: “AN OUNCE OF PREVENTION IS WORTH A POUND OF CURE”

3. CLEAN WATER SOLUTIONS -Group work (15minutes)

? What can we do to make sure there is clean water for ourselves, our family and our community?
 We can use water filters to clean dirty water!

Who can explain how a water filter works?

Encourage 1-2 scholars to give responses.

Water filters remove particles and disease-causing organisms from water so that it is clean enough to drink without making people sick. Different layers of materials in a water filter remove different kinds of contaminants

in the water. (For ex: charcoal removes bad taste and smell, sand removes different types of medium-sized contaminants, clay removes certain chemicals, etc).

BUT! Very few water filters can remove the smallest kinds of organisms like bacteria and viruses that cause diarrhoea, typhoid, etc. These organisms are so small they pass through the filter most of the time.

What can we do about VERY small organisms that aren't trapped by a water filter?

You can kill the organisms through boiling or chlorine tablets. Both of those options cost money. Another way to kill microorganisms in water is using the SODIS method, which uses UV radiation from the sun to kill the smallest microorganisms so that they do not make people sick when they drink water. The SODIS method requires more time than boiling or chlorine tablets but it's FREE!

NOTE: The SODIS method only works in very clear water; that's why water should be filtered before it is purified using the SODIS method.



Use "Water Filtration" visuals (4)

1. Filters need layers!
2. Sample water filter designs
3. Water bottle filters
4. SODIS method

Encourage scholars to do a gallery walk and walk around the room, reading the visuals and taking notes on the different water-cleaning strategies. Give scholars 10 minutes to do the gallery walk.

Also let scholars walk to the corner where you hanged a water filter. Scholars observe how a water filter works.

Emphasize: The most successful water cleaning strategy uses **BOTH filtration and a purification method** like boiling, chlorine, or SODIS to kill any remaining microorganisms.

4. BACK HOME PROJECT TEAMS: #4 -GROUP WORK (30minutes)

Now we have learned about all the PEDVU problems! Ask scholars to get into their BHP teams. Each scholar should be prepared with a complete project idea, including how they would mobilize resources to carry out this project (funds, materials, and people resources) as well as the PEDVU impact of the project.

Note: Give instructions to scholars before they break out in into the group activity.

10 min (TEAM)- Discuss marketing and delivery strategies for your BHP

20 min (TEAM)- Share your written BHP project plans. Revise plans based on team feedback. Ensure all BHP plans are WRITTEN & have all four components:

1. Product or service of your project
2. How your project will solve a community challenge
3. Strategy for mobilizing resources (money AND people)
4. Plan for marketing and delivery of your product or service

GROUP FACILITATION: Focus on 2 different teams from last week to spend the most time mentoring them. Your goal is to hear the marketing & delivery strategy for every scholar in the two focus groups.

Make sure you call out time checks so that scholars can manage time wisely and not feel rushed.

5. CONCLUSION -Q&A (05minutes)

"We have the ability to provide clean water for every man, woman and child on the Earth. What has been lacking is the collective will to accomplish this. What are we waiting for? This is the commitment we need to make to the world, now." -Jean-Michel Cousteau

Emphasize the following:

- We are the solution to the challenges we see around us. If we actively promote mosquito nets, SODIS method, mosquito repellent lotion bars and other health measures we can create healthy communities!

NOTE: More details about how to implement the SODIS method effectively are in scholar workbooks.

6. ACTION STEP -Assignment (05minutes)

Throughout Term 3 we have explored the causes of many of the challenges that face our communities as well as discussed the potential solutions to these challenges.

Next week is our last LEC lesson. **Next Week is BHP Poster Presentations!!**

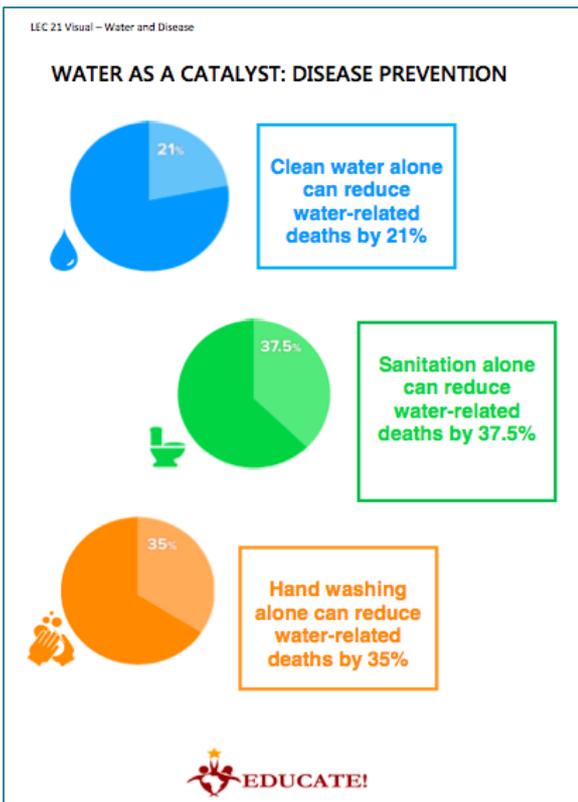
In this lesson you will have the opportunity to present your plan for the back home project you will work on during the holiday break, as well as get advice from your back home project team members about your plan.

ACTION STEP: Create a GEPIC speech to pitch your BHP plan at the poster presentations next week.

? *Who should we invite to the project presentations next week?*

Your BHP plan needs to be WRITTEN DOWN. Don't come to class with just ideas for a plan in your head.

Bring your written back home project plan! **Don't forget!!!**



LEC 21 Visual – Water in Hands



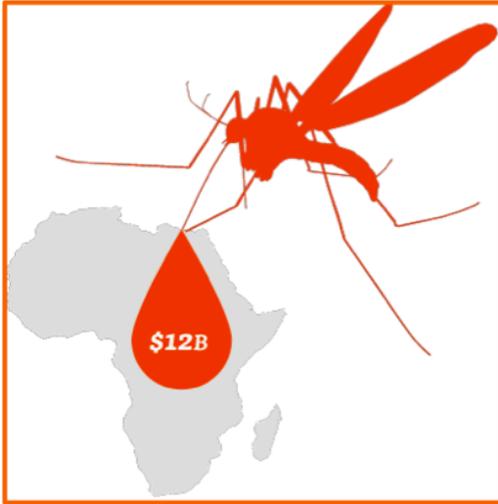
EDUCATE!

LEC 21 BHP TEAM MENTORING RECORD

Please record observations from the 2 Back Home Project teams you interacted with during LEC 21:

| | TEAM NAME: | TEAM NAME: |
|----------|---|---|
| | Please list the BHP idea of each scholar in this group | Please list the BHP idea of each scholar in this group |
| School 1 | | |
| School 2 | | |
| School 3 | | |
| | Did you give these scholars any specific advice on their project plans? Record for follow up later. | Did you give these scholars any specific advice on their project plans? Record for follow up later. |
| School 1 | | |
| School 2 | | |
| School 3 | | |

Malaria Affects the Economy



Step 1

Wash the bottle before using it

Step 2

Fill the bottle 3/4 with water, Shake the bottle for 20 seconds and fill up the bottle, then tighten the lid

Step 3

Place the bottles on a corrugated iron sheet or put them on top of the roof

Step 4

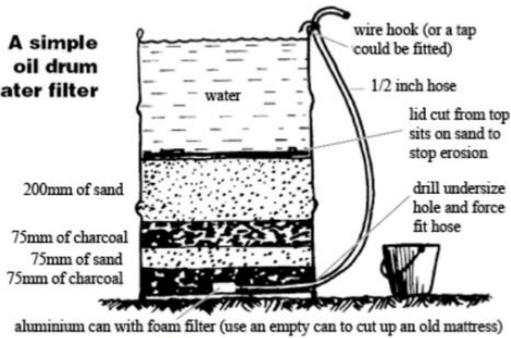
Expose the bottle to the sun from morning until evening for at least 6 hours

Step 5

The water is now ready for consumption

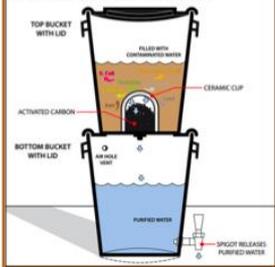
FILTERS NEED LAYERS!

A simple oil drum water filter



WATER BOTTLE FILTERS

WATER FILTRATION SYSTEM (HALF-CUT VIEW)



SAMPLE WATER FILTER DESIGNS



LESSON 22

BHP POSTER PRESENTATIONS

Objectives:

- Scholars will be able to do a risk analysis on their BHP idea.
- Scholars will be able to present their BHP ideas to the whole class.

Why this lesson:

Scholars have worked all term to explore common challenges in their community and strategies for solving them. Now it is time to put their thoughts into action! They will leave this lesson with a concrete plan for how to implement their BHPs over the holiday break. The projects scholars work on back home should further their vision of a community which is clean and sustainable, healthy, empowered, wealthy, and safe!

Materials: Flipcharts, markers,

SPECIAL NOTE: INVITE SOME GUESTS TO THE PROJECT PRESENTATIONS!

Lesson plan flow:

0. Intro (5 min)
1. Mentor memories (15 min)
2. Project presentations (30 min)
3. Back Home Project Teams: Session #5 (10 min)
4. Conclusion (20 min)
5. Action Step (2 min)

The point to bring home: Scholars shouldn't wait to start BHPs and should continue to support each other.

Note to the mentor: Control timing during the Mentor Memories game so that scholars have plenty of time to give project advice to each other in the team session and plenty of time for the presentations!

Do not skip: BHP Poster Presentations

1. INTRODUCTION -Q&A (05minutes)

Welcome scholars to the last lesson of the term and the last lesson of the year! Thank scholars for participating in all the activities of this term.



Are any club activities continuing over the holiday and how will it carry on?

Let the club mobilizer and president give a few thoughts. Encourage club members in leadership positions to lead a discussion on this at the next club meeting.



Now that you are preparing to break off for the holidays, who is going to be in charge of keeping the club money safe?

Allow club leadership to suggest a few options. Add that they can keep the money safe with the school bursar and have records of the transaction signed by them and the Associate Teacher or another adult witness.

Hold up your BHP plans! Great job! Let's give each other a high five for being ready to BE THE SOLUTION.



Share the objectives of this lesson!

2. MENTOR MEMORIES -Game (15minutes)

Have all scholars go outside the classroom and stand in a circle.

Ask scholars if they remember the "our visions are tied together" game from Term 2. This is similar to that, but instead of talking about our visions, we are going to talk about the importance of mentorship in our lives.

Each scholar will share one example of how he or she was a mentor to someone else this term. You can talk about how you were a mentor to a friend, a family member, your peer mentee, or even a member of your BHP team! But you must share quickly! No more than 10 seconds per scholar to share!

You, the E! Mentor, should share first while holding on to the ball of string. Toss the ball to the next scholar and have them share their example, then they should keep hold on their part of the string and throw the ball to the next person to share. This continues until all scholars have hold of the string and it forms a criss-crossing web across the circle.

Now you have all experienced the positive effects of both having a mentor in your life AND being a mentor to others. During the holiday break you will have a chance to bring more positive change in your communities back home through implementing your back home project!

3. BHP POSTER PRESENTATIONS

-Whole class activity (30minutes)

➤ **Now we are going to have a chance to share your project plans with the whole class!**

Have each BHP team set up a “booth” with their project plans on posters laid out. Each team should have their own corner/space in the classroom. Each team should split themselves into 2 mini-teams: 3 scholars in one mini-team and 2 in the other.

5-7 min:

For the first round of the poster presentations, the first mini-team should take their notebooks and walk around to the different team booths, reviewing the project plans that are displayed, listening to GEPICs, and asking follow-up questions. This traveling team should take notes on the project plans they think are the strongest and what they can learn from those plans to improve their own project plans. The second mini-team should stay at their own team booth, delivering their BHP GEPIC on the project plans to the scholars who come by.

5-7 min:

In the second round of the presentations, the first traveling mini-team goes back to the booth and stays there to give the GEPIC to other scholars while the second mini-team travels around with their notebooks to the different booths, reviewing the project plans, talking to the teams, and asking follow-up questions.

Reflection:

➤ **Which of the project plans really stood out to you the most? What made it so good?**
 2-3 scholars share. Make sure everyone shows appreciation (applause, flowers, etc) to the scholars with great project plans!

How will you adjust your own GEPIC based on what you have learned from reviewing your peer’s BHP?
 Encourage 2-3 scholars to share.

4. BACK HOME PROJECT TEAMS: #5

-Group work (10minutes)

Have scholars get into their BHP teams. During this FINAL team session they will brainstorm possible challenges that may come up and give EACH MEMBER at least 2 pieces of advice for how to overcome the potential problems. The Mentor talks to every team and ensure you hear the project plans with specific dates, times, and activities. Encourage teams to continue to support each other.

10 min – Teams brainstorm obstacles and give advice on BHPs

Note to Mentor: By the end of this last team session, you should know the project idea of every scholar and have given him or her an individual tip on how to be successful. Look out for scholars you may have missed in previous team sessions or lessons. **Your goal is to mentor every scholar on their BHP.**

5. CONCLUSION

-Q&A (20minutes)

- Remind scholars that they are the solution, so as they go back home for holidays, they should match their skills both soft and hard that they have learnt over the term to solve community problems.
- Encourage them by saying that former scholars of the program started very amazing projects and those with great projects received Gold Certificates

In Educate!, which lesson or activity was most inspiring to you? **What will you never forget?**

Reflect on how E! has changed your life. **What can you do differently because of Educate!?**

How can the scholars and the teams **stay connected** and continue to support each other next year?

Quote of the Week:

“The past gives us experience and memories; the present gives us challenges and opportunities; the future gives us vision and hope. - William Arthur Ward

Emphasize the following:

- We can think of services and products, which directly help the poor to escape poverty and contribute to the economic development of our communities through our enterprises.
- **Let's continue the Educate! Experience at home**, by being a leader you can inspire others in the community, your family and your friends.

6. ACTION STEP -Assignment (05minutes)

!!! For you to receive your certificate after the holiday you need to have completed the leadership passbook, business skills portfolio. Gold scholars must have a BHP on ground.

!!!REMEMBER TO BRING EVIDENCE OF YOUR BHP WHEN YOU RETURN TO CLASS IN TERM 1!!!
We will need this evidence for the Graduation Showcase celebration!

TERM 3 CLUB VISIT

E! NATIONAL COMPETITION PREP

One of the most exciting experiences of the E! program is preparing and participating in the E! National Competition.

➤ **But why do we have an E! National Competition? What is the purpose?**

(Let 1-2 members share their thoughts)

Usually in sports, teams have regional national competitions to see which team plays the best. But the E! National Competitions are a little different. While it is exciting to compare how great your projects are, the point of the E! National Competition is for you to share your innovative projects with other scholars and with community members—from all over Uganda!

➤ **The top 3 reasons for the E! National Competition are for you to:**

1. Showcase your projects to other schools
2. Meet and build relationships with scholars from other schools
3. Be recognized for your outstanding work

The Judging Criteria -Small group discussions

When the judges look at your projects, they will evaluate them using the criteria:

- | | | | |
|----------------|--------------------|--------------|--------------|
| (1) Planning | (2) Implementation | (3) Finances | (4) Teamwork |
| (5) Innovative | (6) Sustainable | (7) Impact | (8) Positive |

The first 4 criteria refer to the process your club has gone through in carrying out your project(s).

- How carefully have you planned?*
- How did you implement your idea?*
- Did you keep track of your finances responsibly?*
- How did you work together as a team?*

The second 4 criteria refer to the product your club has developed.

- Is your project innovative?*
- Is it a sustainable idea that will continue in the long-term?*
- What kind of impact has your project had on the community?*
- In what way has it created positive change in your community?*

Divide scholars into groups of 4 and have them reference the judging criteria as they discuss the following questions:

- ? Which criteria (can be multiple) do you think your E! Club has done the best at focusing on? What are some great examples of how you met that criteria really well? Why was it a strength?
- ? Which criteria do you think your E! Club was the weakest in? Why? How can you improve this?

Give groups 5 minutes to brainstorm, discuss, and take notes on their thoughts.

➔ **Which members can share highlights from their discussion? What do we as a whole club think of their evaluations?**

There won't be time for all groups to share but encourage at least 4 groups to present. Look for whether all the other scholars agree with the group's assessment

Advertising your product: Sell it! Group activity & Presentations

Tell scholars that today they will practice developing part of their presentation for the judges. They will use one of five common techniques that entrepreneurs often use to gain visibility for their businesses:

1. TV commercial
2. Radio advertisement
3. Newspaper advertisement
4. Billboard
5. Business card

Divide scholars into as many groups as their E! club has projects. So, for example, if the E! club has four projects, then for this activity there will need to be four groups.

Assign each group one of the club projects. Each project group should then split into five smaller groups. Each of those smaller groups will choose one of the publicity types and describe/explain the project using that type of media. Each group needs to make sure that their presentation highlights at least three of the eight judging criteria.

→ **Your group’s goal is to use your advertising media to emphasize how well your project meets the judging criteria. You can highlight as many of the criteria as you wish but you MUST highlight at least three.**

Hand out supplies to groups based on their advertising choice (markers and big paper for groups making a billboard, markers for groups making business cards, etc)

Give groups 25 min to work on their presentations. Then have groups present to the whole class. After each presentation ask the other scholars to identify which criteria they thought the group was trying to emphasize.

Reflection & Questions

Answer any remaining questions that club members have about the E! National Competition.

NOTE: If there are any questions that you don’t know the answer to, take note of them and ask your PO during your next mentor meeting. Then, follow-up with club members about these questions in the next club visit you do this term.

EDUCATE! NATIONAL COMPETITION JUDGING CRITERIA

| CATEGORY | CRITERIA | SCORE | | | NOTES |
|--------------------|---|-------|---|---|-------|
| Positive | The club has a clearly defined mission statement that seeks to create positive social or environmental impact, and the project clearly relates to the mission statement. | 1 | 2 | 3 | |
| Innovative | The project builds on a creative idea that demonstrates that scholars are “thinking differently” about business. It capitalizes on existing resources and uses them in an innovative way. | 1 | 2 | 3 | |
| Impact | The project has made an impact on 10 or more community members. Scholars provide evidence that they have achieved a high quality impact. | 1 | 2 | 3 | |
| Sustainable | There is a clear and thoughtful written plan for environmental and financial sustainability for this project. Sustainable means it has the capacity to renew its own resources or has a long lasting impact in a permanent system | 1 | 2 | 3 | |
| Finances | Finances are tracked in an organized and orderly way. The numbers in the cost, income, and profit sheets balance out. There is a book of accounts for this project. | 1 | 2 | 3 | |
| Teamwork | Club has clear leadership structure. Has minutes and attendance with # of club members recorded. Records should go back at least to Term two (2015 Sept). | 1 | 2 | 3 | |
| Planning | Club has a clear and realistic business model. Club has a written-out budget for each project. | 1 | 2 | 3 | |
| Sales | Club has samples of the product and/or service that show the product/service is of high quality and financial records show the club has a wide market. Project earns an income of 100k and above | 1 | 2 | 3 | |
| TOTAL SCORE | | | | | |