

# 2015 LEADERSHIP & ENTREPRENEURSHIP COURSE

Term 2: Entrepreneurship



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# LEADERSHIP AND ENTREPRENEURSHIP COURSE

## Term 2: Leadership

### INTRODUCTION

Welcome to Term 2 of the Educate! Leadership and Entrepreneurship Course (LEC)! We here at E! have developed this curriculum book to help YOU the mentor facilitate Term 2 of the E! experience in secondary schools throughout Uganda. The focus of this term is: entrepreneurship. 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 creating successful and sustainable enterprises and community projects.

The content of Term 2 of the E! experience is strongly aligned with the learning goals outlined in the Ugandan NDC's Entrepreneurship Education Learner's Book for Senior Five, specifically with Chapter 3: Social Entrepreneurship.

### 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 1! There are four key components to what we do:

Program Component	Purpose	Description	Facilitator
<b>Student Business (E!) Club</b>	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 advises members in project creation. E! Associate Teacher patrons the club and talks with school administration on its behalf.
<b>Leadership and Entrepreneurship Course (LEC)</b>	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.
<b>Peer Mentorship</b>	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 0 Level mentees; they meet in small groups with 2 scholars and 6 mentees per session
<b>Teacher Association &amp; Training</b>	Teachers & Admin become E! Associates to develop their leadership skills and improve the student learning experience.	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 2 OUTCOMES

The main goal of Term 2 is that scholars learn skills that help them start and run successful and sustainable businesses and social enterprises both in their E! clubs and individually back home. The lessons and activities of Term 2 will inspire scholars to create win-win solutions that solve problems in their communities while at the same time providing them income and employment.

### Term 2 Objectives

- Scholars will be able to match community resources and needs to their passions and skills in order to create projects and solve community problems.
- Scholars will be able to apply innovation by thinking differently about their strategy, impact, market, and product/pricing.
- Scholars will be able to create good business plans and budgets for successful enterprises.

### Term 2 Lessons

LESSON 6 - Social Enterprise Solutions

LESSON 7 - Having a Vision

LESSON 8 - Community Resource Mapping

LESSON 9 - Opportunity Identification

LESSON 10 - Market Research

LESSON 11 - Innovation

LESSON 12 - Fundraising Pitch: What to Say

LESSON 13 - Fundraising Pitch: How to Say it

LESSON 14 - Enterprise Planning

CLUB VISIT – Budgeting & Financial Advice

*NOTE: In addition to the LEC lessons, the mentor will make one formal visit to the E! clubs during Term 2. The purpose of this visit is to help club members develop budgets for the club's projects. During this visit the mentor should also be prepared to give members advice on money management and financial record-keeping. A suggested outline for the club visit is included in this curriculum book.*

### Term 2 Games

LESSON 7 – “Our visions are tied together”

LESSON 9 – “Creativity test”

LESSON 10 – “It’s a...WHAT?”

LESSON 11 – “Four corners”

LESSON 12 – “Knot or not”

LESSON 13 – “Don’t tip over!”

### Term 2 Vocabulary

LESSON 6 - win-win solution

LESSON 7 – vision, goals, action steps

LESSON 8 - resourceful

LESSON 9 – passion match

LESSON 10 – assumption, customer profile

LESSON 11 - innovation

LESSON 12 – pitching, public speaking

LESSON 13 - GEPIC

LESSON 14 – social enterprise plan

### Group Mentoring Session

The Term 2 Group Mentoring Session is a chance for you to meet in smaller groups with your scholars and really dig in deep to help them create high expectations for their future. The goal of this opportunity is for you the mentor to inspire your scholars by opening their eyes to the many opportunities that exist to help them build a strong and successful future for themselves!

#### Group mentoring sessions VS the LEC lessons

LEC lessons are with all scholars in one big group and cover only one topic. In a group mentoring session, you split the scholars up into small groups and meet the different small groups one-by-one during the regularly scheduled time for LEC lessons. Group mentoring is a more personal approach than the LEC lessons.

#### Timing of group mentoring sessions

Run these small group sessions after you have completed Lesson 14 –Enterprise Planning.

Each group mentoring session should be 30 minutes long, with 5 scholars and 1 mentor. You will run 4 group mentoring sessions on the same day, back-to-back. Therefore, it will require 2 school visits to complete the 8 group mentoring sessions to ensure that all scholars have participated.

### Logistics of group mentoring sessions

During one of the last LEC lessons, introduce scholars to the topic of the group mentoring session. Make it exciting! This is a chance for them to get your personal attention and coaching, in a safe space. Ask scholars to form groups of 5, who will be their group members during the group mentoring sessions. Let them choose their own group members, and instruct them to sit with their group members so you can see that every group has the correct numbers. Assign each group a number #1-8 and record the names of the scholars in each group. Tell groups #1-4 to meet on the first day of group mentoring and tell groups #5-8 to meet on the second day of mentoring (make sure everyone knows the dates for these meetings!). Select 1 scholar from each group to be the group mobilizer; the role of the mobilizer is to ensure that all group members come promptly on their group mentoring session day.

## INTER-SCHOOL SKILLS RETREAT

The Inter-School Skills Retreat is an exciting and energizing opportunity to bring scholars together and have fun outside the classroom! Scholars will leave the Skills Retreat with practical skills that will benefit both the E! Clubs in Term 2 and scholars' back home projects in Term 3. This year scholars will learn how to produce and market mosquito repellent solid lotion bars.

This event is a team effort. It requires the Program Officer, Youth Leaders, and Mentors to work together with support from the Associate Teachers to make it a success! The Skills Retreat should take place in the 4<sup>th</sup> week of Term 2, around 8<sup>th</sup> June, so work hard to get scholars excited about it right from the start of the term!

## 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 each action with stamp
Business Skills Portfolio	Term 2	Beginning of Term 3	Mentor checks each portfolio piece is in the folder.
Back Home Project 	Term 3	Term 1 of the next year for Graduation	Individual project that scholar begins in Term 3. Evidence of project is shown during interview by Youth Leader

### Term 2 Scholar Assessment

**LEADERSHIP PASSBOOKS** - At the beginning of Term 2, scholars hand in their completed Leadership Passbooks, as well as evidence that they accomplished the Holiday Challenge.

**BUSINESS SKILLS PORTFOLIO** - In Term 2, scholars learn skills that will help them accomplish the actions in the Business Skills Portfolio. Mentors should emphasize the connection between lesson objectives and the portfolio actions, and encourage scholars to continue working on their portfolios throughout the term. Mentors collect the completed Business Skills Portfolio at the beginning of Term 3.

## LESSON GOALS aligned to BUSINESS SKILLS PORTFOLIO

LESSON			PORTFOLIO	
#	TITLE	OBJECTIVES	ACTION	DETAILS
6	SOCIAL ENTERPRISE SOLUTIONS	<ul style="list-style-type: none"> <li>▪ solve problems by creating social enterprise solutions.</li> <li>▪ apply win-win thinking to their problems &amp; enterprises.</li> </ul>	WIN-WIN SOLUTION	Identify a win-win solution for one problem in your school or home community
7	HAVING A VISION	<ul style="list-style-type: none"> <li>▪ discover their own vision, passion, and skills</li> <li>▪ develop a personal vision statement and break it down into goals and action steps</li> </ul>	PERSONAL VISION	Write a personal vision statement for yourself with a corresponding plan for long-term goals, short-term goals, and immediate action steps.
8	COMMUNITY RESOURCE MAPPING	<ul style="list-style-type: none"> <li>▪ identify resources in the community</li> <li>▪ create a prototype product from the available resources</li> </ul>	RESOURCE MAP	Draw a resource map for your home community
9	OPPORTUNITY IDENTIFICATION	<ul style="list-style-type: none"> <li>▪ match their personal vision to resources and needs to create business opportunities</li> </ul>	PASSION MATCH	Record a passion match for yourself, aligned to your home community needs and resources
10	MARKET RESEARCH	<ul style="list-style-type: none"> <li>▪ interview potential customers</li> <li>▪ create a customer profile</li> </ul>	MARKET RESEARCH	Conduct interviews with 3 potential or current customers for E! club
11	INNOVATION	<ul style="list-style-type: none"> <li>▪ think differently about business challenges</li> <li>▪ innovate on market, strategy, products &amp; price, and impact</li> </ul>	INNOVATION MATRIX	Complete the innovation matrix for a personal project idea
12	FUNDRAISING PITCH: WHAT TO SAY	<ul style="list-style-type: none"> <li>▪ write a persuasive speech to attract investment</li> <li>▪ identify new ways to mobilize resource</li> </ul>	GEPIC PITCH SCRIPT	Include in portfolio
13	FUNDRAISING PITCH: HOW TO SAY IT	<ul style="list-style-type: none"> <li>▪ confidently present a GEPIC speech</li> </ul>	GEPIC PITCH PRESENTATION	Present your GEPIC pitch to 2 students and 1 teacher, and include their written feedback in this portfolio
14	ENTERPRISE PLANNING	<ul style="list-style-type: none"> <li>▪ write either social enterprise or business plans depending on the nature of the project</li> <li>▪ judge their project ideas by the E! Club Competition criteria</li> </ul>	ENTERPRISE PLAN	Write a business plan or social enterprise plan for your personal project, based on the type of project it is

## PEER MENTORING IN TERM 2

### Meeting with Peer Mentees

Each E! scholar should meet with their three O-Level mentees at least twice in Term 2 to pass on what they have learned during the LEC lessons. In particular, you the mentor should encourage the E! scholars to meet with their peer mentees about topics such as the importance of social entrepreneurship, having a vision, and the passion match.

### Organizing Skills Day

Skills Day is a very exciting opportunity for scholars to teach their O-Level mentees the practical skills they learned during the Inter-School Skills Retreat in early June. Skills Day should be held in late July but planning for it must start early in the term! You the mentor must be a proactive guide helping scholars develop a plan for scheduling Skills Day, sourcing funds for materials, and liaising with administration regarding details and logistics. Reach out to the Associate Teachers at each school for their assistance!

## OVERVIEW OF E! CLUBS IN TERM 2

In Term 2, E! Clubs choose their project ideas and start their enterprises. Scholars bring back the skills they learn during the LEC lessons to guide the project development of the E! Club. Club members will fundraise for start-up capital for their projects during Visitation Day. In addition, you the mentor will visit the club at least once in Term 2 to help members plan a budget for their projects and advise them on money management and financial record-keeping.

### Term 2 Club Activities

- Start up club projects
- Fundraise during Visitation Day
- Mentor visits E! club – Budgeting & Finances
- Participate in E! Club visibility challenge

### E! Club Visibility Challenge Details

The E! Club Visibility Challenge is brand new for 2015! It is an opportunity for the scholars together with the club to create something visible in order to promote Educate! in the school and surrounding community. They can create a sign or even be more creative and paint 1 wall in the school with Educate! The goal is to increase visibility of Educate! in the school and community.

Scholars have ALL of Term 2 to plan and implement their visibility challenge. You the mentor must submit evidence of the challenge to your PO by the end of Term 2. In each CU we shall then select the most creative and impactful piece of work and award each winner 50k which goes to their club. Winners will be notified and given their award at the beginning of Term 3.

## FACILITATING THE LEC

**Always remember to be a FAST facilitator!**

Follow lesson plan

Ask cool questions

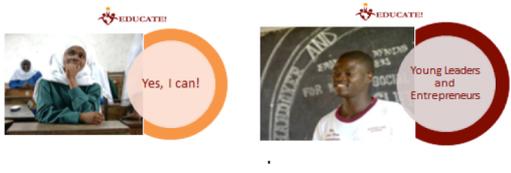
Share personal and relevant examples

Time yourself!

-----Educate! is different!-----

Educate! learning is inspiring and fun.

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



!!! During every LEC lesson, pin up all 5 Educate! value banners in the classroom.

## How to be a FAST 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

**!!! “DO NOT SKIP” section of each lesson will tell you the most important topic/activity of the session. Focus on that!**

### Ask cool questions

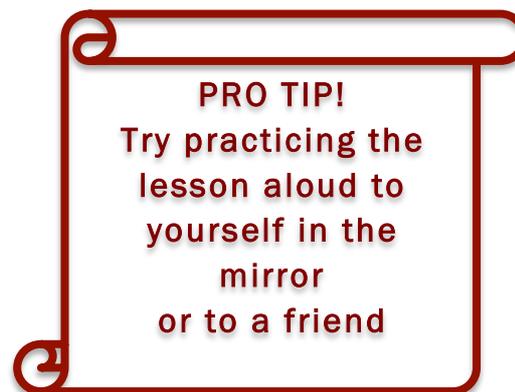
- Encourage ALL scholars to share their point of view, opinions, and ideas
- Always respond to any misunderstandings immediately

### 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

- Don't deprive your students. They shouldn't miss any part of the lesson because you did not manage time well.
- 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.



## SCHOLAR GUIDELINES FOR TERM 2

### Every scholar is important to Educate!

As you continue to lead your scholars through the E! experience in Term 2, remember that EVERY SCHOLAR IS IMPORTANT TO EDUCATE! We don't want to see their efforts and your efforts as their mentor wasted by low attendance or lack of commitment. Strive to support all scholars and work with them through personal, family, or school issues that come up and may deter their commitment to E!

### Keep track of your scholars

If a scholar misses 3 lessons, you must meet 1-on-1 with them to discuss the reasons and encourage them to recommit. New scholars can join to replace any lost scholars until Lesson 8. No new scholars may join after Lesson 8.

### Help new scholars catch up!

Schedule 2 time blocks with ALL new scholars who joined late to run Makeup Lessons #1 & #2 with them to cover important material from Term 1 that they missed. Lesson plans for these lessons are included in this curriculum book.

*NOTE: If you have brand new schools joining the E! Experience in Term 2 (in which case all scholars missed Term 1) be sure to conduct the 2 makeup lessons FIRST, before you begin the Term 2 material.*

**ALL NEW SCHOLARS NEED TO COMPLETE THE LEADERSHIP PASSBOOK!**

A maximum of 5 guests (non-scholars) can attend the LEC lessons.  
You should never have more than 45 students in your classroom.

# LESSON 6

# SOCIAL ENTERPRISE SOLUTIONS

## Objectives:

- Scholars will be able to solve problems by creating social enterprise solutions.
- Scholars will be able to apply win-win thinking to their problems & enterprises.

## Vocabulary:

Win-win solution

## Why this lesson:

Scholars are welcomed back after the holiday break and hyped to get excited for Term 2! In Term 2 they will learn skills that will help them build successful, sustainable enterprises that create win-win solutions for both them and their communities. They will document these new skills in their Business Skills Portfolio.

## Materials:

Term 2 Scholar workbook

Business Skills Portfolio for all scholars

Visuals: "Types of Enterprises," "People, Planet, Profit"

## Lesson plan flow:

0. Attendance (5 min)
1. Welcome back! (15 min)
2. Introduction to Term 2 (10 min)
3. Types of Enterprises (10 min)
4. Sustainable win-win solutions – Part 1 Q&A (15 min)
5. Sustainable win-win solutions – Part 2 SKITS (20 min)
6. Conclusion/reflection (3 min)
7. Action Steps (2 min)

Source: *NCDC senior 5 Entrepreneurship Education Teaching Syllabus, Learner's book & Teachers Guide*

**The point to bring home:** The biggest strength of social entrepreneurs is that they are creative problem-solvers who apply win-win thinking to create enterprises and projects that solve problems in their communities; that way they can earn income and also benefit the community they are a part of.

**Do not skip:** Sustainable win-win solutions Part 1 & Part 2

**Note to mentor:** Be very aware of timing in this activity. If the earlier sections take up too much time, then not all groups will be able to present in the role-playing activity near the end of the lesson. It's very important that all groups get to share so be sure to keep time all the way through!

## 1. WELCOME BACK!

(Q&A – 15 MIN)

Welcome back to Term 2 of the Educate! Experience! I am so excited to see you all back here again.

**What are some fun activities you did over the holiday break?**

**What did you do for the Holiday Challenge?**

Ask students to post their essay, poster, or other evidence of holiday challenge on the wall.

**We're going to walk around the room and take a look at each other's holiday challenges. As you view other scholars' work, think about:**

- What did you learn in your holiday challenge? What can you learn from other scholars' holiday challenges?
- This term in your E! clubs, you will start to build your businesses and community projects from just an idea into a full enterprise! How can we use what you learned during the holiday challenge in the E! club this term?

Give scholars 10 minutes to walk around the room and view each others' work.

Afterwards, pick 3-4 scholars to share about the above questions.

Collect the scholars' Leadership Passbooks and their evidence of completing the holiday challenge.

Thank scholars for all their hard work over the holiday!

## 2. INTRODUCTION TO TERM 2

Lecture, Q&A– 10 MIN

Term 2 is full of exciting topics, events, and projects that we will be working on together!



**Have you ever seen businessmen or leaders either in real life or in movies—what are they often carrying? A briefcase! What is inside that briefcase?**

Examples of their work, business plans, certificates & credentials, CV, accomplishments. That is their PORTFOLIO.

In EVERY lesson of Term 2 you will learn a new skill that will help you to build a profitable, sustainable enterprise that creates win-win solutions for your community. You will document all these new skills in your Business Skills Portfolio.



**Studies show that 83% of Ugandan youth are *unemployed*. However, what do you think the employment rate is for Educate! graduates?**

Take guesses from several students.

*Close to 83% of Educate! graduates are employed, employing other youth, or attending university! **BE EXCEPTIONAL.** Your portfolio and E! certificate will set you apart from everyone else.*

**Give out the Business Skills Portfolio to scholars.** Explain that in order to be a certified entrepreneur, they need to conduct the actions and use their entrepreneurial skills to make a difference. At the beginning of Term 3 you will collect their evidence to assess whether they are eligible to be certified as entrepreneurs.

**Explain the Business Skills Portfolio actions.** Emphasize each Term 2 lesson will give another concrete skill to add to our portfolio. At the end of each lesson, we will check in with our portfolio to update it with our new skill. Some of the actions will be done within school and others at home during the holiday.

**There are some other exciting things coming up this term I want to tell you about!**

Term 2 excitement #2: Club Milestones. This term you will start up your club projects, fundraise for them during Visitation Day, and participate in the E! club visibility challenge.

Term 2 excitement #3: Inter-schools Skills Retreat where you will meet E! scholars from different schools and learn how to make and brand a practical product...this year we will be making mosquito repellent lotion bars!

Term 2 excitement #4: O-level mentees and Skills Day. After you have participated in the E! Inter-schools Skills Retreat, you will run a smaller version of it here at your school called Skills Day. During Skills Day you will teach your O-Level mentees how to make, brand, and market the lotion bars product.



**I am very excited about these Term 2 projects and I hope you are too! Which of these Term 2 events is most exciting to you?**

*Encourage 3-4 scholars to share what they are most excited about for this term.*

❖ **Share the objectives of this lesson!**

## 3. TYPES OF ENTERPRISES

LECTURE, Q&A – 10 MIN

We are going to start to think of different types of enterprises by helping solve a problem in the community. Here is the problem:

**There is an orphan named David who is gifted in school and a hard worker but his single mom can't afford to pay his school fees. The question we need to answer is: what can be done to help David?**

Tell scholars: Let's think of ALL the possible solutions to this problem together. Take a couple of minutes to think about-- What could David's mother or family do to help him? What could his school do to help? What could the E! business club do to help? What could strangers who hear of his problem do to help? Try to come up with as many solutions as possible, and

write them down in a few words. *Don't worry if they are good or bad ideas—any idea is welcome!*

Ask scholars to brainstorm solutions to David's problem. Make a list of their ideas on the board as you go.

Here are *some* examples of solutions that scholars may come up with:

- Family raises money to help him
- His mother gets a job washing clothes
- The school gives David a job during the holidays to cover his fees
- The business club raises money to pay his fees
- David starts working one term, going to school the next term (like Wereje Benson from last term)
- The business club sets up a poultry project in David's home to help him earn income
- A muzungu (stranger) sponsors him
- David drops out of business and starts working fulltime
- A muzungu gives David's mother a loan to start a business which will earn income to pay his school fees

Tell scholars: You listed many solutions to help David! For any problem we encounter there are many different ways to solve it. Some solutions are better than others. As a growing entrepreneur, you will be faced with many different problems and you will have to decide which solution is the best.



Use "Types of Enterprises" Visual

**These are the 3 main kinds of enterprises you can start!** Have 3 volunteers read the types of enterprises aloud:

Charity – an enterprise motivated by compassion, where the intention is not to make money. Charities are often funded by outside donors and cannot sustain themselves when people are not willing to donate money to them.

Business – an enterprise motivated by profit, where the intention is to make enough income to support employees and keep the business going in the long-term. Businesses might help the community but their focus is not on positive change but rather on making large profits.

Social enterprise – an enterprise where compassion and profit play an equal role. Social entrepreneurs address community problems through solutions that bring in income and keep their enterprise sustainable in the long run.

Ask scholars:

- Who can identify one of the solutions to David's problem which is a business solution?
- Who can identify one of the solutions to David's problem which is a charity solution?
- Who can identify one of the solutions to David's problem which is a social entrepreneurship solution?



**Like we said before, for any problem there are many solutions and some are better than others. Who can tell me which of these solutions they think is the best one and WHY?**

*Encourage at least 2 scholars to share their thoughts. Be sure to emphasize there is no one right answer. All of the solutions to David's problem have pros and cons.*

## 4. SUSTAINABLE WIN-WIN SOLUTIONS – PART 1

Q&A – 15 MIN

In the EI experience you are free to create any kind of enterprise you are passionate about but our biggest focus is on social entrepreneurship. In this lesson we are going to learn to work as social entrepreneurs to apply win-win thinking to problems in our communities.



**We learned about social entrepreneurship at the end of Term 1. Who can remind me what the definition is?**

*Social entrepreneurship is the creation of innovative enterprises to make positive and sustainable impact on society and/or the environment.*



**What are the four key aspects of social entrepreneurship that are most important? (HINT: They're in the definition!)**

*Innovative, positive, sustainable, impact*

**Who can remember the kinds of solutions we talked about last term? (HINT: The visual of the 2 donkeys**



**trying to eat hay while tied together was an example of the different kinds of solutions!)**

*I win-you lose, I lose-you lose, I win-you win!*

I want to tell you about a problem, and see if we can think of some solutions:

There is a long line of Indian-owned shops in downtown Kampala. These shops are located next to a poor slum community. In this community there are many unemployed men and women, and even beggars. The beggars like to beg in front of the shops downtown because they know it is people with money who go there. The shop-owners get many complaints from customers about the beggars harassing them.

*Divide students into groups of 5. Ask them to discuss the following question:*



What should the shop owners do?

*Give groups 5 min to brainstorm solutions, then ask several groups to share their ideas.*

This is actually a real situation that happened in South Africa! These are the solutions they tried:

First—Shopowners tried to leave the beggars alone and put up signs saying “Customers don’t give to beggars”  
Result: You win....I lose. The beggars kept coming and harassing customers anyway. Some got more aggressive.

Second—Shopowners tried to personally chase away the beggars, often using violence or the threat of violence.  
Result: I win....You lose. The shopowners were hated by community members and customers would hate to see the violence as they try to enter and shop.

Third—Shopowners decided to employ the police to keep the beggars away.  
Result: I lose...You lose. The shopowners spent a lot of money on hiring police and they were still chasing away customers by being violent with beggars in front of the store.

Fourth—Shopowners employed the beggars as guards.  
Result: WIN...WIN The beggars earned income as guards and did not have to beg anymore. These hired guards were more friendly and sympathetic to other beggars so it was easy to get them away without violence. More community members shopped at their stores because they liked that they helped the community with jobs.

Lesson: **Great leaders apply win-win thinking to discover win-win, sustainable solutions and offer them to the people.** It definitely wasn’t hard for the shopowners to hire the beggars as guards and convince them to keep other beggars away from the storefront.

Emphasize that the biggest strength of social entrepreneurship is that it always aims to achieve a win-win solution, where the social entrepreneur earns income and also benefits the community they live in. Social entrepreneurs aim for the triple bottom line: people, planet, profit.



Use “People, Planet, Profit” Visual

## 5. SUSTAINABLE WIN-WIN SOLUTIONS – PART 2

### SKITS – 20 MIN

Now we are going to work in groups to identify one problem in our community and apply win-win thinking to solve that problem.

Your group will have only 7 minutes to think of a community problem and come up with a skit that demonstrates THREE different solutions to this problem. So you need to think fast and work together! These three solutions should be examples of “win-lose,” “lose-lose,” and “WIN-WIN” solutions (just like the downtown shops example). There are 2 rules:

- Your skit needs to make clear the 3 different kinds of solutions to the community problem that your group identified and needs to highlight WHY the win-win solution is the best!
- Your skit can be no longer than 2 minutes long!

NOTE TO MENTOR: Be strict with timekeeping in this activity or not all groups will have a chance to present.

After all groups have presented, emphasize:

**The biggest strength of social entrepreneurs is that they are creative problem-solvers who apply win-win thinking to create enterprises and projects that solve problems in their communities; that way they can earn income and also benefit the community they are a part of.**

## 6. REFLECTION & CONCLUSION

LISTEN – 3 MIN

2 Quotes this week about “Social Entrepreneurs”

*One of the newest figures to emerge on the world stage in recent years is the social entrepreneur. This is usually someone who burns with desire to make a positive social impact on the world, but believes that the best way of doing it is, as the saying goes, not by giving poor people a fish and feeding them for a day, but by teaching them to fish, in hopes of feeding them for a lifetime. I have come to know several social entrepreneurs in recent years, and most combine a business school brain with a social worker's heart.*

-Thomas L. Friedman

*“The way to be irreplaceable is to become a social innovator. Start projects that motivate you to save the world and simultaneously make you money for your company. Social innovation makes magic happen.”*

-Richie Norton



Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your scholar workbook:



What new entrepreneurship skill did we learn today?

Have 2-3 students share their answer. Yes! Write “Apply Win-Win Thinking” in your first square.

➔ In the rest of the lessons this term, we will learn many business skills. We will really stretch our creativity, and make sure we know what our customers need and want so we offer the best products and services possible!

Any questions?

## 7. ACTION STEPS

2 MIN

Club: Get the club back together. Find a time on the timetable where your E! club can have a regular place to meet and inform members that meetings are starting up again! This is a big term for the clubs! You will start up an enterprise/project, raise funds to get the project started during Visitation Day, and participate in the E! club visibility challenge. Time to start strong!

!!! Remind scholars to keep their Business Skills Portfolio in a safe place!

## Types of Enterprises

	Compassion	Profit/ Income
Charity	✓	✗
Business	✗	✓
Social Enterprise	✓	✓



**Objectives:**

- Scholars will be able to discover their own vision, passion, and skills
- Scholars will be able to develop a personal vision statement and break it down into goals and action steps

**Vocabulary:**

Vision, goals, action steps

**Why this lesson:** The first step to becoming a social entrepreneur is to discover your vision, passion, and skills. In this lesson, scholars will analyse the visions of strong Ugandan social entrepreneurs and then develop their own personal vision. They will learn to make a plan for how to achieve their vision in the short and long term.

**Materials:**

Ball of string

7 Step stones (in the Objectives sheets, you will need to cut these out)

Visuals: “Vision definition,” “Vision – Long Term Goals – Short Term Goals - Action Steps”

**Prep:**

Cut up the step stones card set into 7 separate steps (these can be found in the Objectives Sheets).

**Lesson plan flow:**

0. Attendance (5 min)
1. Introduction (2 min)
2. Ugandan visionary leaders (25 min)
3. Our visions are tied together activity (20 min)
4. Visions → Goals → Action steps (18 min)
5. Conclusion/reflection (5 min)
6. Action Steps (5 min)

*Source: NCDC senior 5 Entrepreneurship Education Teaching Syllabus, Learner’s book & Teachers Guide*

**The point to bring home:** Social entrepreneurs always start with a vision for how they want the future to look like in a particular area. The most successful visions are ones that have a plan! They need to be broken down into long-term goals, short-term goals, and immediate action steps.

**Do not skip:** Our Visions are tied together, Visions→Goals→Action steps activity

**1. INTRODUCTION**

(Q&A – 2 MIN)

**Your Action Step assignment from the last E! class was to GET THE CLUB BACK TOGETHER. I need one scholar to tell us what is the regular meeting time and place for the E! club for this term.**

**Have you alerted all club members that meetings are starting up again?**

**Have you had your first meeting yet?**

- ⇒ Congratulate scholars for being proactive if they have started club meetings up already (or at least have a defined place and time and have notified all club members of it).
- ⇒ If they haven’t begun this yet, strongly encourage them to get started strong this term and find out what you the mentor (or the Youth Leader) can do to help the E! club get going. Remind scholars that this is a pivotal term for their club, a lot of exciting things are going to happen and they need to be prepared and organized and ready!

**Today we will look at some powerful Ugandan entrepreneurs who have each held a vision for what they want the future Uganda to look like. We will analyse the steps they took to achieve their vision and then you will develop visions of your own!**

❖ **Share the objectives of this lesson!**

## 2. VISIONARY LEADERS OF UGANDA

### Lecture, Group work, Presentations– 25 MIN

Last week I introduced you to the Business Skills Portfolio. Every lesson this term we will add a skill to our portfolio. The skill we will be working on today is developing a personal vision and then identifying the goals and action steps you need in order to make your vision come true. Discovering your vision is one of the first steps to becoming a social entrepreneur.



Use “Steps to Becoming a Social Entrepreneur” Visual

#### STEPS TO BECOMING A SOCIAL ENTREPRENEUR

1. Discover vision, passion, skills
2. Identify opportunities in the community
3. Match vision with community opportunity
4. Act and spread change

Who knows what a vision is? What does it mean to have a vision?



Use “Vision Definition” Visual

Divide scholars into 4 groups. Give each group a case study for one of the following Ugandan visionary leaders:

1. **Best Aiorworth**
2. **Hud Ssentongo**
3. **Abramz Tekya**
4. **Lillian Aero**

Tell groups that they will get only 10 minutes to read through their assigned case study AND develop a rap/song/poem that is written from the perspective of their assigned visionary leader. The rap/song/poem can be no longer than 3 min and needs to include:

1. who the person is
2. what the current reality is that they want to change
3. what their VISION of a future, better Uganda is

NOTE: Give groups time checks at 12, 8, and 4 minutes so they can budget time accordingly and not delay.

Encourage scholars to listen attentively while groups present their rap/song/poem and that they offer appreciation to each group once they have finished. Make sure that other groups aren't finishing their own song while another group is presenting!

Now that we have gotten a chance to hear the visions of these Ugandan entrepreneurs, it's time to start thinking what your own vision for a future Uganda looks like!

## 3. OUR VISIONS ARE TIED TOGETHER

### GAME – 20 MIN

⇒ **We've heard the visions of many of your fellow Ugandans who are hard at work right now making their visions come true...but what is YOUR vision?**

Take 3 minutes to create a detailed mental picture in your mind for your vision. This can be your vision for your family or your school or your community or your district or the whole of all Uganda! It can be as big or as small as you want it to be. The important thing is to create this vision in your mind as detailed as possible.

Give scholars 3 min to think of their visions and then bring them outside and have them stand in a big circle together. Bring the ball of string with you.

⇒ **Now we are all going to share our visions with each other, using this ball of string to signify the speaker.**

Begin by holding the ball of string and telling the scholars what your vision is. This can be your personal vision for your enterprise or your community or your vision for them as E! scholars. Once you have finished explaining your vision (keep it

brief!), toss the ball of string to one of the scholars in the circle WHILE STILL HOLDING ON TO YOUR END OF THE STRING. The scholar who catches the ball of string should share their vision, then toss the ball of string to someone else WHILE STILL HOLDING ON TO THEIR OWN SECTION OF THE STRING. By the end there should be a complex web of strings criss-crossing across the group and connecting the whole group to each other.

**Emphasize: Our visions are tied together!**

## 4. VISIONS → GOALS → ACTION STEPS

### ACTIVITY – 18 MIN

Now that we each have a clear, detailed mental picture in our mind of our vision, we are going to talk about how you achieve your vision.

Do you think any of the Ugandans we learned about today woke up one morning and said “OK now I’m going to achieve my vision and then went ahead and did it in just one day?” NOPE.

Visions are too big to be accomplished in just one day but with smart planning you can map out the steps that need to happen for your vision to be achieved and those steps can certainly start today!

In a few words:

- Your **vision** is your big dream for the future.
- **A long-term goal** is a big objective that you want to achieve. It’s probably some time away.
- **A short-term goal** is a smaller objective. It can be reached soon. Short-term goals move you closer to long-term goals.
- **An action step** is what you can do first, right now, to reach your first short-term goal.



Use “Vision → Long Term Goal → Short Term Goal → Action Step” Visual

Show scholars the “Step Stones” card set (make sure to mix them up first so they are not in order). Read each card aloud and hold it up high so scholars can see it.

Cards say:

1. No Ugandan child suffers from hunger during the school day.
2. Create free lunch program in all Primary Schools.
3. Fundraise for free lunch program in 5 schools.
4. Arrange meeting with Head Teachers at all 5 proposed free lunch program schools to present plan and fundraising strategies.
5. Meet with school cateress at your school to find out how much lunch food costs per student.
6. Meet with Head Teacher at your school to propose a plan for free lunch program and ask for advice.
7. Call Bank of Uganda to set up a meeting to see if they want to donate.

Tell scholars: These are seven step stones for a new social entrepreneur.

One stone is their vision,  
one stone is a long-term goal to help reach that vision,  
two stones are short-term goals to help reach the long term goal,  
and three stones are concrete immediate action steps.

**BUT...**these step stones are all out of order! Let’s work together to help the young social entrepreneur lay out the step stones in the correct order to achieve her vision.

The card closest to the blackboard should be the action steps—the most immediate things to do, and the farthest away (at the doorway, opposite wall, etc) should be her vision, her dream for the future.

Encourage scholars to volunteer ideas for which step stones should come first and which should go later. Strive to get ALL scholars to offer suggestions and participate. Don’t let only a few scholars dominate the whole conversation. Have scholars lay down the stones as they come up with the order! Once all the stones are laid down, you and all the scholars should run across them, reading them as you go.

#### NOTE TO MENTOR

Ideally, this is the arrangement we hope scholars will realize:

##### ACTION STEPS

- Meet with school cateress at your school to find out how much lunch food costs per student.
- Meet with Head Teacher at your school to propose a plan for free lunch program and ask for advice.
- Call Bank of Uganda to set up a meeting to see if they want to donate.

##### SHORT TERM GOALS

- Arrange meeting with Head Teachers at all 5 proposed free lunch program schools to present plan and fundraising strategies.

- Fundraise for free lunch program in 5 schools.

##### LONG TERM GOAL

- Create free lunch program in all Primary Schools.

##### VISION

- No Ugandan child suffers from hunger during the school day.

After the activity, point out to scholars which of the step stones were the action steps, short-term goals, long-term goals, and vision. Ask scholars if they have any questions.

## 5. REFLECTION & CONCLUSION

LISTEN - 5 MIN

Today we learned about the different visions that many intelligent and admirable Ugandans have for the future and you developed personal vision statements of your own.

Next week we will continue to add to our Business Skills Portfolio by exploring some of our passions and skills and matching them up to our visions.

Quote of the week:

*“ The first step toward creating an improved future is developing the ability to envision it. VISION will ignite the fire of passion that fuels our commitment to do WHATEVER IT TAKES to achieve excellence. Only VISION allows us to transform dreams of greatness into the reality of achievement through human action. VISION has no boundaries and knows no limits. Our VISION is what we become in life. ”*

-Tony Dungy



Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your workbook:



What new entrepreneurship skill did we learn today?

Have 2-3 students share their answer. Yes! Write “Develop a vision” in your second square.

## 6. ACTION STEP

5 MIN

One of your portfolio actions is to develop a personal vision statement with a plan for matching long-term goals, short-term goals, and concrete action steps to make your personal vision a reality. Based on what we discussed today, develop your personal vision statement and the matching plan to include in your business skills portfolio. Think about the activity we did today laying out the step stones to reach the young social entrepreneur's vision of ending child hunger in Uganda. If you are having difficulties coming up with the long-term goals, short-term goals, and action steps to achieve your vision, reach out to me your mentor for help!

VISUALS:

**Vision: the ability to see a clear, detailed mental picture of an idea or the future.**



*(The following 4 case studies are in the Term 2 scholar workbook)*

## CASE STUDY #1 Best Ayiorworth



When it seemed like her education had hit a dead end in S.4, because of lack of school fees, Ayiorwoth awakened the giant in her.

She was already an orphan and her four elder siblings were supporting her. Fortunately, Ayiorwoth completed S.4 at Nebbi Town Secondary School and moved to Kampala to pursue a one-year catering course at St Elizabeth Girls Home in Mengo.

Her quest for more skills saw her join Kampabits, an IT vocational, to pursue a certificate in Graphics and Web Design.

While studying, she got an idea to start an organisation to help give women starting capital to boost their businesses so that they are able to support their daughters with school fees. Girls' Power Micro Lending Organisation Industry (GIPOMO) began in January 2011.

*"I was inspired to start GIPOMO because of my own experience and I grew up seeing some girls drop out as early as P.7 because their parents could not afford school fees and even sanitary towels,"* the 21-year-old explains.

GIPOMO was born with Shs 100,000 capital, which Aiyorworth made from her savings as a chef at A7 Vocational Training Institute in Namuwongo. When she shared her proposal with the proprietors of A7, they lent her Shs 800,000 payable within a year to start GIPOMO. "I injected this money into my initiative and started off with only 10 women in Parambo sub county in Nebbi district," she recalls. Initially, she faced challenges because some women couldn't repay the microloans on time, but she solved this by partnering with a local SACCO to keep her business afloat. The SACCO lent money to the women so they could repay their loans to her. Later, she topped up her savings to Shs 300,000, which she injected into the business and started lending it out with a 10% interest rate. It worked. Soon, the initiative grew from 10 women to 20...and then to 100! Today, Ayiorwoth has empowered more than 400 women with her enterprise.

GIPOMO's motto is "to help a mother, is to help a girl child." These women use the money GIPOMO loans them to boost their businesses, and to buy scholastic and other basic materials for their daughters' education. GIPOMO has several success stories, including that of Florence Biyom, one of the first beneficiaries. Biyom has been able to expand her business from selling groundnuts to selling second-hand clothes and has sent her daughter to school.

On February 1, GIPOMO won the Uganda Business Challenge award, beating 50 contestants.

*"I believe in the cause of the girl child's education because when you empower a woman, you educate a girl,"* Ayiorwoth says.

Since goodness begets goodness, Aiyorworth recently won the Anzisha Prize, Africa's foremost youth entrepreneurship award, scooping \$25,000 (Shs 64m). The awards ceremony, held in South Africa, celebrated 12 exceptional entrepreneurs, all under the age of 23, selected from nearly 400 candidates in 32 African countries.

*(SOURCE: The Observer newspaper)*

## CASE STUDY #2 Hud Ssentongo



For Hud Ssentongo, the mountains of plastic trash that characterise Uganda's suburbs are one of his most cherished raw materials, which drive his plastic recycling business.

For the last nine months, Ssentongo has been purchasing from collectors of the discarded plastic and recycling the material to make flexible pipes and conduits used to insulate electric cables for power supply in commercial and residential buildings.

### **Fresh Beginning**

Standing in one of the storerooms of Ssentongo's recycling facility, rubbish is viewed in a new light. The facility is abuzz with people sorting and washing plastic trash. This is then processed and turned into a useful product that is used to insulate and protect electric cables in buildings.

*"Our products are superior to those produced here or even the imported ones. The market has responded positively to our pipes because they are flexible unlike others which break when bent,"* Ssentongo explains.

Ssentongo explains that his facility can store up to 4 tonnes of trash. "I pay sh600 for a kilo. We have a network of people who sort it for us and are a phone call away," he says. Pointing to a fresh heap of plastics that comprise flasks, basins, baskets, he informs me that a lorry from Gulu had delivered the trash earlier in the day. Irrespective of the area of origin, the trash always costs sh600 per kilo.

Looking at the heap of what can be described as filthy pieces of plastic, it hits home: trash is a goldmine that is in abundance. "Our operations are seven days a week and we produce 4,800 pipes per week selling each at sh1,200 each," he says. He mostly supplies the Kampala market although he gets some orders from places like Fort Portal.

### **Booming business**

Riding on the construction boom in Kampala, the sky is the limit for the demand of his products. And if the mountains of plastic trash in our municipalities are anything to go by, his raw materials are not about to dry up.

*"My business is not only ridding the environment of non-biodegradable substances but I'm able to make money from it,"* Ssentongo points out.

*(Source: The New Vision newspaper)*

### CASE STUDY #3 Abramz Tekya



Abramz Tekya grew up in Kampala. As a child, his family was wealthy and he never worried about food or money. But when he was 7, he lost both his parents in the same month. This changed his life. He moved in with his auntie and began to worry about school fees and money. This is also when he learned about hip-hop.

He remembers listening to American rappers such as Run DMC on a neighbour's TV and feeling inspired to dance. He would practice in private and stand in front of the mirror with a toothbrush in his hand, miming the lyrics of rappers such as Brand Nubian, Mos Def, and Common. He had found his passion.

As he got older he continued to face struggles. His auntie died and he soon found himself living in a slum with his brother. Life in the Kasubi slum was difficult, and as boxing became popular, violence increased. He wanted to introduce rapping as a "Plan B." Abramz and his brother Silvester would go around rapping and people loved it. Not long after, they started teaching people how to break-dance and they even became trendsetters with the second-hand clothes they would buy from Owino.

Abramz sees hip-hop as a powerful tool to uplift peoples' lives. He knows the power of hip hop because he used to have low self esteem himself. He says:

*"Hip-hop allowed me to express myself. Hip-hop was a way out."*

As he grew older, he started to break-dance at local clubs to earn money. He was eventually inspired to pass his skills on to youth. He started Break-dance Project Uganda (BPU). BPU offers free lessons to youth, where they learn the five elements of hip-hop: Break dancing, Rap, Graffiti Art, DJ-ing, and Knowledge.

He arranged with a priest at the Sharing Youth Center in Nsambya to allow them to use the space free of charge for 2 months, as the project launched. Although Abramz had very little money himself, it was important that the classes were free to allow youth from all backgrounds to join him. Eventually he found support from partner organizations, and now BPU works with over 20 different organizations. The project has spread across Uganda. They work in Kampala, Gulu, Kitgum and Arua.

Abramz maintains that everyone can learn something and everyone has something to teach. This means, despite age, ability or class, everyone must respect and appreciate what others have to teach. Abramz has found a way to use what he loves most in the world to transform the lives of young people. He discovered the place where his passion meets a community need. Because of this, his job never feels like work and he is able to spread the joy he finds in hip-hop to all those who hang around him.

*(Source: NCDC's Entrepreneurship Education Learner's Book for Senior Five)*

## CASE STUDY #4 Lillian Aero



Lillian Aero joined Educate! in 2009 and started the Namugongo Good Samaritan Project while she was still in school. Her project provides counselling services and community support to 56 widows and HIV/AIDS affected women. Lillian mobilizes funds for the project by teaching her fellow women how to make recycled paper beads. In a short time, Lillian managed to transform the community. Walking through the community today you will meet women running their own businesses such as small restaurants, kiosks and tailoring shops, supported by the income from the jewellery project. The 56 ladies now earn an average income of 300,000 UGX while Lillian manages to support her daughter and is paying for her own fees to study at Makerere University.

Lillian's interest in entrepreneurship was sparked by her mother, who she always saw working on her business. When Lillian was in S.6, Educate! advertised the Social Entrepreneurship and Leadership course for S.5 students. Although she was not in S.5 anymore, she was determined to join Educate! She wrote letters and talked to the deputy head teacher to convince school to allow her to attend the lessons, and they did. While S.6 was a busy period for her, Lillian managed to perform well on all levels by planning her time carefully. Whereas other girls would pass their time chatting in the dormitory, Lillian stuck to her planning allowing her to make very efficient use of her time and achieve her goals.

Due to the loss of her parents Lillian had to drop out of school and work as a maid to support herself and her baby girl. However, Lillian knew being a maid was not her destiny and she was determined to continue her education. Getting school fees was not easy, so Lillian requested the school to pay part of the school fees while she worked in a kiosk to mobilize extra funds. When the school decided students should attend all classes, Lillian was not able to continue her work and had to request the school to support her completely, which they did. Lillian proves that despite a challenging background you can be the change you want to see in this world. One thing Lillian emphasizes is the need to be proactive and she demonstrates this in her daily work.

Lillian's business may be a big success, but Lillian never stops learning. When the project grew bigger, Lillian faced bigger problems. However, with a proactive mind set Lillian always considers challenges as opportunities. As a fresh secondary school completer she had to manage a group of adult women with the accompanying challenges. When the women lacked a cooperative mind-set and were hiding materials from each other, Lillian stepped up as a leader and reminded them about their responsibility to do their part in the team. As a cooperative leader, Lillian believes it is important to involve all team members in decision-making. Pro-activeness is crucial at the beginning when you start your enterprise, but you need to remain proactive even once your business is up and running. With this mind set, Lillian hopes to enter new markets in Europe with the Fair Trade certification she is currently pursuing. Her message for all students is to believe in yourself!

*(Source: Educate! curriculum)*

# LESSON 8

# COMMUNITY RESOURCE MAPPING

## Objectives:

- Scholars will be able to identify resources in the community

## Vocabulary:

Resourceful

## Why this lesson:

Scholars will be triggered to think outside of the box to become resourceful and open their eyes to resources that are locally available to them personally and to their E! clubs.

**Prep:** Post example community maps all around the classroom on the walls.

## Materials:

Cellotape

Markers for community maps

Visuals: "Resourcefulness definition," "Community Resource maps" (There are 3 maps!)

## Lesson plan flow:

0. Attendance (5 min)
1. Introduction (5 min)
2. Community excursion (50 min)
3. Conclusion/Reflection (15 min)
4. Action Step (5 min)

**The point to bring home is:** The purpose of a resource map is to gain information about the community we work with. The information we collect today can inform future projects and resource mobilization strategies.

**Do not skip:** Getting out of the classroom to create a community map

**Note to mentor:** The community exploration will take up a lot of time. Keep the introduction and lecture about resource mapping short. If your scholars are not allowed to leave the school premises, conduct the exploration within the school compound.

## 1. INTRODUCTION

Q&A - 5 MIN



Use "Community Resource Maps" Visuals (3 in total)

Welcome back scholars! Today we are going to focus on identifying things that can help us as we start our enterprises. All around the room you can see some maps on the walls. I'd like everyone to stand up, move around the room looking at the maps, and think about the following two questions:



**What kinds of things are featured on these maps? What do you think these maps are for?**

Give scholars 3 minutes for the "gallery walk." Then ask them to sit back down. Pick 4-5 scholars to share their ideas about the two questions. Students may answer: *Helpful things, useful things, people who know a lot, places you can meet, etc.*



**Does anybody know a word that means: things and people in our environment that we can use to help us?**

Yes, resources! Today we are going to be exploring resources in our community.



**Share the objectives of this lesson!**

## 2. COMMUNITY RESOURCE MAPPING

Lecture, Q&A – 50 MIN

Today is about discovering and exploring communities in a new way. You will critically analyse the community environment and physical environment.



**Who knows what it means to be resourceful?**

Receive 1-2 responses



Use “Resourcefulness definition” Visual

Resourcefulness: using the available resources to create opportunities.

⇒ Today we will think creatively as we will go out to map resources, needs and opportunities in the community around the school.

⇒ A tool we can use for this mission is a **resource map**. It will help us better understand the available resources available in the community for your Educate! club and personal projects back home.



Use “Community Resource Maps” Visuals (3 in total)

Ask students to look again at the community resource maps (pass them around the room).

Purpose of the resource map: is to gain information about the community we work with. The information we collect today can inform future project proposals and resource mobilization strategies.

!!! As you can see in these examples, a resource map is a tool that shows the resources available and the needs or problem areas visible in the community,



**What are examples of resources that we could include in our maps? What are examples of needs or problems to be included?**

*Encourage scholars to come up with a list of potential resources that includes such things as: gnut trees, land for digging, goats, the E! club, a nearby NGO dedicated to promoting HIV awareness, a big hall for meeting, an uncle who is an MP, a cousin who is a doctor at a nearby clinic, an economics teacher with helpful advice, etc*

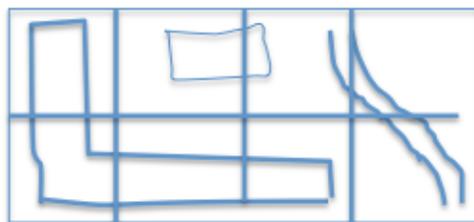
Emphasize: Resources are not just physical things. People and organizations are some of the most important resources we can find! They may have knowledge, skills, and time to help us.

### If scholars ask:

Resource = anything that can be used by a person or organization in order to function effectively.

Need = a thing that is wanted or required.

**Draw a large rectangle on the blackboard.** Inside the rectangle, draw basic features of the school community (buildings, roads, field, etc.). Draw a grid over the simple map you have made, dividing it into 6-8 smaller rectangles. Number each grid area. See example diagram below:



### Community Exploration

Provide the following instructions to the scholars (*Tell scholars to take notes*)

1. Form 8 groups of 5-6 scholars (use countdown).
2. Assign each group a numbered “grid area” to focus on. Tell them that this part of the school community is theirs to focus on, and the rest of the class will rely on the accuracy and detail of their observations.

3. By walking around and observing the community, they should fill in the map with symbols of main roads and key resources such as schools, water sources, teachers, professionals, fields, markets, meeting points, community leaders, project sites, churches/mosques, knowledgeable people, health centers, classroom blocks etc.
4. By observing the community, also identify needs within the community: e.g. students fall sick, orphans need support, clean drinking water needed, etc.
5. Set a time at which the scholars have to be back in class to present their findings (whether they have finished or not), Give them around 30 minutes.

**NOTE:**

Remind scholars that it is VERY important to have a key which denotes the type of need or resource are present in the community. Observe the example maps for ideas on what kinds of icons should be present in their map key.

**!!! Ensure proper supervision and safety in the community at all times. Remind them that they are E! scholars and that mean at all times they should be ideal role models for the rest of the school community!**

### 3. CONCLUSION/REFLECTION

Q&A - 15 MIN

Collect maps from each group of scholars. Assemble them together on the board into one large map, using scotch tape, in the correct order according to the numbered grid. Ask scholars to stand up, look at the whole-class map, and take 5 minutes to observe. Ask scholars to sit back down.

Congratulate scholars on their maturity in handling an independent activity outside the classroom! Tell them you are proud of their good judgment.

*NOTE: If scholars did NOT handle this activity well, give them constructive feedback on what behaviour was inappropriate or did not reflect well on E! or themselves as serious scholars.*



**What did you learn from this activity? What resources do we have at our school?**

*Gather responses from at least 3 scholars*

**How will this community resource map help you in the E! club?**

*Encourage multiple scholars to respond. Emphasize that the community resource map is a crucial tool for the E! club to identify business opportunities. We will be using their group community resource map next week to pair up with our passions and skills to begin identifying strong business opportunities.*

**Story of the Week:**

*Read the following story:*

Entrepreneur #1 travelled the world looking to start a shoe business. He came to Africa and saw that the locals did not wear shoes and said, "There is no market here". He went to India and saw that the locals did not wear shoes and said, "There is no market for shoes in the East". Then he went to the USA and saw that everyone had shoes and said, "There is too much competition here". So, he decided not to start a shoe business.

Entrepreneur #2 travelled the world looking to start a shoe business. He came to Africa and saw that the locals did not wear shoes and said, "There is a huge market here". He went to India and saw that the locals did not wear shoes and said, "The whole world is a good market for shoes". Then he went to the USA and saw that everyone had shoes and said, "This is the success I will aim for". So, he started an international shoe business and made millions.



**What did you learn from this story?**

*Let 2-3 scholars share their thoughts.*



**Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your workbook:**



**What new entrepreneurship skill did we learn today?**

*Have 2-3 students share their answer. Yes! Write "Identifying Resources" in your third square.*

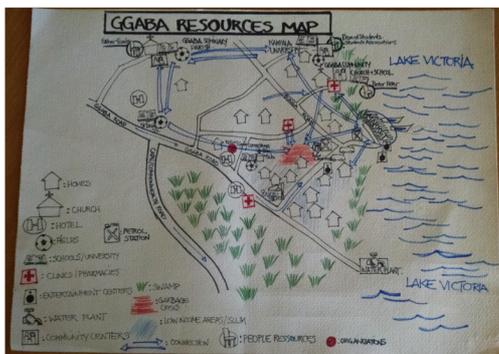
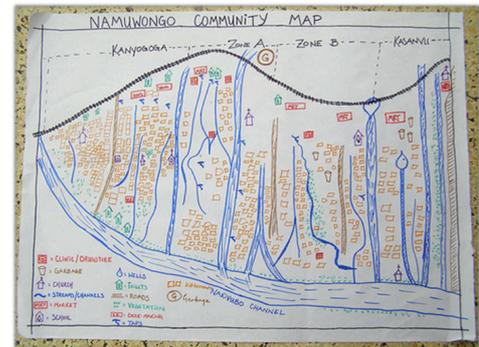
## 4. ACTION STEP

5 MIN

1. Nominate one scholar to collect the sections of the community resource map and bring it to E! class next week.
2. Read Hamisi's story in your workbooks in preparation for our next class.
3. O-LEVEL MENTEES: Get the mentees back together!
  - o Schedule a meeting with your mentees this week and try to inspire them by sharing the story of at least 1 of the Ugandan visionary leaders that we talked about last week.

!!! Remind scholars to continue working on the Business Skills Portfolio.

**Resourcefulness:**  
**Using the available resources to create opportunities.**



*(The following story is in the Term 2 scholar workbook)*

### Hamisi's story

Hamisi wanted to go into business. His Auntie has a hardware shop and she offered to be his investor. She provides the funds and gets a share of the profits, but Hamisi is free to run the business.

Hamisi enjoys making sisal bags and many of his friends admire the bags. So at first, he thought about opening a retail shop where he could sell them. But after talking to a number of local shopkeepers, he found out that there would be too few customers in his area for such business to be profitable.

The man at the local funeral home said there was a big demand for flowers for funerals. Hamisi had never grown flowers and only had a very small garden. He decided to keep looking for another idea.

While he thought about it, Hamisi tried to find transport to carry a fridge for his Auntie. All the boda boda bicycles were too small to carry him and his fridge. He stood at the roadside with several other frustrated travellers. They discussed how bad it was to have no affordable transport when they have heavy loads. Hamisi realized that he could use the metal work skills that he learnt at school to design a boda bicycle with capacity to carry heavy loads for the community at an affordable cost.

Hamisi approached his Auntie with his idea and they planned for the capital required. But before investing in the idea, Hamisi visited a number of transport operators to understand if they would be interested in a load-carrying boda bicycle. They confirmed there was a business opportunity to start manufacturing a certain shape of heavy-load bodas. With financing from his aunt, Hamisi paid for the production of the bicycles. He hopes his business will be successful.



**Objectives:**

- Scholars will be able to match their personal vision to resources and needs to create business opportunities

**Why this lesson:** The key to success for entrepreneurs is to identify the best opportunities. Not every opportunity is the right opportunity for everyone or in any place.

**Vocabulary:**

Passion match

**Materials:**

2 opaque bags to be the “mystery bags”

Visuals: “Passion + needs + resources = opportunity”

**Lesson plan flow:**

0. Attendance (5 min)
1. Introduction (2 min)
2. Hamisi’s case study (15 min)
3. Creativity test (5 min)
4. Passion match activity (40 min)
5. Conclusion/reflection (10 min)
6. Action step (3 min)

**The point to bring home is:** Entrepreneurs see opportunities where others do not. By combining your personal passion and skills with needs and resources in the community you can find the best opportunities.

**Do not skip:** The Passion Match Group Exercise

**1. INTRODUCTION**

Q&A - 2 min



Last week I assigned Hamisi’s case study as your Action Step. Pop up if you read it thoroughly and are ready to talk about it now...

High fives all around for everyone who’s prepared for class today!

Today we will add another skill to our portfolio. We will learn how to create business opportunities by matching your skills and passions to resources in the community. This is called the Passion Match.

❖ Share the objectives of this lesson

**2. HAMISI’S CASE STUDY**

Q&A - 15 min

Who can give us a quick 2-minute summary of Hamisi’s story?

Let’s think about the steps that Hamisi went through to finally arrive at his business idea. We are going to play a game called “Back to Back and Front to Front” to discuss our ideas.

Here’s how the game works. In a minute, everyone will stand up. When I call out “BACK TO BACK!” you will find a partner and stand with them, backs touching (*demonstrate*). Then, I will read you a question about Hamisi. We will wait 10 seconds so that everyone has a chance to think. Then, I will call out “FRONT TO FRONT.” When I say that, you will turn around and discuss the question with your partner (*demonstrate*) for one minute. When I call out “BACK TO BACK” again, you go find a new partner and wait for a new question! And then we repeat... Okay, are we ready?

Say: **BACK to BACK!** When all students are partnered up ask...

⇒ What did Hamisi do to understand and identify the right business idea?

Wait 10 seconds... **say FRONT to FRONT!**

Students discuss for 1 minute —move around the room to hear possible answers:

- *Hamisi talked to a number of community members to identify needs in the community: his auntie, shopkeepers, the man who ran the local funeral home, transport operators, etc*
- *Hamisi identified a skill he had...making sisal bags...but there weren't enough customers to buy them*
- *Hamisi identified a community need...flowers for funerals...but he didn't know much about growing flowers and didn't have much land for a garden*
- *He identified a community need...boda bicycles that carried heavy loads...that matched his skill...metal fabrication and decided to create a business opportunity for himself around that*

Say: **BACK TO BACK!** When all students are partnered up ask...

⇒ **Why do you think Hamisi decided not to make bags or flowers?**

Wait 10 seconds... **say FRONT to FRONT!**

Students discuss for 1 minute —move around the room to hear answers:

*Hamisi discovered that there were not enough customers in his area to make such a business profitable*

Say: **BACK TO BACK!** When all students are partnered up ask...

⇒ **Do you think Hamisi did a good job identifying business ideas? Do you think his business idea will be successful...Why or why not?**

Wait 10 seconds... **say FRONT to FRONT!**

Students discuss for 1 minute —move around the room to hear answers.

Ask scholars to sit back down. For each of the three questions, ask for one person to share a very quick version of their answer with the whole group.

Emphasize the following:

Hamisi did some good research to understand the environment and find the best business idea:

- He understood the needs: he listened to what people wanted and talked to customers to assess the market
- He understood the resources: he went to local transport operators and other entrepreneurs to learn
- He took time to understand the business before investing

**Entrepreneurs see opportunities where others do not see them.** By understanding the environment we work in and our personal abilities, we can identify needs and resources that we can use together with our personal skills and passion.



**Do you know an entrepreneur who came up with a very good business idea? How did s/he come up with this idea?**



**!!! Share how you the mentor came up with your business idea.**

### 3. CREATIVITY TEST

GAME – 5 min

Explain that you want to do a little test to see how creative the scholars are.

Get the scholars to call out as many different ways someone could use a brick.



Count the number of unique answers. For example if the scholars shout “use it as a door stopper” then they get one point. If the scholar shouts “use it to build a house” they get zero points since that is the most common use of a brick.



## What do we learn from this game?

Emphasize:

- If we think creatively we can come up with business opportunities where others do not see them.

## 4. THE PASSION MATCH

Group exercise - 40 MIN

**Hamisi matched his skills, business idea, and resources:** he knew metal fabrication from school, understood a new boda product was needed, and got financing.

In Educate! we have a special way to help you identify business opportunities called the **Passion Match**.

- The Passion Match helps entrepreneurs come up with innovative business ideas.
- It looks at community resources, community needs, and the personal passion and skills of the entrepreneur.



Use "Passion + Needs + Resources = Opportunity" Visual

We're going to do a group exercise that will give you a chance to practice what it's like to go through the Passion Match.

Although this week is just practice, from next week onwards you'll begin doing the Passion Match in your clubs to come up with a strong, sustainable, and profitable business idea for your E! club. The Passion Match isn't always as easy as it might sound! Like any good football team knows, practice makes perfect! And you want to have a perfect business idea in the end!

Each group is going to get a few resources and 1 community need. Then that group will need to identify the skills and passions of each of its members to come up with an innovative business idea that matches resources, skills, and passions to the community need. Your business idea will be the solution to the community need!

Divide the class into 8 groups of 5 scholars each. (Make sure these are NOT the same groups from last week!).



## What skills/passions do you have? What are you really good at? What are you excited about?

*Scholars brainstorm within their groups for 3 minutes, taking notes about each person.*

DIRECTIONS:

- ⇒ I want each person to take out a piece of paper, fold it in half, and rip it into two pieces.
- ⇒ On one piece of paper, write a community resource you remember from our maps last week. Here's the catch: no person in your group can write the same resource as another person. There must be five different resources at your table. Go ahead and write that now.
- ⇒ I'm going to come around with one of my mystery bags here. This bag is the Community Resources bag. We're going to put all of our resources in this bag. *Move around the room and collect all papers into the bag.*
- ⇒ While I'm collecting, its time to write on your second paper. On your second paper, write one community need that we have. The same thing: no person in your group can write the same need as another person. Do that now.
- ⇒ I'm going to come around with another mystery bags here. This bag is the Community Needs bag. We're going to put all of our needs in this second bag. *Move around the room and collect all papers into the bag.*
- ⇒ Now, I'm going to come around again. Your group can pull 3 slips of paper from the Community Resources bag. The other bag is the Community Needs bag. Your group can only pull 1 slip of paper from this bag.

After all groups have received their 3 Community Resources and 1 Community Need, instruct scholars to make a list of all their members' skills and passions. THEN come up with 1 business idea that matches community resources, community needs, and their specific skills and passions.

NOTE: You do NOT need to use all 3 Community Resources but you must use at least one.

NOTE: You have 15 min to work on this project in your groups. We will present our business ideas to the whole class afterwards.

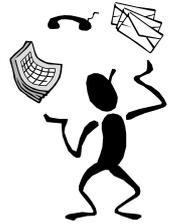
Allow 20 minutes for presentations. Encourage scholars to listen respectfully to each other.

## 5. REFLECTION & CONCLUSION

### Q&A – 10 MIN

Starting a business is not an easy job – it takes a lot of work and a lot of planning. The effort and money it takes to start a business may all be lost if you don't start the right business. The right business begins with a good business idea.

Running a business is like juggling. You have to juggle what the customer wants, what you have, and what the costs are. You should also understand how much you will impact the natural environment and how much the customer is willing and able to pay. You have to keep your eye on all of these factors because they are always changing. If you can juggle what customers want, what you can provide, with the right costs and prices – you make a profit. If you fail to pay attention to any one of these your business will not be successful.



*If students ask, define product & service:*

A product: is an item that people pay for, something you make yourself or it may be something you buy to re-sell. Tools, baked goods, clothes and retail goods are products.

A service: is something you do for people which they pay for. Shining shoes, delivering messages, repairing items, and collecting recyclable waste from people apartment buildings are all examples of services.

⇒ **The passion match helps us to understand the best business opportunities possible.**  
What are your Clubs Business ideas right now? Do they match the passions, needs, and resources of the group?

*Encourage 2-3 scholars to offer their thoughts.*



**Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your workbook:**

What new entrepreneurship skill did we learn today?



*Have 2-3 students share their answer. Yes! Write "Passion Match" in your fourth square.*

#### QUOTE OF THE WEEK:

*For too long, information, opportunities, and resources have been constraints, they need to be the bridges."*

*-Sharad Vivek Sagar*

## 6. ACTION STEP

### 3 MIN

1. Read Pamela's story in preparation for class next week.
2. Hold an E! club meeting before the next lesson. There is 1 major task that you need to accomplish during that meeting:

#### PASSION MATCH

Bring the community resource maps that you developed last week to the club meeting.

List out the skills and passions of club members and match them to the resources and needs in the community.

Develop at least 5 business enterprise ideas or plans for a community project based on members' skills and passion and the needs and resources in the community.

Bring these 5 ideas to the next class. DO NOT FORGET.

**!!!ALTERNATIVELY, if the E! club already has projects/enterprises identified and is actively working on them, then instruct E! scholars to reflect in their next club meeting about HOW the current projects are a good match between community resources, needs, and members' passions and skills...and think about what changes need to be made to make the match fit even better! Tell scholars to bring notes of this club discussion to class.**



*(The following story is in the Term 2 scholar workbook)*

### PAMELA'S STORY



There was once a young woman called Pamela who decided to start a tomato growing project. She thought it was a good idea because she had seen some other people selling tomatoes in the market and they seemed to be selling a lot of them. After a few months, she had her first batch of tomatoes ready to sell, but by the end of the first week no one had bought them and she was feeling desperate. What had she done wrong?

Pamela decided to investigate. She asked around the market and found out that customers preferred extra red tomatoes (hers weren't so red). People were also buying tomatoes at other stalls for 1,000 Shillings less than what she was selling them for. She also realized she was selling at a time when few people went to the market.

By talking to others, Pamela was able to work out what would make her (not someone else's) tomatoes sell. She was able to challenge her own assumptions about her business. By talking to customers and competitors she worked out that she needed to pick her tomatoes a little later, reduce the price and sell in the evenings. Once Pamela started doing these things, she started selling lots of tomatoes!

## Objectives:

- Scholars will be able to interview potential customers
- Scholars will be able to create a customer profile

## Vocabulary:

Assumption, customer profile

## Why this lesson:

As entrepreneurs, the scholars will have to understand their customers to provide the best services and products possible.

## Materials:

Visuals: “Assumption definition,” “Market research definition”

## Prep:

Think about how your scholars fared in the community exploration activity in Lesson 8. Were they able to handle the exploration activity in a mature way? If so, you can run this lesson (Lesson 10) as written. However, if they did NOT handle the activity well, you will need to adjust this lesson so that in Part 4 “Interviewing Customers: ACTIVITY” you have scholars stay inside the classroom and interview each other, instead of going into the school community and interviewing other students and teachers. It is up to you, the mentor, to exercise your good judgment. Remember at all times you want your scholars’ behaviours to reflect well on you, on themselves, and on the E! program.

## Lesson plan flow:

0. Attendance (5 min)
1. Introduction (10 min)
2. Active listening energizer (5 min)
3. Interviewing Customers: LECTURE (5 min)
4. Interviewing Customers: ACTIVITY (25 min)
5. Sorting Activity (20 min)
6. Conclusion/Reflection (10 min)
7. Action Step (5 min)

**The point to bring home:** Your customers are the best people to test your assumptions with.

**Do not skip:** Interviewing potential customers

**Note to the mentor:** Assumption testing is a difficult concept to explain, make sure you practice explaining this lesson to at least one other person first.

## 1. INTRODUCTION

### Q&A - 10 MIN



**Who will present the 5 business opportunity ideas that your E! club came up with this past week? Please explain how the ideas you developed match your members’ skills and passions to the community resource and need maps that we made in class last week.**

*List carefully to the E! club’s ideas. Do not say that any ideas are “wrong” or “bad.” Instead think about their proposed business ideas and try to offer one pro and one con for each idea. If you need more time to think about it, tell them you will give them feedback next week. Then after class reach out to your PO for help in thinking through what kind of feedback to give the club about the ideas they’ve offered.*



**What are some of the skills we currently have in our Business Skills Portfolio?**

*Encourage scholars to come up with a list: developing a personal vision, community resource/need mapping, the passion match, etc.*

- ➔ This session we will continue to add to our portfolio by learning how to conduct market research and getting to know our customers better.
- ➔ The better we understand our customer, the better we can provide services and products that will help our customers and communities.

❖ **Share the objectives of this lesson!**

## 2. ACTIVE LISTENING ENERGIZER

Game - 5 MIN

### A What? Game

1. Divide scholars into groups of 10.
2. Groups of 10 stand in a close circle.
3. Practice the rhythmic chant with students, using call and response. Use a pencil as an example. <<Mentor: "This is a pencil." Students: "A WHAT?" Mentor: "A pencil." Students: "A WHAT?" Mentor: "A pencil." Students: "Oh, a pencil." >>
4. The mentor models the game with one group. The mentor stands in the circle and acts as the "starter", passing the pencil to his/her right while saying the chant. The student on the right then continues the chant, without breaking the rhythm, and passes the pencil to the person on *their* right. This person continues the pattern, and the pencil moves around the circle. Almost immediately, the mentor adds a new object sending it to his/her right. For example: "This is a book." "A WHAT?" "A book." "A WHAT?" "A book." "Oh, a book." The mentor continuously sends more and more objects around the circle.
5. Student groups try on their own. They pick a "starter" who sends objects around the circle. They try to see if they can get the pencil all the way around the circle without messing up the chant.

This Youtube video shows what the game looks like: <https://www.youtube.com/watch?v=8r4LiIMtWGY>



How does this game relate to interviewing customers?

## 3. INTERVIEWING CUSTOMERS

LISTEN, Q&A - 5 MIN



How can an entrepreneur know what the customers want to buy?

Who can tell me what an assumption is?

Encourage 2-3 scholars to share their thoughts.

### Assumptions

All of the beliefs we have about a business idea, before it is proven to be true through practice, is a **guess or assumption**. Until you actually are able to see that a person would give you money for a product or service, you are merely guessing that your product will sell. You are making the assumption that they will like the product.



Use "Assumption Definition" Visual

- ⇒ Who read Pamela's story in preparation for class today? I need a volunteer to summarize her story for us.
- ⇒ What was an assumption that Pamela made? How did she improve her assumption later?

All of our beliefs in the beginning are assumptions. Some assumptions, however, are better than others.



Why are some assumptions better than others?

How can an entrepreneur come to better assumptions that are realistic?

The action of gathering information about customers' needs and preferences is called market research. We are going to do some market research about our customers.



Use "Market Research Definition" Visual

But first, we are going to identify our assumptions. How will we do it? By making guesses about how our customers will answer certain questions, and seeing if they are correct.

## 4. INTERVIEWING CUSTOMERS - EXERCISE

Group activity - 25 MIN

Divide the whole class into pairs.

Explain that, in pairs, scholars will travel around the school campus talking to 'customers' to create a customer profile.

DIRECTIONS:

1. Using the page in their workbook, the pair should look at the list of questions. They should pick **FOUR** to be their "assumption testing questions." For these four questions, scholars will write down *now* how they think the customer will answer the question in the column which says: "How I think my customer will answer." Later, they will write down how the customer *actually* answered.

**Advise scholars to use their student business club projects (or if they don't have any yet, use the business ideas they brought to class today) to guide their assumptions.** *E.g. if you sell snacks, an assumption about buying habits could be: students get hungry after classes and want snacks to be fresh around that time. Or about daily activities: after class students are lazy and want to chat with friends in their dormitories, delivery to the dorms is a good idea.*

2. Once they have written down the assumptions, send the scholars out of the classroom. Each pair is tasked to interview 1 potential customer and get answers to as many of the questions as possible. The potential customer can be a fellow student, a teacher, or any member of school staff, parent, etc...but they can NOT be a fellow E! scholar.
3. Remind pairs to take careful notes during the interview. It may help if one scholar asks the questions, while the other scholar takes notes on the answers and asks follow-up questions wherever the interviewee has not been clear.
4. Tell pairs they must be sure to keep time and return to the classroom in 20 min. The interview can NOT take longer than that.

**!!! Ensure proper supervision and safety in the community at all times. Remind them that they are E! scholars and that means at all times they should be ideal role models for the rest of the school community!**

## 5. QUESTION SORTING ACTIVITY

Groupwork, Q&A – 20 MIN

- ⇒ **Have you learned something from the customers that you did not know before?**
- ⇒ **Were any of the assumptions that you wrote down BEFORE the interviews incorrect?**  
How can you adjust the incorrect assumption now to more accurately reflect your real customers?

With the information gained through this exercise, you should be able to make a better assumption about what products your customers would want to buy. The more people you talk to, the better your assumptions will be. Now, we need to think more about the types of questions we are asking our customers when we do market research.

Tell Scholars: On a blank piece of paper, draw a big rectangle. Now, divide that rectangle into three sections. Label the first one "Problems and Needs," the second one "Daily Activities," and the third one "Buying Habits." (*Draw an example on the board*).

Tell Scholars: Take a look at the questions we just asked our customers. You may have noticed some patterns in the questions. Each of these questions is about one of the topics I just gave you. Take 5 minutes now, and with your partner, write each question in the box where it belongs. For each question decide-- Is it asking about "Problems and Needs", "Daily Activities", or "Buying Habits?"

**5 minutes-- move around the room, observing students as they work.**

**Whole Class Share:**



**What questions were about problems and needs? Can you give me an example of some needs? Who can suggest a product or service that would help your colleague with this need?**

**Customer Problems and Needs:** What do they need or want- to have fun, to get married, to care for their families? Can be anything from essential needs—such as water, food, and clothing—to non-essential needs—such as entertainment, communication, and luxuries. You can also ask people about their problems to understand what they need. Does the customer feel frustrated, angry or have problems that need solving?

**!!! (If students have provided these answers themselves in Q&A, no need to repeat. Just add whatever they have missed)**



**What questions were about daily activities? Can you give me an example of daily activities? Can someone suggest a product or service that would help your colleague with this daily activity?**

**Daily Activities:** What does the customer do during their day, from when they wake up to when they go to sleep? Map this out and see if there is any opportunity to provide a product or service that they would use every day. If the customer washes his clothes once a week, you could provide the soap, the basin, or the washing. Think about the products they use as they go through their daily activities. Always try to understand why they use those products.

!!! (If students have provided these answers themselves in Q&A, **no need to repeat**. Just add whatever they have missed)



**What questions were about buying habits? Can you give me an example of a buying habit? Can someone suggest a product or service that would help your colleague with this habit?**

**Buying Habits:** What types of products does the customer currently spend money on? Is it food? If so, what type? Why that type instead of another? Why Spanish omelette instead of plain? Try to understand what influences the customer's decisions around buying. This will show you what areas the customer is willing to spend money and in what areas he is not. Always try to understand why they choose to buy certain things. Think about the customers in the story who liked to buy red tomatoes.

(If students have provided these answers themselves in Q&A, **no need to repeat**. Just add whatever they have missed).

## 6. REFLECTION & CONCLUSION

Q&A – 10 MIN

Now that we have all of this information about our customer, what can we do with it? We can make a customer profile. Usually this would be a written document, but for right now, we're just going to draw a picture. Here's your challenge: in two minutes, sketch a picture of your customer. Take a look at my example (*show example*).

He's a student (you can see that he's holding a textbook), and he's saying "I'm hungry!" The moon shows us that it's late at night, and we can see from his small wallet that he has only a little money.

So, now, I will time you. You have 2 minutes. Can you sketch a picture of your customer? *Time two minutes. After two minutes, ask two students to share their pictures with the class.*



**How can we use these customer profiles in our club projects?**

*Encourage scholars to provide answers that directly relate the projects and enterprises their E! club is working on to what they learned today about conducting market research and developing a customer profile.*

Tell scholars: **You should bring the information you learned today about your customers to the next E! club meeting to inform members about the needs, daily activities, and buying habits of your customers. Work with club members to refine your project idea based on the market research you have done.**

Emphasize the following:

- When we start our business we have assumptions, we guess what customers would be interested in.
- We need to try to make the best assumptions possible; we can do this by understanding our customers' problems and needs, daily activities and buying habits.



**Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your workbook:**



What new entrepreneurship skill did we learn today?

*Have 2-3 students share their answer. Yes! Write "Market Research" in your fifth square.*

## 7. ACTION STEP

5 MIN

### 1. SKILLS DAY

The inter-school Skills Retreat was an exciting opportunity where you learned how to produce and market solid lotion bars...now it's time to pass this skill on to your mentees. Have a club meeting and discuss with club members how you will organize the Skills Day at your school. Think about the following:

- When will you hold Skills Day? How will you get time for it on the timetable?
- Where will Skills Day take place? Which space will be best to make the lotion bars?
- How will you gather/purchase materials for Skills Day? What can you do to raise funds?
- What help do you need from me, your mentor, to help you organize and run Skills Day

!!!BRING NOTES FROM THIS MEETING TO OUR NEXT E! CLASS!!!

**!!! For the next lesson read Albina Ruiz's case study.**

**!!! Remind scholars to conduct actions from the business skills portfolio. In line with this lesson: develop a customer profile.**

*(The following interview questions & case study are in the Term 2 scholar workbook)*

Interview Questions	How I think my customer will answer	Customer's ACTUAL answer
What do you find unsatisfactory about certain products that you use?		
What did you do yesterday after school or after work?		
What did you buy yesterday?		
What obstacles stand between you and what you want to achieve?		
What do you buy that is not food, drink, medicine or clothes?		
Where do you buy these things?		
What would make your life easier?		
What do you do immediately after waking up?		
What problems do you face at work? In your home? With your friends?		
What do you do in your free time?		
What do you eat/drink for breakfast?		
What do you do before you go to school or work?		
What makes you frustrated, sad or angry?		
What did you do yesterday? Do you do those things every day?		
What do you spend most of your money on?		
How do you measure success or failure in life?		
What are your favourite things you have bought recently?		
How much do you spend every month?		
Do you buy things for other people? If so, what?		

## **Albina Ruiz, Peruvian Rubbish Collection**

Albina Ruiz grew up in the rural rainforests of Peru but moved to the city of Lima for university. Many of Peru's cities, not just Lima, are drowning in their own garbage. With 7,000,000 inhabitants (almost one-third of the country's total population), Lima generates 3,500,000 kg of waste each day! It is the poorest families who suffer the most. Wealthy neighbourhoods pay for garbage to be “taken away,” but without an organized waste management system, “away” means the front doorstep of poor urban areas like the one Albina moved to for university.

One official garbage dump site was located right in the middle of a poor community. Albina would watch as truck after truck would unload smelly, disgusting loads of industrial, inorganic and organic waste. Hungry men, women, and especially children would walk from their homes to the rubbish heap in search of recyclable items, such as plastic bottles papers and rags to sell for food. Although these recyclers earned a small income and helped reduce waste, they were not respected in the community and treated like dirty scavengers. The plight of her neighbours inspired Albina to tackle this problem. She was determined to use the skills and knowledge she received in her education to make change.

There are three major consequences of the garbage crisis in Lima: health problems, environmental deterioration, and water contamination. Since there were no proper procedures for the collection, treatment and final disposal of solid waste, trash was dumped and moved one place, then dumped and moved some place else. This spread communicable diseases and was a major contributor to cholera epidemics and other major health problems. Both ground and drinking water were polluted by solid waste.

## **ALBINA'S SOLUTION**

Albina began alone, almost 20 years ago, mobilizing and organizing around a new idea. She thought of a way to use micro-entrepreneurs — most of which were poor trash scavengers— to take charge of collecting, recycling, and selling the community's garbage in a fully organized system. Her role was helping jump-start these small businesses, setting a standard and affordable monthly fee for trash collection services, and coming up with creative and inventive marketing campaigns to attract customers. The cost of the service was about 2,500/- (equivalent to the cost of sandwich in Peru). Even at this low price it was hard to get community members to trust her service, pay regularly and pay on-time. The community was accustomed to irregular government service and fee collection. Some people simply became used to living in garbage.

High unemployment rates in her community helped her recruit reliable workers. She gave them uniforms, health-care, and, most importantly, a decent job. Slowly, attitudes toward scavengers changed and the self-employed women earned new respect from their husbands and children. The women became gifted marketers and educators, often going door-to-door collecting garbage and fees and speaking to neighbours of the importance of proper sanitation.

The community education part of their job is arguably the most effective at making change. Local households and businesses are advised to change practices, which worsen the environment. Poor people now know they have a right to live in a clean environment, instead of a rich community's landfill. Albina employs (or partners with) more than 150 people and responsibly manages over 3 million resident's waste. Although not everything can be recycled and the government is needed to “take away” unusable rubbish, Albina makes sure none of it ends up in front of another poor community's door. She insists on socially-responsible waste management at every step in the process. Sustainable solutions don't give the problem to someone else.

## ALBINA'S ORGANIZATION

Albina's work is done through an NGO called Healthy City (in Spanish: Ciudad Saludable). As an NGO she does not focus on maximizing profit. In fact, some of the women she employs have profitable businesses selling organic fertilizer from the organic waste Healthy City collects. Her organization encourages and rewards these micro-enterprises! The whole community is involved in the process of collecting, composting, recycling, and re-using their waste.

She believes that if this model of community-based waste management works in the poor and crowded neighborhoods of Lima, it can work anywhere. The government of Peru couldn't agree more. She has been asked to design a national waste management plan for the entire country! Other nations in her region of Latin America are also interested in replicating her model.

(SOURCES:Deutsche Welle DW-TV interview with Albina Ruiz; January 23, 2008. CIA World Factbook, Country Profile, Peru. PBS New Heroes, Albina Ruiz Profile -Ohio State University Extension Fact Sheet, <http://ohioline.osu.edu/cd-fact/1226.html>).

**Assumption:**  
**a belief without  
proof.**



**Market Research:**  
**The act of gathering  
information about your  
customers' needs and  
preferences**



## Objectives:

- Scholars will be able to think differently about business challenges
- Scholars will be able to innovate on market, strategy, products & price, and impact

## Vocabulary:

Innovation

## Why this lesson:

Entrepreneurs may choose traditional ways to run businesses without challenging themselves to think differently. This session challenges scholars to be creative as they have a friendly competition amongst each other.

## Materials:

Visuals: "Innovation definition," "Thinking Differently About Business visual set" (There are 4!)

## Lesson plan flow:

0. Attendance (5 min)
1. Introduction (8 min)
2. Thinking differently gallery walk (10 min)
3. 4 Corners (10 min)
4. Thinking Differently Challenge (40 min)
5. Conclusion/Reflection (5 min)
6. Action Step (2 min)

**The point to bring home:** By analyzing the four main areas that make a business unique, you will identify ways to run your business in an innovative way to suit the customer's needs. In this lesson scholars should get to understand different ways they can make their business innovative.

**Do not skip:** Thinking differently challenge!

**NOTE TO MENTOR:** The Innovation Matrix can be confusing! Spend some time before class really looking at it and thinking through how you will explain it to scholars in a simple and understandable, friendly way. REMEMBER: The best teachers make complicated concepts seem straightforward and simple.

## 1. INTRODUCTION

### Q&A - 10 MIN



**Please share the meeting notes from your last E! club meeting (planning for Skills Day). In particular, I need you to share your plan for...**

- When will you hold Skills Day? How will you get time for it on the timetable?
- Where will Skills Day take place? Which space will be best to make the lotion bars?
- How will you gather/purchase materials for Skills Day? What can you do to raise funds?
- What help do you need from me, your mentor, to help you organize and run Skills Day?

*Listen to the E! Club's plans for Skills Day and think carefully about any holes in their plan or things they may not have thought of. Provide them guidance in moving forward. Keep a copy of the club's plans for Skills Day to share with your PO.*

*NOTE: If there is anything you're not sure about in planning for Skills Day, or you the mentor want more guidance in helping scholars structure Skills Day, talk to your PO about it later after class. They will be able to give you solid advice that you can pass on to your scholars.*

⇒ **What skill did we add to our Business Skills Portfolio last week?**

*Market research, or interviewing customers to get to know them better.*

When we understand what our customers want and need, we can improve our business.

➔ This session will take us to a next level of entrepreneurship! We are already running projects in our Clubs...today we will learn to become more innovative about the way we run these projects. Learning how to innovate in different areas of business will be our next skill for our Portfolio.

❖ **Share the objectives of this lesson!**

## 2. THINKING DIFFERENTLY

### Q&A, GALLERY WALK – 10 MIN



#### Who knows what innovation means?

Encourage 1-2 scholars to share their thoughts before showing the visual



Use “Innovation Definition” Visual

#### THINKING DIFFERENTLY

As an entrepreneur you can introduce new ideas in any of the following areas (or a combination of several), to make a business different and more competitive than the way others run their businesses.



Use “Thinking Differently” Visual Set (4)

→ **We’re going to look in detail at these four aspects of business and the potential to be innovative within them. Around the room I have put up posters of these four areas and some examples of how current businesses are innovative within each area.**

Divide scholars into groups of 4. Tell them they will take a walk around the room and visit each of the four posters. In their groups they should read through the posters and take notes on the details and examples for each business area on the designated page in their workbooks.

After they have taken notes on each area, we will test their newfound knowledge with a game! If they have any questions on the information in the posters tell them to make sure they ask you or they will not be adequately prepared to show off their knowledge of innovation in business during the upcoming game!

After groups have had a chance to visit each poster, pull everyone back together as a whole class.

#### Emphasize:

- ⇒ Innovation is only powerful when it is an improvement to the product, market, strategy, or impact.
- ⇒ Making minor changes to any one of these aspects of a business can increase sales and prestige.

## 3. FOUR CORNERS

### GAME – 10 MIN

NOTE: Make sure the posters for the four areas of business are posted in the four corners of the room for this activity.

I am now going to read aloud mini-case studies of four different Ugandan entrepreneurs who are very innovative! Take a minute to reflect on HOW exactly their business is innovative and then...VOTE WITH YOUR FEET. That means runs to the corner of the room that has the poster for the area in which you think the business is innovative.

For example: Let’s start with Albina Ruiz, since we all know her case study very well by now. Take a minute to think about HOW her business was innovative. Was it innovative in its strategy, product, market, or impact? Everyone run to the area that you think she was most innovative in....ready, set, go! Once scholars have gone to their areas, walk over to the STRATEGY poster and explain that Albina’s enterprise was innovative in its strategy...highlight the COMMUNITY point on the STRATEGY poster and explain that Albina’s enterprise was owned by the whole community, in particular through her use of loan sharing.

Once all scholars understand how the game works, read the following mini-case studies and let scholars vote for each one by running to the appropriate corner. Take a minute to explain the correct answer before moving on to the next mini-case study.

#1 Mandulis Energy...Mandulis Energy sells high energy, high heat briquettes for very cheap (cheaper than charcoal, at the same price as firewood) to farmers in areas where deforestation is a big problem but sells its briquettes at a more expensive cost to big factories. The CEO of Mandulis, Pete Nyeko, explains that factories prefer the briquettes because they burn hotter than charcoal and they can afford to pay the more expensive cost than the farmers.

HINT: Mandulis Energy's innovation lies in the different price points it offers to different customers

ANSWER → PRODUCT & PRICE

#2 Thin Void – Tambula Project...People who own very expensive cars like Mercedes or Range Rovers often have GPS trackers installed on their vehicles to track them down in case they are stolen. Thin Void installs GPS trackers on bodas in Kampala, Mbarara, and Jinja to help boda drivers recover their motorbikes when they are stolen. Low-income boda drivers are not a typical market for fancy GPS trackers but the CEO of Thin Void Joseph Kaizzi explains that when a boda driver's motorbike is stolen the driver loses his entire livelihood. Boda drivers are willing to pay for GPS trackers to protect their motorbikes.

HINT: Thin Void is providing an unoriginal service to a previously untapped market. Who would have thought of selling GPS tracking to boda drivers!

ANSWER → MARKET/TARGET

#3 Pamoja – Pamoja Center employs street kids in Kampala to make shoes from old rubber tires. No one wants these old spoiled tires but making shoes out of them provides jobs and income for kids who have no one to look after them.

HINT: No waste!

ANSWER → IMPACT

#4 FitCliq – FitCliq is a fitness center in Bukoto run by Mildred Apenyo that is just for women. It provides a safe, comfortable, judgement-free space for woman to work out in and learn healthy lifestyle habits.

HINT: FitCliq focuses on one particular market: just women!

ANSWER → MARKET/TARGET

## 4. THINKING DIFFERENTLY CHALLENGE

### GROUP EXERCISE – 40 MIN

Now, we have explored the four different areas of business. We have also practiced identifying how some innovative entrepreneurs in Uganda are being innovative in each of those areas.

Now, it's YOUR turn to be innovative! We are going to all engage in the THINKING DIFFERENTLY CHALLENGE! This is a friendly competition to see how creative you all can be.

Ask scholars to turn to the Innovation Matrix in their workbooks. This might look complicated but it's really just a shorthand way of describing how YOUR enterprise will be innovative compared to a more traditional business. Take a look at the Innovation Matrix and see if you can identify where the 4 areas of business are represented in the chart.

Make sure scholars understand that the four areas of business are represented in the left column of the Innovation Matrix chart.

Innovation Matrix for:		
Key points to analyze	This is what enterprise X does:	This is the advantage/disadvantage:
Market/Target		
Strategy	<b>B</b>	<b>C</b>
Products & Price		
Impact		
4 proposed innovations for our enterprise		New social enterprise
Market/Target		<b>E</b>
Strategy	<b>D</b>	
Products & Price		
Impact		

In the THINKING DIFFERENTLY CHALLENGE scholars will work in teams of 5 to make the most interesting innovations to our businesses. We will compete against each other to see who can come up with the best idea.

*(Explain challenge before making groups)*

*(Make groups of 5 scholars using count-down to avoid cliques)*

1. Each team should choose an enterprise to innovate...NOTE! This should be one of the projects run in the Educate! club.
2. Explain how groups will fill in the Innovation Matrix:
  - A) Identify an enterprise to innovate (samosas, poultry, gnut paste, HIV counselling, etc) – write it down in the box that says “INNOVATION MATRIX FOR:\_\_\_\_\_”
  - B) SECTION B → Describe what the enterprise currently does in the areas of market/target, strategy, products & price, and impact
  - C) SECTION C → Describe the advantages/disadvantages of each of the business areas for this enterprise
  - D) SECTION D → Come up with an innovation for ONE of these areas that you can apply in your enterprise (NOTE: Scholars only need to fill in one of the boxes in SECTION D)
  - E) Describe the new INNOVATIVE enterprise you came up with based on this.
3. Encourage groups to get started on the challenge! As they discuss and begin filling in the Innovation Matrix, walk around and make sure to answer any questions that come up. Keep in mind that scholars often find the Innovation Matrix confusing so be sure you are explaining it as simply as possible! (20 min)
4. Each team appoints a presenter who will present their ideas to convince others it is the most creative, 2 minutes per group (15 min)
4. By raise of hands let scholars vote for the most creative and innovative solution (1 min)

## 5. REFLECTION & CONCLUSION

Q&A – 5 MIN



**Do you know of any businesses which are duplicated?**

**Two businesses that are exactly the same, one right next to the other?  
Is that good for sales?**

Emphasize that we should stand out; convince the customers that they should buy from us. What makes your business or product unique in the market is the reason why people will choose to buy from you instead of the competition.



**How can you start to use this way of thinking now in the Educate! clubs?**

Emphasize that scholars can build on their existing projects and also think as innovators when they organize Skills Day. !!! Innovative solutions will help you score higher in the regional and national competitions.



**Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your workbook:**



What new entrepreneurship skill did we learn today?

*Have 2-3 students share their answer. Yes! Write “Innovate” in your sixth square.*

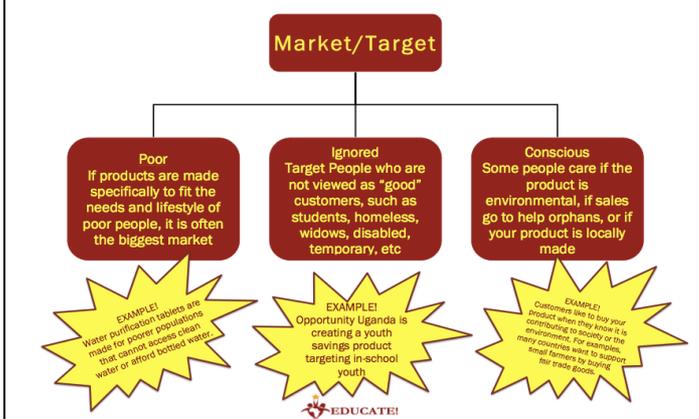
## 6. ACTION STEP 2 MIN

One of the actions for your Business Skills Portfolio to prove you have learned the skill of thinking innovatively, is to complete the Innovation Matrix for an already existing enterprise and think about how you could change it to make a brand new innovative enterprise for your personal project:

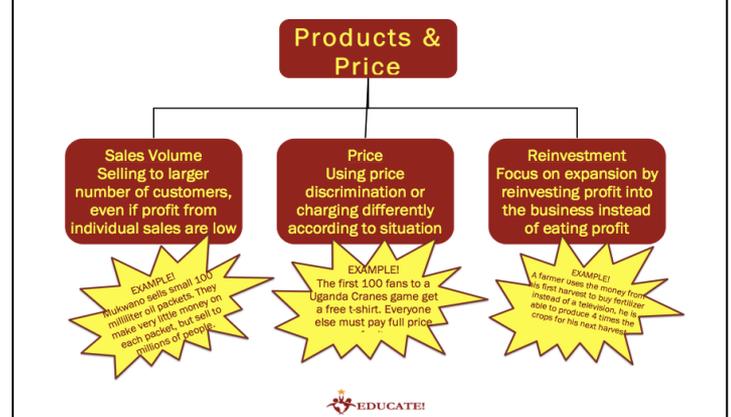
- For the next class you are going to work on this portfolio action by filling out the Innovation Matrix for an already existing organization...First describe the 4 areas we talked about today (strategy, market, product, and impact), then analyse the pros and cons of that business in the 4 areas, and then pick one of those areas that you could change to make a brand new innovative enterprise. Finally, describe the new proposed enterprise in SECTION D. Start to think about how you could develop that idea into an enterprise for your personal project!

**Innovation: Making changes to something established, by introducing new methods, ideas or products.**

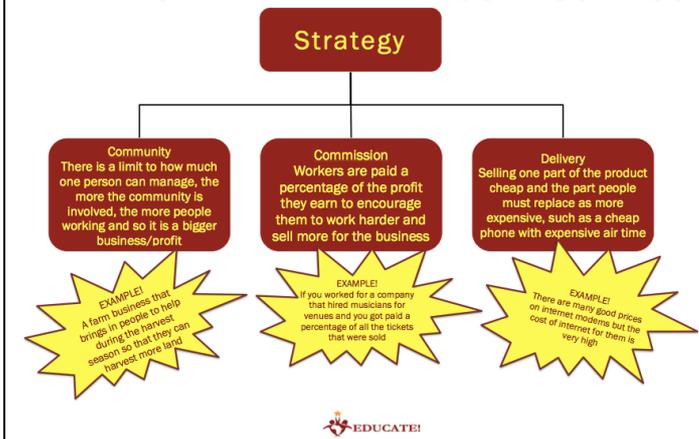
### THINKING DIFFERENTLY ABOUT BUSINESS



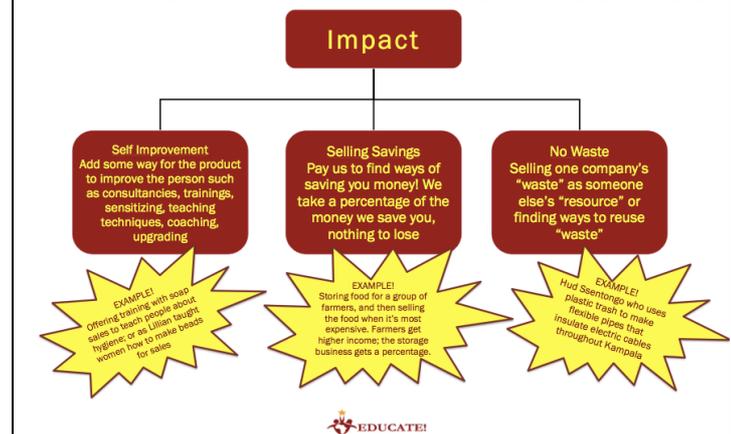
### THINKING DIFFERENTLY ABOUT BUSINESS



### THINKING DIFFERENTLY ABOUT BUSINESS



### THINKING DIFFERENTLY ABOUT BUSINESS



**Objectives:**

- Scholars will be able to write a persuasive speech to attract investment
- Scholars will be able to identify new ways to mobilize resource

**Vocabulary:**

Pitching, public speaking

**Why this lesson:**

To receive support for their enterprises, students will develop public speaking skills to pitch their ideas to different audiences.

**Materials:**

Ball of string

GEPIC info strips

Visuals: “Advocacy definition,” “GEPIC,” “Mobilizing resources”

**Lesson plan flow:**

0. Attendance (5 min)
1. Introduction (10 min)
2. Public speaking energizer: KNOT OR NOT? (15 min)
3. Pitching your business idea LECTURE (5 min)
4. Pitching your business idea EACH ONE TEACH ONE (25 min)
5. Resource Mobilization (10 min)
6. Conclusion/Reflection (8 min)
7. Action Step (2 min)

Source: West and East is an adjusted version of the Transformative Action Institute.

Source: Tips on speaking and listening: Skills for Effective Entrepreneurship Development (SEED)

**The point to bring home is:** Sometimes you just have a few minutes to convince someone your business is worth it. By preparing and giving a powerful pitch you can receive valuable feedback on your business idea.

**Do not skip:** GEPIC structure

## 1. INTRODUCTION

Q&A - 10 MIN



**Who remembers what skill we added to our Business Skills Portfolio last week?**

**What were the four areas of an enterprise that we focused on?**

*We talked about innovation in the areas of a business’s product/price, impact, strategy, and market*

**Who can explain the function of the Innovation Matrix?**

**Can anyone share their completed Innovation Matrix with the class?**

*The Innovation Matrix lets you analyze a current business and think about ways to improve it by innovating in a particular area.*

*Encourage 2-3 scholars to share their Innovation Matrix.*

**What kind of innovation to your E! club project did you come up with?**

**Did anyone come up with an innovation to their personal project idea?**

*(Let 1-2 scholars share their experiences)*

**Answer any questions that may have come up about the Innovation Matrix.**

Emphasize that as we are continuing to develop our businesses, we need to keep thinking innovatively. How can we make our projects better and better?

- ➔ In this session we will learn how we can best present our enterprises. This will help us not only to seek advice but also gain attention from investors, customers and partners.

❖ **Share the objectives of this lesson!**

## 2. KNOT OR NOT?

Game - 15 MIN

Out of sight of the group place a length of string on the ground in a pile, about 7 meters long. You can tie a very loose knot in the string.... Or not. The object is for the group to decide whether, when you pull the ends of the rope will there be a knot or no knot. Start the game about 2 meters away from where the string is, where scholars cannot see it well.

Say: "Your task, as a group, is to determine whether this string has a knot in it, or whether there is no knot at all. You cannot touch or move the string. Before I allow you to closely examine the string, you must come up with a consequence that the whole group must do *if you guess wrong*. For example: If you guess wrong, everyone must do 20 pushups. Or, if you guess wrong, everyone must sing an embarrassing song. Also the decision of the group must be unanimous."

Give the group 1 minute to decide upon their consequence. Then, allow the group to approach the string and look at it closely. Tell them they have 7 minutes to come up with their final decision. Students will start arguing, and usually there are one or more who have a strong opinion one way or the other. They are able to influence the others. Sometimes, the groups will decide to vote.

**!!! Whatever the group does, don't involve yourself, just listen and watch to the side!**

When the group is ready, take their final answer. Pull the string to show them if there's a knot or not. If they are wrong, do the "consequence" they agreed on earlier together. Ask everyone to form a circle to analyse the experience.



**Who was the most convincing speaker among the group?**

What exactly did they do that changed your mind?

Why is it important for an entrepreneur to be an effective speaker?

From: <http://blog.trainerswarehouse.com/negotiation-and-conflict-resolution-activities/>

## 3. PITCHING YOUR BUSINESS IDEA

LECTURE, Q&A - 10 MIN

Today we will learn how we can speak in such a way that people listen to us and are motivated to support us.



**!!! Mentor; share how you mobilized resources for your project.**



**Who can tell me what a business pitch is?**

Has anyone heard of a business pitch before?

A business pitch is the start of a conversation with someone when you are looking to get support from. This support can be moral and emotional, professional advice or money.

The business pitch is a way to introduce your business in a quick, easy to understand, persuasive verbal summary, easy to understand persuasive way.



!!! Pitches are always short and persuasive.

### Who knows what advocacy means?



Use “Advocacy Definition” Visual

When we speak successfully we can get others to help us in our business. Either by giving advice, investing money or helping out in certain activities.

#### Presentation structure

First of all, the way we organize the information we want our audience to know is very important. You cannot start asking for help without introducing your business idea!

*Ask a volunteer to read the example in a convincing way.*



What did you notice about the example presentation?

## 1. PITCHING YOUR BUSINESS IDEA: EACH ONE TEACH ONE LECTURE, GAME, Q&A – 25 MIN

A presentation has 5 steps. We call them GEPIC for short:

- ❖ Greet
- ❖ Engage
- ❖ Problem
- ❖ Inform
- ❖ Challenge

These are steps we can follow every time we speak publicly or give a presentation. First, we **greet**. Then, we **engage** (or catch the interest of) the listener. Next, we state the **problem**. Then, we **inform** them of the solution. Finally, we **challenge** them by telling them what they can do! Each of you will become an expert on one of these steps and teach your colleagues about how to do it.

*Divide students into groups of 5. Distribute information sheets to each group.*

Say: Each group has received some information about one step in a successful GEPIC presentation. Pick one person in your group to read the information you’ve been given out loud to the group. Read it twice! Then, together, discuss the following questions in your groups. You have 5 minutes to read and discuss. (*Write these questions on the board*):

1. What step of the GEPIC presentation did you just learn about?
2. Can you summarize what someone should do in this step?
3. What’s the most important thing to do in this step?

Now that you are experts on your step of GEPIC, we are going to do an activity called “Each One, Teach One.” I want everyone to write the letters of GEPIC, very large, on the left hand side of a blank piece of paper, like this (*demonstrate*):



Now, find the letter you just learned about. For example, if I just learned about “Problem,” I would go to “P.” There, I would write notes about everything I know about it. **Take 2 minutes to do that now.**

In a minute, everyone is going to stand up, and move around the room. You are going to fill in the rest of your page with information about G, E, P, I, and C. You should find a partner, ask them to share what they know, and write down careful notes about what they say. Then, you can share with them what you know. If you’ve already met someone with their letter before, see if you can add more to what you already have! When you’re finished, find a new partner. Keep moving around the room until your GEPIC page is completely filled in and you understand each and every part. You have 10 minutes to do this.

Ready, set, go! After 10 minutes, ask students to sit down.



**OK, who can explain or summarize to me what G for Greet is about? E? P? I? C?**

*Refer to the information sheets to add to what students say. Be sure to clarify any confusion or mistakes in understanding if they come up.*

Tell Scholars: Besides organizing your information with GEPIC, it is very important to present it in a confident way. As I said earlier it is important to be confident but not too proud.

A few tips:

- ❖ Dress smartly
- ❖ Stand upright, straighten your back and spread your feet.
- ❖ Before your presentation you can relax yourself by breathing calmly.
- ❖ Practice as often as you can. Speak to different types of people!
- ❖ Next week we will all present our GEPIC speech to each other. We will all act as investors and decide which business we want to invest in based on the strength of the GEPIC speeches from each scholar. So come prepared to shine!

## 2. MOBILIZING RESOURCES

### Q&A, lecture – 10 MIN

We could use GEPIC to mobilize resources.



**What other ways are there to mobilize resources for your business?**

*(Possible answers are loans, savings, and fundraisers).*

As leaders we need to be resourceful. This means that we will think outside the box to find ways to raise funds.



Use “Loans – Savings – Fundraiser – Resourcefulness” Visual

#### Loans

One example we all know is looking for loans. Banks and micro-credit organizations can provide loans. You can also get loans from individuals.

To get a loan you need to find out what the requirements from the institution are, the interest you pay, the documents that are required to apply etcetera.

**!!!** Did you know that one of the Educate! scholars started a micro-lending business? William G. Baka became the first runner up of the Anzisha Prize award for Africa’s young entrepreneurial leaders and he won \$20,000 with his enterprise Angels Finance Corporation.

#### Savings

Saving money is an easy way to raise funds for your business. You can save alone, or with friends and

community members. You can consider opening a savings account or join a Village Savings and Loans Association (VSLA).

### Fundraiser

Organizing a fundraiser is a fun way to promote your business and raise funds at the same time. You can think about open house, car washing, or other fun activities.

!!! Always keep in mind that when you are mobilizing resources it is not only about money! Different kinds of resources are: human resources, natural resources, information and technology and time!

➔ The most important attitude in fundraising is proactivity. Don't give up when you don't have capital, but think creatively about ways to raise funds.

## 3. CONCLUSION/REFLECTION

Listen, Q&A – 8 MIN

Quote of the week: "Argument"

By: Desmond Tutu (South African Archbishop, Black Rights Activist)

*"Don't raise your voice, improve your argument."*



What does this quote say about business pitches?



Let's add a new skill to our portfolio. Turn to the Business Skills Portfolio page in your workbook:



What new entrepreneurship skill did we learn today?

**Have 2-3 students share their answer. Yes! Write "Business pitch" in your seventh square.**

- ❖ We can use business pitches to persuade others.
- ❖ The best way to advocate for your cause is by offering a win-win solution.
- ❖ When giving a pitch think about the content, the way you present it and listening to the feedback you get after the pitch.
- ❖ Resource mobilization can be done using different methods: saving, loan, fundraising or creative use of existing resources.
- ❖ Resources are financial, human resources, time, information and technology and natural resources.
- ❖ Be resourceful as a leader and entrepreneur.

## 4. ACTION STEP

2 MIN

Prepare your personal GEPIC pitch for presentation during the lesson next week! **The pitch should be no longer than 3 minutes to deliver. Short, sweet and GEPIC.**

**Advocacy: the verbal,  
written or symbolic  
actions to promote a  
mission or cause.**

## GEPIC SAMPLE

**GREET** Who are you? Recognise those in attendance. State your purpose for speaking or writing.

Thank you everyone for coming to listen to me today. As a student in our community, I care deeply about our collective future and the problem of severe unemployment which affects not only you and me, but also affects your children, my friends, your brothers and sisters and everyone's opportunities.

**ENGAGE** Get the audience's attention with a quote, statistic, story, or shocking fact.

Last year, my Dad showed me a story in the newspaper of a man who died by falling out of a cargo airplane. When I asked dad why this man tried to sneak and hide on the plane, Dad said "He was a man looking for work in another country. He had an education, a family and a dream, but no hope here."

**PROBLEM** Express the problem/opportunity in clear facts without your personal opinion.

Today, Uganda graduates about 36,000 men and women a year from different universities. Of these 36,000, only 20% find employment. Nearly 40% are the first in their family or entire village to attend university. Yet all those jobless graduates return home like the man who died in the airplane, with no hope.

**INFORM** Explain your view or research on the problem, propose your solution, innovation or vision.

Many people TALK about the need for more job creators rather than job seekers. But they stop at talking. What we need is more action and for youth like me and your children to start practicing creating projects and jobs now.

**CHALLENGE** Ask the audience to take action to support you. Have a clear goal/action in mind.

So, I am here today to challenge you to start being part of the solution to this major problem. I want you to stop talking and join us by investing in our poultry project. By supporting us, you are helping to change Uganda.

# INFORMATION SHEETS (CUT INTO STRIPS TO HAND OUT TO GROUPS FOR EACH ONE TEACH ONE)

## 1. Greet:

Who are you? Recognize the person or people you are talking to. Make clear what you are going to speak about. It is important to be confident but not too proud. Show that you are a credible youth, that you are honored to be speaking and that you appreciate the person for listening.



## 2. Engage

Get the audience's attention with a quote, statistic, story or shocking fact. This should make a topic interesting to the audience. Make the example very realistic, for example the story of a specific woman struggling to get water. For this part of the pitch you need to understand which challenge or need your business is targeting.



## 3. Problem/Opportunity

Express the problem or the opportunity in clear facts. Do not use your personal opinion but explain how serious the problem is, the nature of the opportunity or details about the current reality.



## 4. Inform

Explain your perspective on the opportunity and propose your solution, innovation or vision. Detail what your business or project does about the problem, evidence of the impact of your project, or your plans for action.

In the sample Tough Talk, the solution is that the youth need to start being trained as job-creators. This solution is very obviously connected to the problem.

You can present your solution by giving an example of what has worked, how it is low-cost or a better solution than the current methods being used, and how it could benefit people. Again, it would be great to give a personal account of how the solution has impacted you.



## 5. Challenge

Call the audience to take action to support you. Suggest a clear goal/action step. Make the action something specific so that you will be able to follow up with them and find out whether or not they have done it. Present the action as a yes or no question so they can make a decision right there whether they will answer your challenge or not.

Before you can write a proper challenge for action, you need to KNOW YOUR LISTENER. Decide who you are writing this speech for! If it is for your fellow students, then you want to make sure you challenge them to do something they can actually do. If you are writing for community adults, you can challenge them to support you in other ways (they have more resources). For example: Would you consider donating one hen to our poultry farm?

!!! This is also the WIN-WIN section. By giving a hen, you also benefit in some way!

**Objectives:**

- Scholars will be able to confidently present a GEPIC speech

**Vocabulary:**

GEPIC

**Why this lesson:**

Public speaking is a skill that is strengthened through practice. In this lesson scholars get the opportunity to practice their public speaking skills.

**Materials:**

Beans

**PREP:** Count out and separate piles of ten beans. Make enough piles for each scholar to get one pile.

**Lesson plan flow:**

0. Attendance (5 min)
1. Introduction (5 min)
2. Energizer (5 min)
3. GEPIC Investment Challenge (60 min)
4. Conclusion/Reflection (3 min)
5. Take away (2 min)

**The point to bring home is:** As entrepreneurs we can advocate for others to support our cause through GEPIC.

**Do not skip:** Everyone has to have the opportunity to present

## 1. INTRODUCTION

Q&A – 10 MIN



Who remembers what GEPIC stands for?

❖ Share the objectives of this lesson!

Some tips for public speaking:

1. **BE PREPARED:** know what you are talking about, practice your presentation out loud, but do not memorize it.
2. **KNOW YOUR AUDIENCE:** focus on why your message is important to them.
3. **CONTROL NERVES:** don't apologize for any nervousness or problem, concentrate on the message, and visualize yourself walking up the podium, smiling, giving your speech. Imagine yourself speaking, voice loud, clear and confident. Visualize the audience clapping – it will build your confidence, avoid fidgeting with your hands.
4. **ENTERTAIN:** capture the audience's attention by using humor and personal stories to bring across your message.
5. **PAY ATTENTION TO YOUR VOICE** and the way you speak: do not speak monotone, speak slowly and clearly, be loud enough but do not shout.
6. **PAY ATTENTION TO YOUR NON-VERBAL BEHAVIOR:** maintain a relaxed but upright posture, use eye contact to engage attention, smile.
7. **BREATHE!**

**Special tip:** Did you know that a powerful pose can give you a feeling of confidence?

Research has shown that if you stand in a powerful pose for 2 minutes before you have to speak while the audience doesn't see it, your audience will be more impressed with your speech because you communicate confidence (Dr. Dana Carney of Haas School of Business- University of California, Berkeley).



Let's practice our powerful pose!

## 2. DON'T TIP OVER!

Game - 5 MIN

1. Students get together with one partner.
2. Partners stand across from each other, with their feet about 10 cm apart. From here on out, they cannot move their feet or they lose the game.
3. Partners open their palms flat, and put them up about shoulder height.
4. Partners bring their palms touching each other.
5. The purpose of this game is to make your partner lose their balance enough to *move their feet*.
6. They can gently start pushing on the other person's palms, or quickly pulling their hands away. Emphasize that pushes should be gentle.
7. If your partner steps back or moves their feet at all, you win!
8. Play again.

This youtube video shows how the game looks: <https://www.youtube.com/watch?v=ioiKvFTFUU>

## 3. GEPIC INVESTMENT CHALLENGE

PRESENTATIONS - 60 MIN

Hand out 10 beans to each student in the room (*count them out before the lesson*).

Tell students: Each of these beans represents 30,000 Ugandan shillings! These beans are your money to invest, however you wish. As you listen to other scholars' GEPIC speeches, you can decide: Do I want to invest in this person's enterprise? If so, you can put aside beans (money) for them. How many is up to you. One? Two? Five? Or do you want to invest all your money in one person?

In a moment, we will divide into groups of 10. Within each group of ten, you will listen to your group members' GEPIC speeches.

At the end, once you've heard all the speeches, individuals can invest their beans by giving them to the person.

Each person can count their beans at the end, and calculate how many UGX they earned. The group member with the most money is the winner in that group.

**It is important to feel confident and respect each other.** You must listen quietly and respectfully to your colleagues. You can also give feedback to your group members after hearing their speeches. I suggest you can give helpful feedback by starting with one compliment, then following with a suggestion for improvement.

When you are done, we will come together as a whole group, and hear the GEPIC speeches of each group's winner. We will vote to choose one among them as the overall winner of the GEPIC investment challenge.

Suggested timeframe for this activity:

1. Give scholars time to finalize their pitch (10 min)
1. Divide scholars into groups of ten.
2. Invite scholars one by one to present their pitch within their groups, each pitch should not be longer than 3 minutes! Move around the room to monitor groups.
3. After everyone is done, bring scholars back together.
4. Everyone listens to GEPIC speeches of the winners from each group.
5. Vote to choose an overall winner.



**Why was \_\_\_\_\_'s GEPIC speech so good? What did he/she do well?**

*Encourage 2-3 scholars share their observations.*

## **4. CONCLUSION/REFLECTION**

**Listen, Q&A - 5 MIN**



**When can you use this pitch?**

**In which situation could you use the pitch to seek help?**

You can use the pitch to sell your product, or to seek investors and raise funds, or perhaps in your Clubs to get help from members to execute a project.

Emphasize the following:

- Public speaking skills are strengthened through practice
- The GEPIC structure can be used during fundraisers, assemblies, elevator pitches etc.

## **5. ACTION STEP**

**2 MIN**

1. Start pitching people to invest in your project back home.

## Objectives:

- Scholars will be able to write either social enterprise or business plans depending on the nature of the project
- Scholars will be able to judge their project ideas/actions by the E! Club Competition criteria

## Vocabulary:

Social enterprise plan

## Why this lesson:

An enterprise plan helps the young entrepreneurs think through different elements of how they plan to run their social enterprise. These enterprise plans are a requirement for the E! Club National Competition so it's good for scholars to start thinking about them now!

## Materials:

Visuals: "E! Club Competition winners"

## Lesson plan flow:

0. Attendance (5 min)
1. Introduction (3 min)
2. Intro to enterprise planning (15 min)
3. Writing an enterprise plan (20 min)
4. Mock judging (30 min)
5. Conclusion/Reflection (5 min)
6. Take away (2 min)

**The point to bring home:** Planning for your enterprise helps you think through the assumptions you have and present your business ideas in a simple way to others.

**Do not skip:** Preparing for the National Exhibition

## 1. INTRODUCTION

(Listen, Q&A - 3 MIN)



In this lesson we are adding a crucial skill to the Business Skills Portfolio...the skill of writing an enterprise plan for your business or social enterprise (depending on which kind of project you are currently running). Having an enterprise plan is important for many reasons:

- Keeping your business on track
- Making sure finances work out properly
- Explaining your business/social enterprise model to potential investors

⇒ We are also going to talk about the E! Club Competitions, which will take place in April of next year!

## 2. INTRO TO ENTERPRISE PLANNING

(GROUP EXERCISE - 15 MIN)



**What is an enterprise plan?**

How could you plan for a social enterprise? Does it look the same as a business plan?



Make sure scholars take note of the different elements, go through each of them.

Business Plan	Social Enterprise Plan
<p><b>Key Activities</b> What are the key activities involved in your business (who will play which role? What is the timeline and work plan?)</p>	<p><b>Introduction</b> Describe your vision and summarize your enterprise (NOTE: We created personal vision statements in Lesson 7)</p>
<p><b>Resources</b> What resources will you need to run your business (will you be using any resources in a new or innovative way?)</p>	<p><b>Theory of change</b> How will your enterprise create positive change? Connect <b>goals &amp; activities</b> from vision to <b>resources</b> you need to create the impact you want to have</p>
<p><b>Product/service</b> Describe the product/service your business provides (what is special or innovative about your product/service?)</p>	<p><b>The opportunity</b> Describe how enterprise is the best match between community needs and resources and your skills/passions (NOTE: Passion Match!)</p>
<p><b>Marketing</b> How do you plan to market your business? How will you alert customers to the benefits of your new enterprise?</p>	<p><b>The Innovation</b> In which business area is your social enterprise different (market, strategy, product/price, or impact)?</p>
<p><b>Distribution</b> How will you get your product/service to your customers?</p>	<p><b>Management &amp; operations</b> Who will play which role in running the social enterprise? What is the timeline and work plan?</p>
<p><b>Customer</b> Who is your target market? Is there anything innovative or different about the specific market you are aiming for?</p>	<p><b>Sustainability</b> How will your social enterprise continue to succeed in the long run? What is your budget and how will you continue to fund your enterprise?</p>

!!! Emphasize that this structure will help the Educate! Club present their projects during the E! National Competition where they will be competing with other schools and showcasing the enterprises they are running in their club.

## 1. WRITING AN ENTERPRISE PLAN

### (GROUP EXERCISE – 20 MIN)

Divide scholars into 8 groups. Explain that they will have 20 minutes to write an enterprise plan for ONE of the E! club projects.

They should follow the template on the Enterprise Plan visual.

Have groups call out which project they will be planning for so that all of the E! clubs projects are covered.

As groups work, walk around the room and offer advice and guidance as needed.

Make sure to call out time checks at 15, 10, 7, and 3 minutes to help groups keep time and not delay.

## 2. MOCK JUDGING

(GROUP EXERCISE – 30 MIN)

### Hype the E! Club National Competition:

Only the top Educate! Clubs qualify to participate in the National Competition next year! During Term 3, E! staff and mentors will select the top 80 semifinalist clubs who will earn the right to compete in the competitions in Term 1 of 2016. We need to start thinking NOW how well your club projects are doing so that you are prepared for the in-school judging event that will take place in Term 3.



Use “Club Competition Winners” Visual

*In these pictures you see the winners of the 2013 National Exhibitions: St Denis Ssebugwago. Their projects included outside catering, poultry, baking, liquid soap, juice. They were even hired by the school to provide catering.*

### Awards

We know how much pride you have in your projects. Because of this, you have more than one opportunity to win an award and be recognized for your efforts at the National Competition! Describe the categories of awards that clubs can win:

1. Best social entrepreneur: best overall winner of the day
2. Innovation award: club that best builds on a creative idea
3. Community impact award: club that has the largest impact in the community both in terms of numbers of people impacted as well as quality of impact
4. Sustainability award: club with clearest and most thoughtful plan for environmental and financial sustainability.

During the E! Club National Competition you will display your club’s projects through different means such as photos, receipts, drawings, testimonials and stories, video footage etc.

Besides this you need to produce a Club report that will provide the judges with information about your clubs. This club report includes your enterprise plan!

Today we will look at the judging criteria and see how well our Educate! club is doing in meeting these criteria.



Direct scholars to look at the Judging Criteria page in their workbooks

One of the biggest values that an enterprise plan brings to your business or social enterprise is the ability to communicate to investors. We will now participate in a “mock judging” exercise to see how well your enterprise plan communicates all the aspects of your enterprise to the E! competition “judges.”

Instruct scholars to leave their enterprise plan draft laying on their desk. In their groups they will journey around to each table and read through the enterprise plan drafts. Remind them to bring their workbooks which have the chart of the Judging Criteria! They should score each enterprise plan draft according to the Judging Criteria...how well does the enterprise plan communicate all the essential aspects of the E! club’s enterprise?

**!!! Explain to scholars how other E! clubs are doing in preparations for the competition.**

**!!! Emphasize the importance of keeping records of all finances!**

### 3. CONCLUSION/REFLECTION

(LISTEN, Q&A – 5 MIN)

#### Quote of the Week

By: Abraham Lincoln

*“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”*



What does this quote say about planning?

Emphasize the following

- A plan is not written in stone, it is important to continuously review your plan based on customer feedback and research. As a social entrepreneur you want to be innovative and to be innovative you need to understand your enterprise environment to constantly look for the best solution.
- For the E! Club National Competition it is key to have an enterprise plan and solid financial records!



Let's add a new skill to our portfolio. Turn to the **Business Skills Portfolio** page in your workbook:



What new entrepreneurship skill did we learn today?

**Have 2-3 students share their answer. Yes! Write “Enterprise Plan” in your eighth and last square. CONGRATULATIONS! Over the whole term, we’ve added 8 business skills to our portfolio!**

### 4. ACTION STEP

(2 MIN)

- In your Educate! club teach other students what an enterprise plan looks like AND what the E! Club National Competition judging criteria are
- Have a closing meeting with your club members and evaluate the term, invite them to come back next term.
- Finalize the home projects in the portfolio.



St Denis Ssebugwawo wins 2013 National Exhibition  
Their project included outside catering business, baking, poultry business, liquid soap and juice making.

**Objectives:**

- Scholars will be able to explain the role of a mentor
- Scholars will be able to analyze & identify the skills necessary for leadership development
- Scholars will be able to apply group decision-making procedures in their E! clubs

**Vocabulary:**

Mentor

**Why this lesson:**

This lesson will help scholars understand the origins and importance of the E! program, as well as the expectations of being an E! scholar. Scholars will learn about the importance of cooperative leadership and be introduced to principles for productive group decision-making.

**Materials:**

Scholar IDs

Term 1 workbook for each scholar

Visuals: "E! Program Components Visual Set" (4 visuals in the set)

**Lesson plan flow:**

- Attendance (5 min)
- Nicknamer (5 min)
- What is a mentor? (7 min)
- Overview of the E! Experience (10 min)
- Wereje Benson case study (20 min)
- Island Survivor activity (20 min)
- Principles of group decision-making (5 min)
- Conclusion (5 min)
- Action Step: Clubs (3 min)

**Preparation required:** Pin up the E! Experience visuals around the classroom as well as the E! Value banners

**DO NOT SKIP:** Benson Wereje case study, Island Survivor activity

**Urgent Note:** Check all scholars have an ID. Request non-registered students to leave. If less than 40 scholars registered, then request non-registered students to join by filling in application form at the end of the lesson.

## 1. NICKNAMER GAME (5 MIN)

Make a circle. Have everyone say their name and chose one adjective that starts with the same letter to describe them and then say why it fits you. For example, "Happy Hellen because I love to smile." or "Gigantic Godfrey because I am tall."

## 2. INTRODUCTION (7 MIN)

**Introduce YOURSELF as their Mentor:** share four things

1. Your full name,
2. Your School
3. Your personal project/passion
4. Your hometown

I am your mentor, which is **different** from a teacher. Being a mentor means I believe in your potential and I am here to advise, motivate, and support you on any issues—whether they are school, personal, family, or business-related. I am here for YOU.

**Tell them Your Motivation:** Why did you decide to become a mentor?

Use Mentor Definition Visual

**Share lesson objectives.** Explain this is a habit that will return every lesson. Today we will focus on getting to know each other and understand the E! Experience.

**E! Tradition Safe space:** This means what is said between E! scholars, stays between E! scholars. Throughout the year we will all share personal stories and feelings. This is a safe place. That means we don't run and repeat what is said here to the rest of the school. We must trust each other and trust that what is said in this room stays in this room and won't be used against us in the future. Raise your hand now if you commit to respecting the E! safe space throughout this year in our LEC lessons.

### 3. DISCOVERING THE EDUCATE! EXPERIENCE (10 MIN)

Now that you know a little bit about me, I want to share some information about the components of the E! Program:

**!!! PLEASE NOTE:** Do not over talk when covering the points below! They will learn the details of each component in program during the following gallery walk.

#### 1. Educate! Student Business Club

You will create an E! club where you'll practice entrepreneurship and leadership skills. I expect you all to lead the club and recruit as many students in school as possible. You'll start various projects that generate profit and create positive change.

#### 2. Leadership and Entrepreneurship Course (LEC) lessons

The course meets once per week for 80 min. I promise to be here for you, on time for class and prepared.

#### 3. Mentoring

As your mentor, I promise to advise, motivate, and support you throughout this year. And, each of you will also take on the role of being a mentor to three younger students. You will be a role model to them using what you have learned in the LEC.

#### 4. Teacher Association

Teachers meet to learn more about the E! program, entrepreneurship and how best to support the E! scholars.

#### After successfully completing the E! Experience, you join the E! Graduate Network

You scholars were chosen for this course. I chose you for a reason and want to see each and every one of you graduate.

Use E! Experience Components Visuals (There are FOUR of them)

#### GALLERY WALK:

Ask scholars to stand up and take 5 minutes to walk around the room, reading through the E! Experience components posters. After scholars have had a chance to look at all the posters, ask them to return to their seats

### 4. BENSON WEREJE CASE STUDY (20 MIN)

The first topic we will cover in the E! Experience is leadership, in particular what it means to be a leader who has a vision for yourself and your community. The first leader we are going to learn about lives right here in Uganda. His name is Benson Wereje.

→ Ask a volunteer to read Benson's Wereje's case study aloud.

Have scholars form groups of 5 (8 groups total). Give groups 5 min to discuss the following questions in their groups:

1. **How did Benson develop his skills and talents to lead his community?**
2. **What was the benefit of the cooperative businesses that Benson engaged in?**

NOTE: As scholars discuss, walk around to all the small groups and listen in on a few conversations. Feel free to contribute to the discussions as you visit with each group. But don't forget to keep track of time!

After 5 min, bring everyone back together as a whole group. Share the answers of 3 groups. Then summarize by asking:

→ **Why should we be cooperative leaders?**

Because it is leaders who make things happen in their communities. It is leaders who have a vision for the future,

take initiative,

influence people,

solve problems, and... **TURN THEIR VISION INTO REALITY.**

The old way to think about leadership is to think of one leader on top, with many followers at the bottom. This doesn't work today! We need many leaders with different strengths & personalities who can work together as a team.

**Our problems are many, so our problem-solvers must also be many!**

## 5. ISLAND SURVIVORS ACTIVITY (20 MIN)

⇒ Now that we have had a chance to read about Benson Wereje's experience with cooperative leadership, we are going to do an activity that will show us how challenging it can sometimes be to work cooperatively. Being a cooperative leader is not always easy!

### Set the Scene

*A plane has crashed and the passengers are stranded on a deserted island. You are among the passengers and you are thinking of how to survive. You are looking for items you can use. Amongst the airplane wreck you find the following 10 items.*

Use Island Survivors Visual 1

**Round 1: Individual (3 min):** Everyone remains seated and works individually

- Imagine you are among the stranded passengers. Select the items that you would put in the small bag you have.
- NOTE: Your bag is very small! Only SEVEN items will fit. **You can only choose seven items to take with you.**
- Write down a numbered list, with the items listed in order of priority: most important items on the top and the least important items at the bottom of the list. Leave space on the right side of this list.

**Round 2: Small groups (4 min):** Make groups of 5 and remind scholars of the scenario.

- Now prioritize in groups on the items you would put in your small bag. **YOU NEED TO AGREE ON THE ITEMS YOU PICK. KEEP TIME!!!** You can only choose seven items to take.
- Write down this numbered list right next to the list you developed during the individual round.

**Round 3: Big groups (5 min):** Divide the class into 2 big groups and once again remind scholars of the scenario.

- Now prioritize in the big group the items that you would put in your small bag. **!!!EVERYONE NEEDS TO AGREE ON THE ITEMS YOU PICK. Keep time!!** You can only choose seven items to take.
- **Write down this numbered list right next to the list you developed during the small**

**group round.**

Reflection (7 min)

- **Is the list you developed alone the same as the list you developed in the groups? What was different?  
Is it easier to make decisions individually...or as a group?**

*Encourage at least 4 scholars to share their thoughts before you emphasize the points below:*

Lessons from the Game:

1. Different people have different priorities. Often group priorities require compromising individual priorities.
2. Group decisions require enough time and structure. Voting is one type of group decision-making structure.
3. Usually people accept a decision made as a group before they accept a decision made by one person.
4. During group decision-making, different people tend to take up different roles in the group. How are you in a group? Reflect on your own attitude—did you try to dominate the process or become quiet and stop contributing.

## **6. PRINCIPLES OF GROUP DECISION-MAKING (5 MIN)**

As a team we need to prioritize, share, and divide the tasks in the best way to achieve more as a team. This is the essence of cooperative leadership and it will help keep all members accountable to the rules and regulations.

**There are 4 easy principles to follow:**

Use Principles of Group Decision-Making Visual 2

1. *Create a safe space:* do not criticize suggested solutions, listen to one another, encourage participation.
2. *Organize your ideas:* write them down!
3. *Assign Duties:* Who is doing what? Assign a chair and secretary. Be very detailed
4. *Follow Up:* Develop a follow-up action plan for after your meeting to ensure people delivered on their commitments/promises

- **Which of the above steps do you think is the MOST DIFFICULT when trying to make a decision in a group? Which is the easiest?...Why?**

*Invite 4-5 scholars to share which of the above steps is easy or difficult. Encourage them to explain WHY they think so.*

**Share your own Experience:** as a mentor in either leading group decisions in your project or in your Educate! clubs

## **7. CONCLUSION (3 MIN)**

**I would like to end today by sharing the words of Eric Glustrom with you. Eric is the founder of the Educate! program. He is an American who was inspired to start Educate! when he met Benson Wereje on a trip to Uganda in 2002:**

**SPEECH: LEADERSHIP POTENTIAL  
BY ERIC GLUSTROM**

*I will never forget the moment in June of 2002 when I was sitting in the mud hut of a refugee from the Congo. Benson had only a wooden stool and a few books and pens. He was only 16 years old but lived alone after being separated from his family while escaping to Uganda. His refugee camp was so terrible with violence, disease, and malnutrition. They were so poor and desperate that education was the last thing on my mind. But when I asked Benson what I could do to help, he said, "If you want to help me and my community, then help*

*me to go to school. Because with an education I can solve the problems here and in my homeland."*

*From those inspirational words, the organization Educate! was born. Our mission is to develop the next generation of leaders and entrepreneurs in Africa.*

*Today, 10,000 Educate! Scholars, including you, are beginning a journey – a journey that will end with you solving the biggest problems facing your family, school, community, and country.*

*Leadership is the tool you will use to create a better world. If you devote yourself to the Educate! program, then very soon, you will be the people who bring in a new time of peace, justice, and equality. I was only 17 years old when I traveled so far from home to start Educate!*

*You must first develop a vision for yourself. Then, you must mobilize people behind our vision. You need leadership. In order to achieve your own personal goals, to help others, motivate people, and create a positive legacy for yourself and your family, you will need leadership.*

*It will be a long journey, much longer than your time in the Educate! Experience.*

*But when you reach the end of your journey you will find that you have changed the world.*

## **8. ACTION STEP (3 MIN)**

**Did we meet the objectives of today?** Next week we will plan how to set up the leadership structures in your E! business clubs and talk about the importance of social entrepreneurship.

### **Action Step:**

Ask school admin for permission, pin up posters, & hold a recruitment event to promote the E! Club.  
**Set up a regular date, time, and place for the E! club to meet.**

## **WEREJE BENSON CASE STUDY**

*"I used to be the first to run and I ran alone. The rebels wanted to get young boys like me to do terrible things. So, I would leave my mother and sisters. Alone, I grew strong.*

*When I found my people again, I grew stronger." -Benson, 2008*

No one knows exactly when Wereje Benson was born. In the northern villages of the Congo, mothers did not keep records and children like Benson had to grow old very quickly. He was the first born of six children. Before the war started in 1994, almost one hundred members of Benson's family lived together in the same village. But when the rebels and the fighting came, the family broke apart and ran in many directions. Benson learned quickly that the rebels wanted to kill students because:

**"whoever gets education may also become strong leaders, may learn to change things, but the rebels did not want the war to ever end"**

He escaped the attack and ran directly from school deep into the forest for two years without knowing if his family was alive or dead. When Benson finally returned, his father arranged for them to move to Uganda. However, soon after they arrived in Uganda, his family decided to go back, believing they could die of hunger here or die by the rebels there—no difference. But Benson had seen too much torture, rape, dead bodies being eaten by dogs in the street, and violence to go back to Congo. Although he cried many tears at the border, he decided as a teenager to live in Uganda—to stay alone.

Benson struggled and almost died trying to make it alone! He would do so many things for money, but it was never enough to pay for food and school. Benson would carry 100 stones a day for builders to earn 1,000/=, would dig 40 metres squared of the neighbour's garden to earn 20,000/=, and cover waste to protect the community from Cholera for 2,000/=. In 'O' level, he started his first project with 1,000/= capital—buying sugarcane from 30 kilometres away and carrying it to sell in the village. For so much effort, he would be paid in simple food such as Irish potatoes. In 2005, Benson remembered one the great lessons of his father, “find a good group, do not isolate yourself, share with them problems”. He finally understood that working alone and trying only to help himself was the wrong strategy. Power is in groups! **By starting a cooperative, a group with a common mission, he could help bring himself and the entire community out of poverty.**

Cooperative businesses work under 2 basic principles: User owned and User benefited.

The user-owned principle means the people who own and finance the cooperative are those who use it. "Use" usually means buying supplies, marketing products, or using services of the cooperative business. Those who use the cooperative control it by electing leadership and voting on major decisions. The user-benefited principle says that the cooperative's purpose is to provide and distribute benefits to members. Members unite in a cooperative to receive services otherwise not available, such as to purchase quality supplies, increase their bargaining power, share best practices, or have a bigger market.

Benson started practicing cooperative leadership with his first talent: football. The football club was a great success and led to a partial sponsorship for school. Next, he organized young men and women by starting a small youth group at church. The group was given a piece of the most productive land and Benson was elected LC! There were many old men that could have been given the leadership position, but Benson had proven himself to be trustworthy and strategic in solving problems.

In 2005, **together with a group of four friends still in secondary school**, Benson started a cooperative that would change his life forever. They called it CIYOTA. CIYOTA is a youth-led movement that unites and transforms communities to create sustainable peace and prosperity in Africa. Their strategy is to mobilize youth and orphans for collective digging to raise money in order to solve their own problems as refugees. When Benson was digging alone, he would earn 20,000/=; through CIYOTA, the group earns over 2,000,000/=!

CIYOTA has built a primary school and orphanage that gives over 200 young refugees per year an education inside Kyangwali. They also have a youth hostel and loan group for the poorest women in the community. Benson values unity the most. By working together they were able to move mountains and fund all their projects from nothing.

In 2013 Benson travelled to the USA and won \$90,000 US dollars as an Echoing Green Fellow. He returned home to continue his work. A proud father and husband, Benson hopes to be remembered as “a simple servant, helpful and obedient to all, who never wants my children to suffer as I have suffered”. When Benson says “my children”, he means the next generation of all Africans.

# MAKEUP LESSON #1 – What is the E! Experience? – VISUALS

**A MENTOR**  
believes in the potential of their mentees and selflessly invests in them. A mentor advises, motivates, and supports their mentees.



### Leadership and Entrepreneurship Course

**Be Exceptional**  
*The Course is fun and interactive. You learn 21<sup>st</sup> century skills.*

**Course Facts:**

- 80 min per week, 21 lessons total over 3 terms
- Students in the course are "scholars" – only 40 selected per school. Certificates given next year Term 1.

**Term 1: Leadership**

- Learn tips and tricks on how to be the best leader
- 5 Lessons: leadership, having a vision, group decision-making, team building, social entrepreneurship
- Receive Materials: Leadership Notebook, Workbooks, Scholar ID Card etc.



**Term 2: Entrepreneurship**

- Learn how to run businesses, invest, and track finances
- Participate in Fun Skills Retreat where you meet scholars from other schools and learn how to make & brand products such as liquid soap, candles, recycled paper products.
- 10 Lessons: customer profiling, resource mapping, fundraising, public speaking, innovation, budgeting
- Receive Materials: Folder Portfolio, Workbooks

**Term 3: Mentoring**

- Discuss important challenges and solutions
- 8 lessons on: mentoring, savings, disease, poverty, *coolestcat*.

**Course Benefits:**

- Lead a project to solve a problem in your community!
- Start a successful business!
- Build a Portfolio of your work demonstrating your leadership and entrepreneurship skills
- Be Exceptional! Chance to become an Educate! mentor, join the Youth Business Experience or stand a chance to be awarded a full scholarship as the best scholar. Once you graduate, you are in the Educate! family for life. And we support you!



### Educate! Club

The Educate! Club is open to all interested students. The Educate! Club is the platform for you to start your business and take up leadership roles. Educate! Clubs compete in the National Educate! Club Competition.

**Club Facts**

- Open to all students
- Student led; you decide when to meet, what projects to run & how
- Meet as a club at least three times per term
- Club leaders lead the meetings!
- Clubs have club patrons (Associate Teachers)
- Educate! Mentor and Youth Leader available to advise clubs
- 1 club can implement multiple projects.



**Termly Club Overview**

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Establish leadership</li> <li>• Write constitution</li> <li>• Recruit members</li> <li>• Generate project ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Start the club projects</li> <li>• Fundraise during visitation day</li> <li>• E! Club usability challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen projects</li> <li>• Increase income</li> <li>• Prepare for competition</li> </ul>

**E! Club National Competition**

Big Events held in Kampala where scholars exhibit products. Prizes are cash or trophies. Judges come to inspect nominated schools at district level.



**Club benefits**

- Practice business skills in school
- Share LEC skills with all students
- Requirement for a Level Entrepreneurship Paper 3



### Peer Mentoring Program

*As young leaders, Educate! Scholars selects younger students in school who they will mentor this year. Mentoring others is the best way to grow your own skills & confidence!*

**Mentoring Facts:**

- Each scholar selects 3 mentees
- Mentoring takes place in groups of 2 scholars and 6 mentees
- Every term scholars and their mentees organize a school-wide activity to impact the school community directly.



**Termly Mentoring Overview**

Term 1	Term 2	Term 3
<b>Community Day</b>	<b>Skills Day</b>	<b>Mentoring Week</b>
The Educate! scholars organize a recruitment event of the Educate! Club. With the new members, they lead a Community Day with service activity for either the school or outside community.	The Educate! scholars organize a day to transfer Product Making skills to the club members.	Educate! scholars organize a week of activities including assembly, group mentoring sessions, and a guest speaker. The guest speaker can be a community member, Educate! graduate, mentor, or school coordinator.

**Mentoring benefits:**

- Be a role model
- Strengthen your leadership and entrepreneurship skills
- Gain experience organizing events and managing teams



### Educate! Experience Teacher Association

*Educate! works with teachers to promote relevant and interactive education to schools and government. At the same time Educate! asks teachers to support Educate! activities such as Community Day, skills retreat, and getting time on the timetable.*

**Association facts**

- Open to all teachers in Educate! schools
- Association meetings led by Educate! Program Officer are held twice per term
- Annual Teacher Conference
- Teachers implement innovative methods in school

**Associate teacher support roles**

- Provide support scheduling Educate! Activities on the school timetable
- Support in organizing Educate! events such as community day, skills retreat, and mentoring week
- Support the Educate! club by attending club meetings once a term
- Check in with Educate! club members to follow up on money management, leadership activities, and membership.
- Create visibility for Educate! Activities





### Surviving on a Deserted Island




### Principles of Group Decision Making

1. Create a safe space
2. Organize your ideas
3. Assign Duties
4. Follow Up

Which of the steps do you think is the **MOST DIFFICULT** when trying to make a decision in a group? Which is the **easiest**? Why?



## Objectives:

- Scholars will be able to write a club constitution
- Scholars will be able to define social entrepreneurship
- Scholars will be able to start on the Leadership Passbook

## Vocabulary:

Social entrepreneurship, win-win solutions

## Why this lesson:

- Setting up a social enterprise can help you positively impact society while also bringing you income!
- Conflict inevitably arises within a team. Having leadership structures in place can help a team to navigate conflict. In addition, being able to find win-win solutions helps a team resolve conflict in a way that meets many members' needs.
- Leadership is a skill that is developed. The Leadership Passbook has activities to develop the most important leadership skills.

## Materials:

1 Leadership Passbook for each scholar

Visuals: "Social Entrepreneurship definition," "Andrew Mupuya," "Donkey conflict," "Win-win solution definition"

## Lesson plan flow:

- Attendance (5 min)
- Who's the Leader? (5 min)
- Introduction (2 min)
- Club Leadership set-up (20 min)
- Social Entrepreneurship (10 min)
- Win-win solutions (10 min)
- Leadership Passbooks (30 min)
- Action Step (3 min)

**POINT TO BRING HOME:** Leaders are not born, they are made through skill development. Everyone has the potential to be a leader.

**DO NOT SKIP:** Discussion of Wereje Benson

## 1. WHO'S THE LEADER? (5 MIN)

- Make a circle outside of the classroom
- Send one scholar outside the circle somewhere they can't see or hear what is happening in the circle. While that scholar is away, choose a "leader" of the circle group. The leader will choose some kind of motion to do (waving their arms, jumping up and down, clapping their hands, etc) and the whole group will follow.
- Call the scholar back into the circle. They will stand in the middle and observe the actions of the whole circle group. Occasionally the leader should change whatever motion the whole group is doing.
- The goal of the scholar in the middle is to determine who the leader of the group is. The leader needs to make his motions obvious enough that all the followers know when he has changed the motion, but he needs to be secret enough not to be identified.
- Once the scholar correctly identifies the leader, then the leader is the new scholar in the middle.

**What is the lesson of this game?** (Have 2-3 scholars answer)

## 2. INTRODUCTION

(2 MIN)

What is the update from the Educate! Club recruitment meeting? What is the scheduled day/time/location for E! club meetings?

**Share the lesson objectives:** Today we are going to talk about how to set up the leadership structures in your E! business clubs. We will also discuss the importance of social entrepreneurship and learn about an innovative Ugandan social entrepreneur named Andrew Mupuya.

### 3. CLUB LEADERSHIP SET-UP

(20 MIN)

Early next year your club will compete with all other E! clubs in the E! National Competition. One of the judging criteria is teamwork. Cooperative leadership and effective group decision-making are 2 crucial components of strong teamwork:

**Teamwork Criteria:** Clubs have clear leadership structures.

Most members attend all club meetings, communicate freely about challenges, help each other out.

#### ? How can a club constitution strengthen our club teamwork?

- Provide guidelines for the daily running of the club
- Help sort out internal disciplinary and organizational problems
- Can help in seeking resources from other organizations

Club constitution set-up

- a. Make 8 groups
- b. Assign each group one of the following sections to write or redraft: Objectives, Membership, Leadership, and Finances.
- c. Instruct groups to read through the example constitution and discuss how they would fill this part for their club. Each group should either think of one question or new idea on their section to discuss with the big group.
- d. Give scholars 10 minutes to work on this in their groups. As they work, walk around the room and encourage groups to apply the 4 Principles of Group Decision-Making (from last week) in their discussions to agree on how to draft their assigned section

Reflect: After 10 minutes has passed, ask all groups to share either their questions or their new ideas they have about their section.

**NOTE: The constitution cannot be completed right here and now in this room, but with the knowledge you gained today you can go back to the E! club and lead the process. Remember: all members need to accept the constitution.**

For example, Club leadership: Which method for leadership election should we have? What do we do if there is no candidate? How do we decide who are committee or project leaders? What happens if a project leader stops being committed?

For example, Finances: How do we ensure the club money is safe from theft by the administration of treasurer or thieves?

For example, Membership: When are you going to call members to elect the leadership?

For example, Objectives: Do we want to maximize profits or have a balance of charity projects and businesses?

#### **Leadership election tips:**

- Challenge members to demonstrate their skills: e.g. calculation skills for treasurer, communication skills for president
- Be aware of gender balance (**Do not allow that girls are only in positions of deputy/vice. This is gender biased and wrong.**)
- Ask members to apply for leadership committee

Ask for support from mentor or club patron (associate teacher)

## 4. SOCIAL ENTREPRENEURSHIP

(10 MIN)

The main goal of the E! Club is for members to gain experience starting up enterprises.

There are many types of enterprises that your E! club can start...retail, wholesale, trade, services, agriculture, food processing, and others.

Oftentimes enterprises are only designed to make money, but today we will focus on a special kind of enterprise that makes money AND has a positive social impact on an entrepreneur's community.

Use Social Entrepreneurship Visual 1

### ? What does social mean?

Encourage 1-2 scholars to share their definitions first. Social has many meanings. In this context, social refers to society.

- A social entrepreneur is someone who recognizes a problem in society and uses entrepreneurial principles to design a solution to the problem.
- A social entrepreneur assesses success in terms of the impact on his or her society.

### ? What four criteria of social entrepreneurship do you see in this definition?

Ask for volunteers to identify the criteria in the posted definition before you explain the points below.

- Positive: Does the enterprise have a mission to create positive social or environmental impact?
- Innovative: Does the enterprise accomplish its mission in a new and better way?
- Impact: Can the enterprise measure real impact created by its work?
- Sustainable: Can the enterprise last because it renews its own resources or is the impact of the enterprise long-lasting in a permanent system?

**!!! Please note that these four are also criteria in the E! National Club Competition!**

### ? Who knows an example of a social enterprise?

Invite 1-2 scholars to answer then read aloud "Examples of Social Entrepreneurs" from their workbooks. These examples demonstrate that social enterprises combine making money with creating social impact!

Now we are going to learn about an innovative Ugandan entrepreneur who started a social enterprise:  
Andrew Mupuya

## 5. WIN-WIN SOLUTIONS

(10 MIN)

As you are working together in your E! Clubs, it is very likely that conflict may occasionally arise between members.

- ➔ E! clubs often face conflict around: division of labor, use of finances, projects to work on, one person doing more work than the other, where to keep money, etc.
- ➔ REMEMBER: Leaders should always focus on what is best for the group and take a lead in conflict resolution!

Use Donkeys' Conflict Visual 1

### ? Who can explain what is happening in this picture? What do the donkeys do to resolve their conflict?

- ➔ First the donkeys pull in different directions trying to reach some grass
- ➔ They realize they can come up with a win-win solution by first sharing the grass on one side and then sharing the grass on the other side.

Explain Win-Win Solutions

- ? When two people fight, what are different types of outcomes to the conflict? Is there usually 1 winner and 1 loser? Why?

Use Win-Win Solutions Visual 2

- ➔ I lose you lose: After fighting each other, no one achieves their goals. Both sides try to win at the expense of the other. No one really gets what they want.
- ➔ I win- you lose: assuming you always have to win. In this case I would do everything that I could do to make sure that I get what I want and you do not.
- ➔ I lose – You win: letting others get what they want. This happens when some people want to be popular.
- ➔ I win – you win: solutions are beneficial and satisfying for both sides involved.

? **Who can explain why I emphasize win-win solutions today and not the other 3 types of solutions?**

- ➔ Your goals always affect other people; make sure the way in which you are trying to achieve your goals is not negatively affecting the others.
- ➔ If everyone is happy with the results, the solution is likely to last long and be an effective way to solve the problem.
- ➔ All other outcomes leave conflict or dissatisfaction: this will cause more problems at some point in time

? **How can win-win thinking help us build better enterprises?**

- ➔ Social enterprises automatically offer win-win solutions to our community
- ➔ If we keep in mind innovation, impact, sustainability and positivity we can impact the environment, society and make profit at the same time.

## 6. LEADERSHIP PASSBOOKS

(30 MIN)

**Hand out Leadership Passbooks to Scholars:** This passbook is what we will use to develop your potential into real leadership skills.

Leaders have different skills such as problem solving and goal setting. This book will help you practice those skills in order to become strong leaders. I'll only give you 1 copy so don't lose it!

- ➔ Complete a minimum of **2 actions per page**. Once you complete a skill, put the evidence in the book and check off the action at the top. After lessons or during meeting time, the mentor will stamp your book to confirm you have completed each skill page.
- ➔ Once you complete the Leadership Passbook, you will receive the Business Skills Portfolio. The portfolio is a beautiful folder. In order to be certified as an E! certified leader and entrepreneur:
  - You need to complete the Leadership Passbook by our first Term 2 LEC lesson (next week!).
  - You need to complete the Business Skills Portfolio by the end of Term 2.
- ➔ We will take some time now to work on the Leadership Passbooks individually. Ask me for help if you have any questions. *NOTE TO MENTOR: Encourage scholars to work actively on their Leadership Passbooks. Ideally they should have one action per page completed by the end of this lesson.*

## 7. ACTION STEP

(3 MIN)

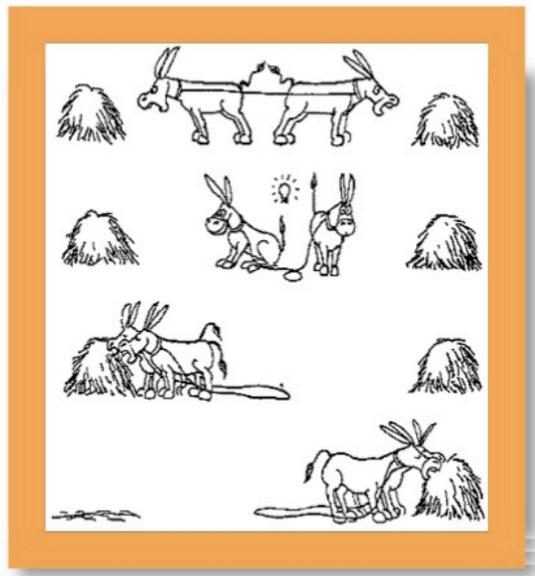
**Follow up at the Club Meeting:** Ensure all new rules or procedures for the E! Club are captured in the constitution. It is important you understand the constitution and why all the rules are there as a leader. Constitutions are key to effective group decision making.

**Did we meet the objectives of today?** Next week we will begin the E! lessons for Term 2. It is crucial that you work diligently on your Leadership Passbook because you will need to finish it before we begin the E! LEC lessons for Term 2. This will give you the rest of Term 2 to focus on the Business Skills Portfolio.

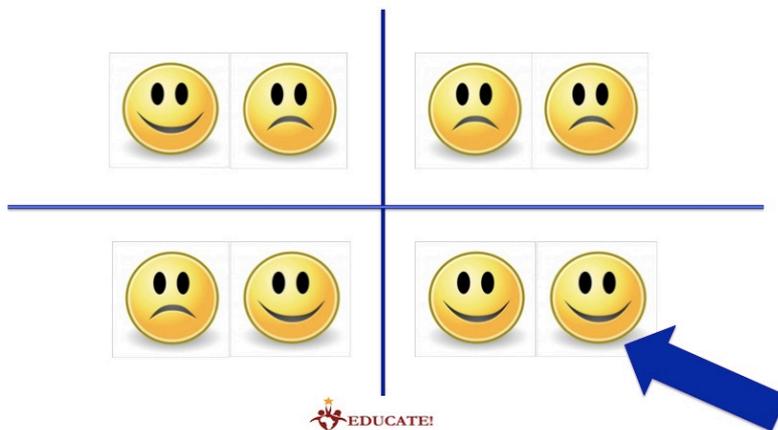
**SOCIAL ENTREPRENEURSHIP**  
is the creation of innovative  
enterprises to make positive  
and sustainable impact on  
society and/or the  
environment.



## Conflict in Teams



## Types of Solutions



**PREP:**

The math involved in budgeting can sometimes get tricky! Before you visit the E! club, make sure to review the budgeting process and practice explaining it to a younger family member, friend, etc so that you know how to explain the process simply and clearly.

Have pre-written notes for how you developed the budget for your own enterprise and be ready to explain the budgeting process for your enterprise to club members. They will ask many questions!

*Recommended:* Make a poster of your own enterprise budget using the “Monthly Budget Template” included at the end of this session plan. Display this poster to club members during the example activity where you explain how you developed the budget for your enterprise.

**OBJECTIVE:** E! Club members will be able to create an enterprise budget for their projects.

**SUGGESTED TOPICS TO COVER IN YOUR VISIT:****1. Introduction**

Welcome club members and orient them to the purpose of your visit.

*EXAMPLE:* Thank you for inviting me to your meeting today! The main purpose of my visit is to help you plan your budgets for the club projects and give you advice on managing money wisely.

**2. Explaining the budget process**

Ask members where they use budgets in their daily lives...why is it important to develop a budget?

*EXAMPLE:* Many students come up with budgets when they're preparing to go to school for how much money they need for soap, sugar, uniforms, etc.

*A budget allows a business to understand:*

1. How much money they are making
2. What their money is used for
3. To identify areas to save money

*When you are developing a budget for an enterprise you first need to think about where your enterprise is spending money. One way of identifying how your enterprise is using money (and very importantly HOW MUCH money it is using), is to look at your costs in 4 categories:*

*Activities – Things that have to be done to keep our business running smoothly!*

For example:

- building a stall to raise chickens in
- paying people to make paper beads
- traveling to market to buy supplies to make your product

*Resources – Things you need to buy for your enterprise!*

For example:

- Seeds to plant your tomatoes
- Vaccine to protect your animals from disease
- Airtime to communicate with your business partner

*Marketing – what you need to do to build a relationship with your customer*

For example:

- Signs advertising your business
- Flyer to alert people to your new business
- Rent for a sound system for a sensitization day

*Distribution – how you get your product to your customer*

For example:

- Paying rent for the market stall
- Transporting your product to market

Pass around copies of the Monthly Budget Template handout for members to look at and review the process for filling in the template.

*(Keep pointing at the areas of the budget you are talking about as you list the steps)*

1. Begin by listing the name of the item.

For example, if you have to buy chicken feed for your chickens, write “chicken feed” under Item Purchased.

2. Then, list how much that item costs at the market. You want to use the unit price of that item.

**A unit price** is the price for one unit of the item.

For chicken feed, they commonly sell it in kilograms, so you want to list the price for 1 kilogram of feed in the COST column.

3. Next, you will list how many of those items you will buy.

We know that they sell chicken feed in kilograms, so in the quantity (QTY) box write how many kilograms you will want to buy.

4. Then, multiply the price per item with the number of items you want.

If chicken feed costs 3,000/= UGX per kilogram and we want to buy 2 kilograms...then, our total price is 6,000/= UGX. That means we would put 6,000 in the SUB-TOTAL box for that row.

**Now I will show you an example using my own enterprise!**

Show members the poster with the budget for your own enterprise and walk them through each part of the budget, being sure to point to each section of the budget template as you explain it.

### **3. Budgeting for club projects**

Divide members into groups based on the number of projects they have and have them work on budgets for the projects while you walk around to the different groups to help them.

Give groups guidance as they work to develop their budgets and have them present their budgets to each other in order to check that they remembered everything.

*Emphasize the following:*

- A budget gives entrepreneurs all the information about the costs of their business.
- A budget helps to understand how much money you are making, what the money is used for and to identify areas to save money.
- To come to a budget you need to know the resources, marketing, distribution, activities, and costs sections of your enterprise.
- For each cost item you need to know the number of items you need and the unit price.

**4. Financial record-keeping**

Give clubs advice on financial record keeping. Use YBE notes as a reference. Make sure to address topics such as: where clubs can keep their money safely, how they can make decisions re: reinvestment, profit-sharing, etc

**5. Check-in with club leadership**

After the regular meeting has ended, request that members in club leadership positions remain for 5-10 minutes to check in with you about how things are going. Engage club leadership in how they are fairing regarding their roles in the E! club. Check to see if they have any questions you can answer or any advice you can provide.

In particular, reach out especially to the club treasurer to see if he or she understood the budgeting process you outlined today in the meeting and to see if he or she has any questions for you about their responsibilities or role in the club.

**Monthly Budget Template**

COSTS				
Category	Item Purchased	Cost	Qty.	Sub-Total (cost x quantity)
Resources				
Activities				
Distribution				
Marketing				
Total Costs				

**PREP:**

At one of the last LEC lessons, make sure to:

- Introduce group mentoring
- Have scholars form groups of approximately 5 members each, of their own choice
- Make sure groups are evenly sized. **NO MORE THAN 5 SCHOLARS PER GROUP.**
- Assign each group a number #1-8 and record names of each scholar in the group. Tell groups #1-4 that they will meet on the first group mentoring day and tell groups #5-8 that they will meet on the second group mentoring day.
- Choose 1 scholar per group to be the mobilizer, who is tasked to remind group members to come to class on their assigned group mentoring day.

DO...	DON'T...!
<ul style="list-style-type: none"> <li>✓ Make sure that groups are evenly sized</li> <li>✓ Start the group mentoring session even if 1-2 scholars are missing. Minimum group size is 3 scholars.</li> <li>✓ Mentor only E! scholars.</li> <li>✓ Run group mentoring sessions <b>AFTER</b> you have finished the LEC lessons for Term 2</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Don't start or run a group mentoring session with fewer than 3 scholars OR more than 5 scholars.</li> <li>✓ Don't let non-Educate! scholars join the group mentoring sessions</li> <li>✓ Don't have the same scholar in multiple groups.</li> </ul> 

**MENTOR NOTE:** Make sure to involve all 5 scholars in the following discussion. Let them interview each other in order to understand the issues thoroughly, come up with specific and relevant action steps, and provide reflective advice. Encourage all scholars to actively write out their plan by the end of the session.

**INTRODUCTION:**

Create a safe space and introduce the theme of today's session with an opening question:

*Welcome! Today we are meeting in a small group mentoring session so that you all can get more individualized attention and coaching from me and from each other.*

*I want everyone to feel comfortable sharing and asking questions freely today. We don't want to judge each other or argue. We want to help and advise.*

*The goal for our group mentoring session today is to develop an action plan for your future. Take a minute to think about the following questions:*

- What do you want to do after school?*
- What career do you want?*
- What kind of enterprise do you want to run?*

*Today we will discuss what action steps you need to take NOW to ensure you have the best chance at the career you want in the future. This is called career planning.*

Have scholars take a 1-2 minutes to think about their answers to the questions above and jot down a few notes.

Now that you've had a chance to think about your vision for your future, we're going to talk very specifically about how you get there. Who remembers Lesson 8, about developing a personal vision? What are the steps to achieving a vision? (*long-term goals, short-term goals, and action steps*)

***When you are career planning, you need the same kind of structure to your plan!***  
*Let's share our career choices with each other right now, whether you want to be in a certain profession or run a particular kind of enterprise.*

Have all scholars share. Be sure to also share your future career plans with them.

*These ideas we all just shared are our visions for ourselves. But what are the long-term goals...the short-term goals...and the immediate action steps...we must do in order to achieve these visions?*

## **EXAMPLE CAREER PLAN:**

NOTE TO THE MENTOR: If you feel comfortable, pick one of the career options that a scholar shared and do the following example using their career choice. If you DON'T feel comfortable immediately brainstorming with the students about all the interim steps involved in reaching their chosen career, then use the example below.

PLEASE MAKE SURE THAT SCHOLARS ARE OFFERING SUGGESTIONS BEFORE YOU PROVIDE THE EXAMPLE ANSWERS TO EACH QUESTION. The key is to make this a conversation where everyone is contributing ideas. Remember: this is a group mentoring session, not a lesson where you lecture and give them all the answers.

*Let's say your ideal career choice is to be an accountant...That's the vision!*

*As a group let's brainstorm what the long-term goals would be to achieve that vision:*

*What do you need in the long-term to be a successful accountant?*

Examples of long-term goals:

- *a university degree or accumulation of short course certificates in accountancy*
- *experience handling money and recording expenses*
- *skills in using the computer and accountancy software*
- *a CV to show potential employers that explains your skills, education, and experience*

*What are some short-term goals you need to set in order to get the education, the experience, and the skills you need?*

Examples of short-term goals:

- *To go to university, you might need to get a scholarship*
- *To pay for the short courses, you may need to get a fellowship or a steady part-time job*
- *To gain skills using the computer, you might need to sign up for a computer-training course during the school holidays*
- *To gain experience, you might need to participate in an internship or volunteership or apprenticeship during the holidays or in the break after A' Level.*

**CHECK FOR UNDERSTANDING:** Do all your scholars know what an internship is?

Apprenticeship? What the purpose is for volunteering in the field of your ideal career? Please make sure all scholars understand the nature of these opportunities before continuing.

Provide examples.

An apprenticeship is an experience involving on-the-job training where you learn a trade or profession by working for an experienced person in that field. Apprentices are often paid very little or not at all, because they are being paid in "experience" not money.

An internship is when you work for an organization in a field you're interested in, in order to learn more about it. Interns are often placed in a specific role in the organization and their work may be paired with course work in short courses or at the university. Interns are sometimes paid very little or not at all.

Volunteering is when you work for an organization in a field you're interested in, in order to learn more about it. Volunteering is similar to being an intern, except that the work you do for the organization is often more general, not in a specific role, and is not paired with coursework. Volunteers are not paid.

What are some immediate action steps you could take to achieve these short-term goals?

Examples of immediate action steps:

- *O' Level commerce course*
- *A' Level entrepreneurship/statistics course*
- *participating in a club and running for a position where you need to handle cash (like Treasurer of the E! Club)*
- *participating in school-wide financial literacy competitions funded by banks*
- *studying hard to achieve good marks so you are eligible for a scholarship*
- *networking to find out what jobs adults in your school or home community have—if you know any adults who work as accountants or in the financial sector in some way, be proactive and talk to them to see if you can set up a volunteership, internship, or apprenticeship in their office during the school holidays or in the break after A' Level.*

NOTE: These immediate action steps are very similar to our lesson on community resource mapping! You need to look at your school and home communities, and map out where the resources are (people, organizations, etc) that you can reach out to in order to achieve the short term goals that will get you to the long term goals that will get you to your vision.

**Advice round:** Have all group members converse about the different paths for each of the career choices they shared earlier. Facilitate this part of the group mentoring session so that all members work together to help each other brainstorm the long-term goals, short-term goals, and action steps they need to take for their chosen career.

EXAMPLE PROMPTS:

*What is the way forward?*

*How can you counter obstacles that may stand in your way regarding these goals and action steps?*

**Action plan:** Ask all group members to reflect on what they have learned and what actions they can take to make their future vision a success. All group members should write out an action plan for themselves highlighting what kinds of opportunities/resources they will seek out and how they will attain them/ use them productively.

EXAMPLE PROMPTS:

*Which of the given advice can you use?*

*Is there any help you need?*

*What resources (people, organizations, etc) are available to provide the help you need?*

*What are the action steps you will take and the goals you will aim for?*

*Who will be your accountability partner?*

*Make sure you have a specific plan written down! I will be following up with each of you in Term 3.*