



EDUCATE!

DEVELOPING YOUNG LEADERS & ENTREPRENEURS IN AFRICA

2017 LEADERSHIP AND ENTREPRENEURSHIP COURSE



TERM 1: LEADERSHIP

TERM 4: COMPETITIONS &

SCHOLAR GRADUATION

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Leadership and Entrepreneurship Course

Term 1: Leadership

Term 4: Competitions Prep & Scholar Graduations

INTRODUCTION

Welcome to Term 1 of the Educate! Leadership and Entrepreneurship Course (LEC)! We here at E! have developed this curriculum book to help YOU the Mentor facilitate Term 1 of the E! Experience in secondary schools throughout Uganda. The focus of this term is Leadership. The lesson plans in this curriculum book and the accompanying out-of-class time activities are designed to equip Ugandan youth with skills that will help them be strong and caring leaders in their communities. In this term they will also learn how to set up their Student Business Clubs.

In addition to Term 1 lessons, this book contains session guidelines and helpful information for Term 4 activities (Scholar Graduation, club hand-over, and competitions prep). You the mentor will run Scholar Graduation for all qualifying scholars from Squad 7. The competition prep club visits are only for clubs that have qualified for the Regional Competitions.

OVERVIEW OF THE E! EXPERIENCE

The Educate! Program has four key components:

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

TERM 1 OVERVIEW

In Term 1, you the Mentor will pitch the Educate! program at your schools and guide students through the selection process to become Educate! scholars. You will teach the Term 1 LEC lessons to your new Scholars and advise them as they complete their Leadership Passbooks.

One of your main goals in Term 1 is to help Scholars to set up their E! Student Business Club. The focus is to build a strong and organized leadership structure in the clubs, and teach Scholars important skills for club success later in the year (such as group decision-making, conflict resolution, win-win solutions). The club will employ these skills as a group for the first time when they organize and run Community Day near the end of Term 1!

Aim for Success!

You will know Term 1 was successful if the following 4 statements are true by mid-April:

1. You have selected a gender-balanced, full class of 40 Scholars at each school, and have taught them the LEC lessons up to LEC 5.
2. All scholars have a Leadership Passbook and have started completing it.
3. The E! club is on ground in your schools, and has set up strong leadership structures.
4. The E! club has practiced their leadership structure and group decision-making skills by running an empowering and impactful Community Day.

Term 1 Lessons

LESSON 1 – What is the E! Experience?

LESSON 2 – What Makes a Leader?

LESSON 3 – Planning for success!

LESSON 4 – Social Entrepreneurship

LESSON 5 – Leading a Team.

Term 1 Vocabulary

- LESSON 1 – *mentor*
- LESSON 2 – *cooperative leadership*
- LESSON 3 – *constitution*
- LESSON 4 – *social entrepreneurship*
- LESSON 5 – *win-win solutions*

Term 1 Objectives

- SWBAT explain the difference between a mentor and a teacher.
- SWBAT identify and analyze skills necessary for leadership development for girls and boys.
- SWBAT start on their Leadership Passbook activities.
- SWBAT set up strong leadership structures in their E! clubs.
- SWBAT apply group decision-making procedures in their E! clubs.
- SWBAT think of win-win solutions in their E! clubs.
- SWBAT conduct team-building activities in their E! clubs.
- SWBAT make paper bags.

Term 1 Games

LESSON 1 – “Nicknamer”

LESSON 2 – “Name juggle”

LESSON 3 – “Popcorn Questions”

LESSON 4 – “Who’s the Leader”

LESSON 5 – “Blind Team Builders”

FACILITATING THE LEC.

Always remember to be a 'FASTER' facilitator!

Follow lesson plan

Ask cool questions

Share personal and relevant examples

Time yourself

Ensure learning environment is engaging and learner friendly

Reflect on the lesson with scholars

Educate! is different!

Educate! learning is inspiring and fun.

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



How to be a FASTER Facilitator:

Follow the lesson plan

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

Ask cool questions

- Encourage ALL Scholars, boys and girls to equally 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.
- Share examples that promote gender equality.
- Remember to link the lesson content to their club businesses and personal projects.

Time yourself

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

Ensures Learning environment is engaging and attractive

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

Reflects on the lesson to check scholars understanding

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

LEC Logistics:

BEFORE CLASS - Take attendance!

DURING CLASS - Collect action step items from the previous lesson

AFTER CLASS – Stay around, answer questions, chat, and get updates on the E! club

Scholar selection and tracking timeline

MID FEB

Schedule 3 time slots for Scholar selection: Pitch at school assembly, interview session in class, and Registration.

Day 1: Hold the **PITCH Session** *as soon as possible*

LATE FEB

Day 2 : Hold the **interview session** and hand out application forms with assignment.

Day 3: Collect application forms and select 40 scholars who have ably attempted the assignment.

Pin up list of the selected 40 Scholars (Scholar Announcement Form) on school notice board.

EARLY MARCH

Hold the **REGISTRATION session in LEC1** - Gather 40 selected Scholars to give out IDs, have Scholars sign on the Scholar list and **photo consent** in the monitoring book.

Fill in scholar information in the mentor monitoring book (names column). Keep in school file.

THROUGHOUT TERM 1

Remember to update Scholar list in the monitoring book and with the Youth Leader:

Scholar **Joins** - fill in application form, give out ID

Scholar **Drops** - write DROPPED, collect ID

!!!Check ID cards when teaching LEC lessons!!!

MID-TERM 2

Schedule a Late-Comer lesson on Term 1 for scholars who joined late to get the previous lesson material.

Hand out Portfolio to new scholars only after the Leadership Passbook is completed.

Scholar Selection

Guidelines

- As a gender justice organization, educate! prioritizes having gender balance in our classes. This ensures that both boys and girls have equal *access* to opportunities in leadership and entrepreneurship. Aim for 50% boys and 50% girls.
- Small Class Size: No more than 40 Educate! Scholars per school. Up to 10 additional students can attend LEC as club members but they are non-scholars and do not receive course materials or certificates.
- **Your Scholars = Your Focus:** Learn every Scholar’s name and try to get to know each one’s strengths and weaknesses as their mentor.
- If You Lose Scholars: New students can replace them until Lesson 8 (mid-term 2). No new scholars can join after lesson 8.

Scholar Selection Eligibility

- If school has at least 40 or more Senior 5 students → only Senior 5 students are eligible
- If school has fewer than 40 Senior 5 students → Senior 3 students are also eligible
- If school does not offer A Level → only Senior 3 students are eligible

Selection guide

After you have pitched the Program:

1. Conduct the interview session with S.5 or S.3 students or a mixture of both depending on the above eligibility and give out application forms with the homework assignment.
2. Collect the assignment and application forms from students on day 2. Select the 40 Scholars based on the application forms and the answers on the application form. Collaborate with the Associate teacher to get the applications and assignments from students.
3. Even out any gender imbalance by going back to specifically recruit extra boys or extra girls
4. Hang up a list of the 40 selected Scholars. These are the official Educate! Scholars. Invite them for LEC 1.

EDUCATE! SCHOLAR APPLICATION FORM		
Your Information		
Names (all):	School: Level:	
Your Interests		
I am interested in... (circle your answer)		
a) Leadership	b) Entrepreneurship	c) Both
What do you hope to become in future? What are your goals?		
What type of project or business would you start? Why?		
What are three skills or topics you hope to learn from the Leadership and Entrepreneurship Course?		
Lottery Project Exercise		
Please list names of members of your group:	My group's 2,000,000 USR project idea was:	
Which group member(s) took notes?	How would you describe your role in the discussion?	
Which group member led the discussion?		
Commitment Information		
I will have time to attend 80 minute LEC lessons every week.	YES	NO
I am willing to mentor younger students in school.	YES	NO
I have time to actively participate in club meetings.	YES	NO
I have time to participate actively in business activities (for example watering the garden)	YES	NO
Signed by (your name):	Date:	

If more than 40 students submitted their application forms

1. Take out application forms of students who ticked ‘no’ on any of the questions in the COMMITMENT section
2. Make two piles: one for boys, one for girls. From each pile select 20 students who:
 - a. Had an active role in the lottery project exercise according your observation and their classmates.
 - b. Attempted the assignment best (scholars whose answers for the assignment show that they are positive minded, passionate and whose role models inspire communities, have creative business ideas).

LEC Coordinator

Summary

Educate! Introduced a leadership role for Scholars in the Educate Club! This is an elected position called the LEC Coordinator. The LEC Coordinator is the official mobilizer for the LEC lessons, chief of the attendance sheets, and a liaison between Scholars who miss class and YOU the Mentor. Having a LEC Coordinator will... The LEC Coordinator should be chosen in LEC #2.

...make attendance easier!

This scholar will support you in taking attendance during LEC lessons. They will ensure that all Scholars have signed the attendance sheets and marked whether they are Scholars or non-scholars.

...support scholar retention!

This Scholar will mobilize other Scholars to attend LEC lessons and communicate to you when Scholars are unable to attend. They will reach out to Scholars who are missing class to find out their level of commitment to the program. You and the LEC Coordinator should meet to identify which Scholars are missing class for good reasons and which Scholars are no longer committed to the E! Experience. These conversations will help you as you strive to maintain a balanced class of 40 Scholars fully committed to the program.

...help with assessment!

This Scholar will remind other Scholars to complete their Leadership Passbooks and Business Skills Portfolios throughout the terms. You will coach this Scholar specifically on these assessment items so that if other Scholars have questions while you are not at the school, then the LEC Coordinator will be able to answer them. The LEC Coordinator will collect the assessment items from Scholars and present to you for review.

Scholar Assessment

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

NOTE!!! If scholars join late, they must still be completed.

Assessment tool	When does scholar receive it?	When does scholar hand it in?	How is it assessed?
Leadership Passbook	Middle of Term 1	End of Term 2	Mentor verifies each action with stamp
Business Skills Portfolio	Term 2, only after completing passbook	End of Term 3	Mentor checks each portfolio piece is in the folder

NOTE: An additional requirement for graduating from the Educate! program is that all scholars need to have good attendance throughout the year. Use the LEC Coordinator to help you mobilize scholars to come to lessons!

Term 1 Assessment of Squad 8

- (1) Hand out the Leadership Passbook to scholars in Lesson 2.

ONLY COMMITTED SCHOLARS RECEIVE A LEADERSHIP PASSBOOK!

- (2) Before every lesson answer any questions Scholars may have about the Passbook action items. Coordinate with the LEC Coordinator to collect the Passbook in the lessons before YBE.
- (3) At YBE verify Passbook activities with the Youth Leader by stamping completed activities.
- (4) *Refer to the Passbook often during lessons, make connections between the action items in the Passbook and the content that Scholars are learning in the LEC.*

Term 1 - Leadership Passbook

The Leadership Passbook contains a list of qualities that make a person a strong and effective leader. Remember: leadership is not born, it is MADE, through hard work and developing particular skills. The Leadership Passbook is a Scholar's chance to practice the skills of leadership that they will learn about during the LEC lessons. Hype the Leadership Passbook to Scholars and emphasize how crucial it is to continue practicing the traits of leadership, in this Passbook and especially in their clubs. You will learn how to assess the Leadership Passbook during January Induction.

Back home projects

The Back Home Project is a very special opportunity for Scholars to implement all they have learned in the LEC back home in their own communities. Scholars can start their Back Home Projects any time during the E! Experience. Usually, Scholars are focused on the projects being run in the E! Club during Term 1 and Term 2. Then, in Term 3 and during the post-Term 3 holiday, Scholars will work on their individual projects back in their home. However, be supportive to any Scholars who take the initiative to start their projects before Term 3 and share advice with them. The Back Home Projects will be celebrated at a showcase during Graduation in Term 4 (Term 1 of the following year).

Scholar Certification Criteria

Type of certificate	Criteria
Regular	Passbook completion
	Business Skills Portfolio
Gold	Passbook completion
	Business Skills Portfolio
	Mentor recommendation

Mentor recommendation for Gold Certification

The Educate! Mentor recommends 10 scholars from each of her schools for Gold Certification. The Mentor should follow this criteria to recommend the 10 scholars:

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

Educate! Club Overview

Purpose

The Educate! Student Business Club is a club in which students work in groups to raise money, create, and sell products and services and manage their businesses for one year. The Student Business Club is a crucial part of the E! Experience because entrepreneurship is a practical subject! Students must have time to practice the skills they've learned in the LEC.

The Educate! Student Business Club is open to all students at the school! It is primarily led by the Educate! scholars who attend the LEC lessons. During club meetings, Scholars teach what they've learned in the LEC lessons to other club members, and they use the skills practically to run their businesses and projects. Different groups within the club may choose to focus on profit-driven businesses or social impact projects.

Club Leadership

In Term 1, clubs will set up their leadership structure. This structure usually includes a president, vice president, treasurer, secretary, mobilizer, among other positions. The Club Patron is the Educate! Associate teacher, who attends separate trainings run by the Program Officer. The Youth Leader is the Club Advisor, and advises club members, with the support of YOU the Mentor.

Club Activities & Milestones

The Educate! club is student-led...but they will need your support and dedication! The club is expected to meet at least 3 times per term, in addition to taking the lead in organizing one school-wide event per term. In Term 1, clubs plan and implement Community Day!

The table below shows the milestones that clubs should achieve in each term:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ▪ Recruit members ▪ Establish leadership ▪ Write constitution ▪ Generate project ideas ▪ Community Day! 	<ul style="list-style-type: none"> ▪ Start-up club projects ▪ Fundraise during Visitation Day ▪ E! Club visibility challenge ▪ Skills Day! 	<ul style="list-style-type: none"> ▪ Strengthen projects ▪ Increase income ▪ Prepare for E! National Competition ▪ Mentoring Week!

Peer mentorship

Each Educate! Scholar selects three mentees and records their names in their workbook. They should involve mentees in organizing community day and share what they've learned in the LEC.

Community Day Possibilities!

- Clean school compound (slashing bushes, cleaning pathways, picking up rubbish)
- Plant flowers & trees at school
- Hanging up dustbins (old, disused jerrycans) on trees to raise school hygiene
- Clean health center (mopping wards, trimming bushes, sweeping compound)
- Visiting and donating items to local child care centres and orphanages
- Cleaning & clearing local marketplace (picking up rubbish, sweeping)

NOTE: It is important to make Community Day fun! If going outside the school campus, encourage the club to bring along their products to sell, bring the E! banner, sing songs, dress in school uniform and enjoy themselves! 😊

Pitch session at school assembly

Objectives:

- ♥ Scholars will be able to understand why youth entrepreneurship is important for their future and the future of Uganda
- ♥ Scholars will be excited to join Educate! and be part of the E! experience

Introduction: Hype speech (03 minutes)

My name is.... I am a mentor with Educate!. I want to begin with a question:

Where do you find the most 16 year olds in the world?

Here in our country, in Uganda!

Uganda has the youngest population in the WORLD. Half of our citizens are under the age of 15. This means that the youth in Uganda are very powerful, and have the potential to create huge change and differences throughout the country.

Educate! is an international NGO that believes the youth of Uganda are the solution to many of the issues facing our communities. When you are a leader in your community, you solve problems. When you are an entrepreneur and you start your own business, you create employment opportunities for yourself and others. This is what Educate! program is all about. Our mission is to develop young leaders and entrepreneurs in Africa. Educate! has been running programs in secondary schools since 2009. This year nearly 500 schools will take part in the Educate! Experience.

What is the Educate! Experience? Lecture (05minutes)

I believe I am looking at an assembly of future leaders and entrepreneurs. The future is in your hands! I invite you to be part of the Educate! Experience and take the journey together with me. The Educate! Experience Program is 4 programs rolled into 1:

- Leadership & Entrepreneurship Course
- Educate! Club
- Peer Mentoring
- Teacher Association

We want as many students as possible to join the Educate! Club. It will get so much support from me and other visitors. Clubs also have a chance to compete nationally to win prizes at a big event in Kampala. We also encourage everyone to participate in Educate! events such as Community Day, Skills Day, and Mentoring Week. This program is for everyone.

And, as Educate! we need to find your school's next student leaders and invest in them even more. Every year Educate! selects the future leaders of the school to become our scholars. There can be only 40 selected per school. The scholars are the face of Educate! in the school and will be life-long members of our network after graduation. Scholars attend lessons on how to make marketable products such as recycled paper products, how to wisely save money and reinvest profits, how to make better environmental choices and be smarter about their community's health. You do not have to be a prefect or have a certain exam score or take entrepreneurship. You just have to show potential! Educate! selects Scholars through specialized practical interviews.

Today in Uganda 83% of youth do not have jobs.....but today 96% of Educate! Graduates run a business, have a job, or attend university. Educate! Scholars are selected from classes {specify: either from Senior 3 or Senior 5 or both). Educate! Scholars:

- Start and successfully run new businesses
- Design and lead projects to fix problems they see in their communities
- Create new technologies and products
- Be leaders in their schools and in their families.

Conclusion Wrap-up and Q&A (05 minutes)

I was also part of the Educate! Experience and this is what I gained.... Right now I run a successful project I am one of the 96% and I invite you to be as well.

You are invited to attend the Educate! interview session on at this time....

Do you have any questions?

Thanks and I look forward to seeing you at the interview session!

Interview Session

Objectives:

- ♥ Scholars will be able to fill in the application form and carry the assignment
- ♥ Mentors will be able to identify committed candidates

Session plan flow:

1. Brief overview of the E! experience (15 min)
2. Game: Walk Around (10 min)
3. Lottery Project Activity (45 min)
4. Application form (10 min)
5. Conclusion/reflection (5 min)

Brief overview of the E! Experience Q&A (15 minutes)

1. Hype E! - LEC is only open to 40 Scholars in this school: We are looking for students who are committed, who want to be leaders, entrepreneurs, and good citizens who help their communities change for the better!
2. Briefly explain all 4 components of the Educate! Experience, highlight the LEC.
3. Answer questions about the LEC. Explain who is eligible.
4. Review process for applying – interview and application form, selection and registration.
5. Explain the commitment of being a scholar: Weekly 80 min LEC sessions, mentoring 3 'O' Level mentees, active participation in E! club, starting student community projects or businesses, and field trips
6. Explain that more details of the program will be communicated in the first LEC session.

Walk Around Game (10 minutes)

Take students outside the classroom. Have them stand around you in a circle with you in the middle. The first part of the interview is to see whether you would like the Educate! program. In Educate! we play a lot of games.

Today, I show you one:

- Walk around and upon instruction act like the person you are instructed to imitate until I say stop. That is when you greet the person you are facing and introduce yourself and what you are passionate about.
 1. Walk like the president (let students walk for 30 seconds)
 2. Walk like a rich business person (let students walk for 30 seconds)
 3. Walk like Bebe Cool (let students walk for 30 seconds)
 4. Walk like Miss Uganda (let students walk for 30 seconds)

Return to the classroom.

Lottery Project Group Activity (45 minutes)

The second thing it is important to know about E! program is that we do activities, not lectures. We are all about action and starting projects. First, let me give you an example of a project:

Provide an example of graduate or your own project.

Then divide students into groups of 5-7 students and instruct them to do Lottery Project Activity:

- First write down your group name and the names of each member of your group
- Imagine your group is awarded 2,000,000 UGX in lottery. Together you have to use these 2 million shillings to set up a business or organize a project to help your community...What would your project/business be?
 1. Develop a project idea
 2. Write an explanation of how you would use these 2 million shillings
 3. Explain how you would earn back the 2 million shillings OR explain what your plan for sustainability would be (i.e., how will your project continue after the original 2 million shillings has been spent?)

After 20 min, ask each group to present their plans. Remember to applaud groups for their creativity!

Handout application form Writing (10 minutes)

Handout an application form to each student.

- Fill in questions about you and about the Lottery Project activity.
- Carry this form and attempt at least one assignment listed at the bottom of the application form.
- I will review these forms and select the 40 Scholars. Good luck!

Conclusion/reflection Q&A (05 minutes)

1. Thank students for their participation
2. Explain you will review the application forms and their assignments. Tell them the date and time you will collect them.

Lesson 1 - What is the E! Experience?

SCHOLAR REGISTRATION CHECKLIST

It is best to schedule the Registration Session and Lesson 1 to be the same date and time.

NOTE: Just remember to factor in an extra 20-30 min of time for registration into this lesson.

- Ask Scholars to fetch any students who are on the list but did not come for the meeting.
- Congratulate the Scholars on being selected!
- Give out IDs and ask Scholars to fill in their names. Explain this ID is only given out once.
- Ask Scholars to sign the photo consent form
- Explain that if their friends are interested in joining later on before mid-term 2 we can only consider accepting them into LEC if we have less than 40 Scholars.

Objectives:

- ♥ Scholars will be able to explain the role of a mentor
- ♥ Scholars will be able to describe the four components of the E! Experience

Why this lesson: Set the expectations of scholar participation the program.

Vocabulary: Mentor

Materials: E! Program Components Visual Set (4), 8 pieces of big paper.

Lesson plan flow:

1. Attendance
2. Nicknamer (5 min)
3. Introduction (10 min)
4. Discovering the E! Experience (50 min)
5. Reflection (10 min)
6. Action Step (5 min)

The Point to bring home: The students are now Educate! Scholars!

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

DO NOT SKIP: Setting the club recruitment event date and agreeing on LEC class rules and consequences. Learn names!

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.

Nicknamers Game (10 minutes)

Make two circles 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 as you make your best pose. For example, "Happy Hellen because I love to smile." or "Gigantic Godfrey because I am tall."

Note: if one scholar is taking long to mention her adjective, move to the next person and return to her later.

Introduction _Lecture (10 minutes)

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

Introduce yourself the Mentor - share four things:

1. Your full name, 2. Your School 3. Your personal project OR 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 1

- 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 #1 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.

Invite Scholars to ask you 3 questions about yourself - Try to be open & friendly. Remember you are not their teacher. Build Trust.

Discovering the Educate! Experience _Group work (50 minutes)

10 MINUTE Program Overview:

NOTE: Do not over talk; they will learn the details of each program from each other.

- 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.

- 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.

- 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.

- 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 Component Cards Visual 2-5

Divide the class into 4 groups using countdown, ask groups to sit together and greet each other with a high five. Do **not** read the details on the visuals as a big group. Let them read by themselves in their groups.

20 MINUTE Group Activity:

*Give each group **one** of the E! Experience Component cards. Each group should read the card and prepare to present the program component to the whole class. They should also work on the below assignments.*

(Every group should select a notetaker. If the club already has leadership positions, use these scholars. If not, the notetaker is responsible for making sure we keep track of everything decided today and will follow up on it at the next lesson.)

1. LEC Rules and Consequences: Example rule: Come on time. Example Consequences: if you are late, dance or sing.

2. Club Recruitment Example poster: “Come to the Best Club in School! Find out more at the Educate! Club Launch Event.”
3. Mentoring Community Day Activities: Example: Cleaning the health center, fundraiser, visiting an orphanage
4. Association Letter to the Teachers: Example: Write about the upcoming club activities this year, and Community Day.

20 MINUTE Group Presentations:

Each group presents their Component & Assignment for the whole class. Please check:

1. LEC: Are the rules fair? Agree on final rules. Be sure to include: safe space, never leave class without permission, bring your ID.
2. Club: Agree on final date and activities for club launch or information event.
3. Mentoring: Discuss three activity options for Community Day. Prepare to vote on best activities at Club Meeting.
4. Association: Make sure the letter is informative, not demanding. Discuss which qualities teachers need to make the best club patron.

Reflection: Q&A (10 minutes)

Summarize Decisions: Making sure the notetaker(s) wrote down everything decided today and all next steps.

Hand out Term 1 Workbooks to scholars which has inspiring stories, information, and activities. Scholars will need this term. *Always bring your workbook to the LEC lessons.*

At the beginning of this lesson, I explained the difference between being a teacher and a Mentor. Now, I want you to understand the difference between being a student and a Scholar.

Volunteer reads aloud “From Students to Scholars” Speech by Angelica Towne, Educate! Co-Founder written in their workbooks.

- ? **Who can summarize: What is the difference between a student and a Scholar?**
- ? **What is one step to becoming a Scholar that YOU are already do?**
- ? **What is one step to becoming a Scholar that you want to do more?**

Encourage 2-3 Scholars to share responses to each question.

Hold up the visual of the Educate! logo.

- This is Educate!’s logo; it represents what we stand for. What do you see in this picture?

Take responses from a few scholars before emphasizing the points below:

- This is a picture of a male and female student reaching their hands up, towards the stars. In between them is the continent of Africa.
- The star symbolizes achievement and the hope for an improved life.
- The figures symbolize two young people, boys and girls reaching up, achieving and reaching out to find more people to impact positively.
- At the center is a heart and unity of Africa.
- Meaning: Educate! is about education that enables youth to achieve an improved life.



Action Steps and Assignment (05minutes)

Did we meet the objectives of today? Next week we will learn how to develop leadership skills.

- **Assignment:** Read the Wereje Benson Case Study in your workbooks. Be ready to discuss it during next week’s lesson!
- **Action Step #1:** Ask school admin for permission to pin up posters and hold the event to promote the E! Club.
- **Action Step #2:** Follow up at the Club Meeting: Today we could not finish planning everything for the club recruitment event or for the Community Day. I expect the Scholars to continue these conversations in the Club Meeting. I will help with the teacher support.

LEC 1 – What is LEC? – VISUALS




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



“I went to the worst school in New York City. It was more like a prison than a school since in New York City, it is the law that every child must go. Every child is forced to be a student. To be a student, all you have to do is come to school everyday and sit in class. But I wanted to be more. I wanted to be smart and make my own decisions. I wanted to know more things than just what was written in the one book I was given; I wanted to understand myself; understand the world, and pursue my dreams..... I wanted to become a scholar.

Speech #1:
From Students to Scholars
By **Angelica Towne,**
Educate! Founder



There are millions and millions of students in the world just sitting in schools like it is a prison, but very few scholars. Scholars are unique and given opportunities and responsibilities that most students never receive.

I took five simple steps to becoming a scholar and those consistent steps have taken me from the poorest school in New York to one of the richest and most elite Universities in America, all the way over here to be with you in Uganda.

Step 1. Scholars don't get scores, they get knowledge. I always learned twice as much as a regular student by reviewing and reading on my own. Good test score are important, but if I had stopped at just making a good score, I never would have been successful at escaping poverty.

Step 2. Scholars read anything and everything. I read books and newspapers religiously which increased my vocabulary and knowledge of world events. It is with this knowledge that I found my first job.

Step 3. Scholars search for opportunities. No one gave me a scholarship or special program; I went out and found them myself. Every school holiday, I did an extra program and even after school and on weekends. Educate! is a great first step, always search for more programs to better yourself.

Step 4. Scholars will do one thing over and over again until it is their best. Coming from a terrible secondary school, I should have had many retakes and failures in university, but I didn't! I asked for help early and wasn't afraid to write an assignment five times over and over again until I got it right. Don't ever accept low standards.

Step 5. Scholars make their own dreams come true. I was a poor little girl with dreams to come to Africa. Many people and programs helped me get this far, but I made it happen. Don't wait for anyone or Educate! to hand you your dreams. As a scholar, you make your owns dreams come true!

And that's how you go from being students to scholars.”

Lesson 2 - What Makes a Leader?

Objectives:

- ♥ Scholars will be able to analyze and identify the skills necessary for leadership development
- ♥ Scholars will be able to explain the purpose of the Leadership Passbook

Vocabulary: Cooperative Leadership

Why this lesson: Leadership is a skill that is developed. The Passbook has activities where scholars will practice the most important leadership skills.

Materials: Small objects for Name Juggle (ball of paper, water bottle, etc), Cooperative Leader Definition Visual, Pictures of Student Power visuals (4)

Lesson Plan Flow:

1. Attendance
2. Juggle Names (10 min)
3. Introduction (10 min)
4. What does it mean to be a leader? (20 min)
5. Benson Wereje discussion (25 min)
6. Reflection: Leadership Passbooks (10 min)
7. Action Step: Letter to my mentor (5 min)

The 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

Juggle Names Game (10 minutes)

- Make a circle outside the classroom. Start with one small object. Say a scholar's name and throw the object to him or her.
- Instruct the scholar to call someone else's name and then throw the object to that named person. Introduce another object by picking a different scholar and throwing the second object to them. Both objects should be going around at the same time. Try not to drop them!
- Introduce 5 objects in total. Soon, many names will be called and all the objects will be in the air. Try to remember everyone's names!

Introduction: Q&A (10 minutes)

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

? **What is the update from your Educate! Club meeting on the Recruitment Event and Community Day?**

Provide guidance & encouragement. If the mentor spoke to the administration or delivered the letter, let the class know the response.

Raise your hand if you read Benson Wereje's case study in preparation for our class today.

High fives all around! Hand out workbooks to any new scholars. Ensure everyone knows the importance of reading before LEC class.

Who can remember the purpose of the Leadership Passbook? At the end of this lesson you will receive your passbook.

Hype the Passbook. Ensure everyone knows that you must complete two activities per page to receive a stamp.

🔗 Share the lesson objectives:

Today we are going to talk about exactly what kind of leadership you will learn and how you will learn it.

What does it mean to be a leader? Q&A (20 minutes)

Ask four scholars to be volunteers. Hand out the visuals of Pictures of Student Power, one visual to each volunteer. Instruct the scholars to hold up their visual for the whole class to view, one at a time, and read the caption under the picture aloud.

Use "Pictures of Student Power" Visuals 1-5

What do you see in these pictures about the power of students?

Encourage 3-4 students to share their thoughts before emphasizing:

- ➔ Student power and leadership can be used to destroy, makes chaos and violence and hurt others. BUT it can also be used for good. Please emphasize that as Educate! we strongly condemn student violence.
- ➔ Great leaders work with—not against—an existing system to create positive change

Who can give an example of a leader in Uganda?

- ➔ Leaders come in all shapes, genders, and sizes. Your parents lead your family.

Note to mentor: If scholars give you an example of a female leader to the above question, you don't need to ask the question below. If not, ask and emphasize that the world is full of great female leaders.

? Who can give an example of a female leader in Uganda?

- ➔ There are so many female leaders around the world who have impacted on the world positively. We as Educate! promote gender justice and believe in the potential of girls to become great leaders that can steer sustainable development in our communities and world over. Share example of Rt. Hon. Rebecca Kaddaga the speaker of parliament in Uganda, Lilian Aero (Educate! Graduate and entrepreneur) etc.

? How did these people become leaders?

- ➔ Leaders can be elected by their followers (like prefects and presidents), self-elected (a dictator), or appointed (a team leader).

Let's discuss: Are leaders born or made? Can everyone become a leader?

!!!Before letting scholars begin their discussion, introduce the E! Tradition #2 THE MIC:

There is only one (imaginary) microphone per group—meaning one person in each group speaks at a time while everyone else in that group is listening. NOTE: The mic is fake...it won't actually make your voice sound any louder so remember to speak up!

Be aware that this question usually leads to a heated discussion. Avoid lengthy discussions by receiving 5-7 responses and saying the discussion can be continued outside of class. Close discussion by emphasizing the following:

- No baby is born knowing how to lead a nation. No baby I met can inspire me to join their Student Business Club.
- I don't know any baby who can lead a business or even lead his/her own life. As they grow babies can LEARN these skills.
- What a leader is born with is only potential. You become a leader when you learn to bring your potential into reality.
- All of you have the potential to be a leader!

Benson Wereje – Case study, Discussion and Group Activity (25 minutes)

The first leader we learn about lives right here in Uganda. What did you learn from Benson's story?

Encourage 2-3 scholars to give some lessons from Benson's story.

!!! Scholars note down these 3 key lessons:

1. “Whoever gets education, may become strong leaders, may learn to change things”
2. Even the most humble person can become a leader.
3. Leading a cooperative is good for mobilizing resources and creating a bigger impact.

Have scholars form groups of 5 (8 groups total). 10 min to discuss the following questions in their groups:

1. How did Benson develop his skills and talents to lead his community?
2. For each of the 3 key lessons, what is one way that scholars can apply it practically?

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 10 mins bring everyone back together as a whole group. Share the answers of 3 groups. Then summarize by asking:

- One type of leader is a cooperative leader. What does it mean to be a cooperative leader?

Use “Cooperative Leader Definition” Visual 7

? **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 and personalities who can work together as a team.

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

Reflection: Speech and Q&A (05 minutes)

Who believed me when I said all of you have the potential to be leaders? Raise your hand.

If you don't believe me yet, then after class you can take the leadership potential test in your workbook and see for yourself!

Hype the 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. The Leadership Passbook will help you practice those skills in order to become strong leaders.

- 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 in Term 2. The portfolio is a beautiful folder. It will help you start your own projects and businesses as entrepreneurs. You need to complete both by the end of Term 3 in order to qualify for certification as an E! certified leader and entrepreneur and receive a certificate at graduation.

These Leadership Passbooks are very special so I will be handing them out to you now. I want to make sure you are very committed to the Educate! program before I give them to you. I will only be giving you only 1 so don't lose it!

Read aloud “Why we believe in you” Speech: by Christine and Hawah in their workbooks.

Action Steps and Assignment (05 minutes)

Did we meet the objectives of today? *Next week we will learn about group decision-making and leading a team.*

➤ HAND OUT THE LEADERSHIP PASSBOOK

- **Action Step #1:** Select a LEC Coordinator: Ask the scholars to select a LEC Coordinator (this can be a volunteer, a Scholar nominated by the other Scholars or done by a vote).
- **Assignment #1:** Write a Letter to my Mentor. For this letter refer to p. 9 in your Scholar Workbook and review the Leadership Potential test. In your letter, explain to me your mentor which of the leadership potential characteristics (brave, helpful, intelligent, and friendly) you already have. Also explain which of the four traits do you want to improve in order to become a better leader in school or the Educate! Club.
- **Assignment #2:** Attempt 2 activities on page 3 of your Passbook and write evidence in the space provided.
- **Action Step #3:** Transition Club Leadership
- **Action Step #4:** Ask school admin for permission, pin up posters and hold the event to promote the E! Club.

Follow up at the Club Meeting: We could not finish planning everything for the Club recruitment event or for the Community Day. I expect the scholars to continue these conversations in the Club Meeting. I will help with the teacher support.

Follow up on this action step at the Club Meeting: Different options for transferring club leadership (terminating the constitution and writing a new one, keep the same constitution, liquidated the club to share the profits, investing profits into something to donate to the new Club).

LEC 2 – What Makes a Leader? – VISUALS

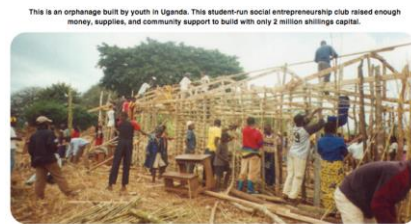
Pictures of Student Power Visual 1



Young Eric Glustrom was only 17 years old when he traveled alone across oceans to explore one of the most desperate and forgotten places on earth—a refugee camp in Western Uganda. That year he started Educate! to help a stranger named Benson and so many others to get an education.



Pictures of Student Power Visual 2



This is an orphanage built by youth in Uganda. This student-run social entrepreneurship club raised enough money, supplies, and community support to build with only 2 million shillings capital.



Pictures of Student Power Visual 3



In Uganda, there were 95 school fires in 11 months between 2008-2009. Nearly all were caused by student violence or negligence. The cost is billions of shillings and multiple deaths.



Pictures of Student Power Visual 4



British students protest against the high cost of University Education



Pictures of Student Power Visual 5



Visual 7

COOPERATIVE LEADER
inspires and mobilizes
others to accomplish a
common goal



“If you think education is expensive, try ignorance.”

A beggar sat in the city centre admiring the beautiful and luxurious cars that passed by. He used to say to himself “If only I could own that car...that would be the best day of my life!” His wishing went on for a long time. In the evening of his life, he got seriously ill and died.

Speech #2:

Why We Believe in You.

By Hawah Nabbuye, Educate! Program
Director



Because no one knew his origin, the city council decided to bury him exactly where he used to sit begging. After digging three feet into the ground, the grave diggers hit something hard. Gold!!!! All his life, the beggar had sat 3 feet above gold and he knew nothing about it! Oh! If only he knew about this gold, he probably wouldn't have died as a beggar. Knowledge was what stood between living as a beggar and his wish of being rich coming true.

Unlike this poor beggar, you as scholars have been given this power. Knowledge! You now know the many possibilities that lie in your future. You may choose to sit back and let those great possibilities lie and keep wishing; just as the beggar did, or you may choose to use that knowledge. If you are thinking, why me? Why us? Why does Educate! think we are able to solve problems and be leaders? Aren't we too young to make change? I can answer you with a question: will you be young forever? No. You will eventually become fathers and mothers, workers, community members and leaders. Stop thinking that it will be someone else in future. It will be you!

The choice is yours to make; to sit back and let the gold lie or to get to work and dig it up. The gold is inside you; your abilities, strengths, dreams, inspirations, knowledge...all hidden inside your heads. Do not fear to dream. Look inside yourself; find that 'gold' and do all you can to dig it out; do all you can to exploit your potential. With courage, energy and commitment, you can move mountains and oceans.

Lesson 3: Planning as a team

Objectives:

- ♥ Scholars will be able to apply group decision-making procedures in their E! clubs
- ♥ Scholars will be able to write a club constitution

Vocabulary: Constitution

Why this lesson: The biggest challenge in clubs is group decision making. Cooperative leaders master the art of getting people to work together.

Materials: Island Survivors visual, Principles of Group Decision-Making visual

Lesson plan flow:

1. Attendance
2. Get the rhythm started! (10 min)
3. Introduction (5 min)
4. Island survivor game (25 min)
5. Group Decision-Making Process (10 min)
6. E! Club leadership (25 min)
7. Reflection (5 min)
8. Action Step (2 min)

The point to bring home: Decisions made as a group are more likely to be accepted and followed than decisions made by just one person.

DO NOT SKIP: The reflection questions for the Island survivor game

Get the Rhythm Started! Energizer (10 minutes)

- There are many of you and only one of me so it is hard for me to get to know you right away but I promise I am slowly getting to know you more and more as we spend more time together. Let's have a short activity to start class today to see how well I know your names and how well you all know each other's names!

Bring the class outside and have them all stand in a circle. This game is all about RHYTHM.

The rhythm is 1-2-3-4. Using both hands you pat your thighs twice (1-2) then clap your hands twice (3-4).

- During the first 1-2-3-4, you say "Now is the time to play"
- During the next 1-2-3-4, you say "Let's get the rhythm started"

Then during the next 1-2 clap, you say your own name twice in time with the claps and during 3-4 you say another person's name twice in time with the claps. Without missing a beat, that person needs to say their own name twice (1-2) and then someone else's name (3-4). Then the pattern continues.

The trick is not to lose the rhythm! Anyone who messes up the rhythm while trying to say their name or someone else's name loses their spot in the circle and has to move outside. You continue different rounds until only a few scholars are left. They are the champions! Everyone can give them a thunderclap!

NOTE: You will practice this game at Induction. It's easy to do but hard to explain...

Introduction Q&A (05 minutes)

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

!!!Don't forget to collect scholars' Letter to my Mentor from last week and READ THEM after this lesson!!!

Check in on club progress:

1. What are the current plans the Club has for Community Day?
2. Who have you elected to be the LEC Coordinator? Let's give him/her flowers!
3. What is the update on transitioning leadership from the old Educate! Club to the new Club?

Provide guidance and encouragement. In particular, remind scholars it is important to include teachers and administrators in the planning of Community Day.

🔗 Share the lesson objectives:

Today we are going to continue to build our knowledge of how to be an effective cooperative leader by learning about a very important skill for cooperative leaders: group decision-making. You will then use this skill to begin to set up the structure of your E! club, including the Club constitution.

First we will start with an activity to explore the concept of group decision-making.

Island Survivors! Game (25 minutes)

Set the Scene (1 min)

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 (4 min): Everyone remains seated and works individually

- Imagine you are one of the passengers. Select the items that you would put in the small bag you have.
- 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: Smaller 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: Bigger groups (4 min): Divide the class into 2 big groups and 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. 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 (10 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 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 take the lead or become quiet and stop contributing?

Group Decision-Making Process Q&A (10 minutes)

? What are some of the challenges you expect to have working together in the E! club?

Let 1-2 scholars share before emphasizing the following points:

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 E! Clubs

- Let's apply these principles as we set up the Leadership for your E! Club

Educate! Club Leadership Group exercise (30minutes)

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 two crucial components of strong teamwork:

Teamwork Criteria: Clubs have clear leadership structures.
Most members attend all club meetings, communicate freely about challenges, and 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

- Make 4 groups

- Assign each group one of the following sections to write or redraft: Objectives, Membership, Leadership, and Finances.
- 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.
- Give scholars 20 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 in their discussions to agree on how to draft their assigned section

Reflect: After 15 min, ask groups to share either their questions or their new ideas they have about their section.

NOTE: The constitution cannot be completed 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:

- Have members demonstrate skills: e.g. calculation skills for treasurer, communication skills for president
- Be aware of gender balance. To promote gender justice girls must be in the top leadership positions. Do not allow that girls are only in positions of deputy/vice.
- Ask members to apply for leadership committee
- Ask for support from Mentor, Youth Leader or Club patron (an Associate teacher)

Note: check the Club guide for a sample Student Business Club constitution.

Reflection Q&A (05 minutes)

Read aloud the Wangari Maathai Speech: about winning the Nobel Peace Prize in their workbooks

What does Wangari mean when she says Africans “were conditioned to believe that solutions to their problems must come from ‘outside’”? Did Benson wait for a solution to come from someone else? Are you waiting for someone from outside?

Action Steps and Assignment (02 minutes)

Did we meet the objectives of today? Next week we will learn *how to make paper bags*.

- **Assignment #1:** Organize a pile of used but clean paper (A4 size is best) and bring them to class next week. The more rubbish paper you bring in, the more practice we will all get making paper bags!
- **Assignment#2:** Attempt 2 activities on page 5 of your Passbook and write evidence in the space provided.
- **Action Step:** Establish Constitution & Project Committees

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.

NOTE!!! Remember to talk to the new LEC Coordinator after class and explain their roles and responsibilities.

As the first African woman to receive this prize, I accept in on behalf of the people of Kenya and Africa and indeed the world. I am especially mindful of women and the girl child. I hope it will encourage them to raise their voices and take more space for leadership. I know the honour also gives a deep sense of pride to our men.

My fellow Africans, let us use it to intensify our commitment to our people,

to reduce conflicts and poverty and thereby improve quality of life. Let us embrace democratic governance, protect human rights and protect our environment. I have always believed that solutions to most of our problems must come from us.

I organized the planting of over 30 million trees. These trees provide fuel, food, and income. This work creates employment, improves soil, and involves women so they can gain power over their lives.

Initially, the work was difficult because historically our people have been persuaded to believe that because they are poor, they lack not only capital, but also knowledge and skills to address their own challenges. We are conditioned to believe that solutions to our problems must come from 'outside.' Women did not realize that meeting their needs depends on the environment being healthy and well managed. We are unaware that a degraded environment leads to conflict for scarce resources. We are also unaware of the injustices of international economic arrangements.

This is the importance of education! Know your community problems. Learn about their causes.

And start being the solution.

Speech#3:

Prize Acceptance

Speech

By Wangari

Maathai,

Winner of the

Nobel Peace Prize



LEC 3 – Planning as a Team – VISUALS

Visual 1

Surviving on a Deserted Island

- Needles
- Map of the Island
- matchbox
- Knife
- Bible or Koran
- Thread
- Water bottle
- Blanket
- Food packages
- Torch

EDUCATE!

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?

EDUCATE!

Lesson 4 - Social Entrepreneurship

Objectives:

- ♥ Scholars will be able to define social entrepreneurship
- ♥ Scholars will be able to make paper bags

Vocabulary: Social entrepreneurship

Why this lesson: Setting up an enterprise as a social enterprise can help you positively impact society.

Materials: glue, rubbish paper, Social Entrepreneurship visual, Andrew Mupuya visual, 40 Leadership Passbooks

Lesson plan flow:

1. Attendance
2. Who's the Leader (10 min)
3. Introduction (5 min)
4. Social entrepreneurship (15 min)
5. Andrew Mupuya & Paper Bags (15 min)
6. Making Paper Bags (20 min)
7. Conclusion/Reflection (10 min)
8. Action Step (5 min)

DO NOT SKIP: Practically making paper bags

Note: The definition of social entrepreneurship is from NCDC 'A' Level Entrepreneurship subject definition.

Who's the Leader Game (10 minutes)

- 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.
 - (Make sure you have both girls and boys as the leader)
- ? **What is the lesson of this game? (Have 2-3 scholars answer)**

Introduction Q&A (05 minutes)

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

? **What is the update from your Educate! Club meeting on the Constitution and Community Day?**

Provide guidance and encouragement. If you the Mentor helped the club in any way, let the class know how you supported them.

🔗 Share the lesson objectives:

Today we are going to focus on social entrepreneurship, another kind of leadership!

Social Entrepreneurship Q&A (10 minutes)

? **What comes to mind when you think of social entrepreneurship?**

Encourage 1-2 scholars to share what they think social entrepreneurship is before explaining.

There are many types of enterprises...retail, wholesale, trade, services, agriculture, food processing, and others. We might think enterprises are designed to make money, but today we will focus on the social impact that an enterprise can have!

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 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 a new skill that can be used to start a social enterprise.

Andrew Mupuya & Paper Bags Lecture (15 minutes)

Environmental Degradation Awareness mini-quiz:

? **When you throw out a banana peel, how long does it take to break down or disappear?**

? **When you throw out a newspaper, how long does it take to break down or disappear?**

? **When you throw out a polyethylene bag, how long does it take to break down or disappear?**

Encourage many Scholars to provide their best estimates for the above amounts of time.

Answers: Banana takes 1 week. Newspaper takes 5 months. Polyethylene bags never break down. This is because the microscopic organisms that break down substances do not recognize them as food. Scientists hope that radiation from the sun will break down a polyethylene bag eventually but they estimate that this process will take 1,000 years!

- EMPHASIZE: Polyethylene bags NEVER go away. So, they block drainage or litter the roads where many animals get sick from eating them.

? **How many polyethylene bags does an average person use per year?**

Encourage many scholars to guess. Answer: Worldwide, people use an average of 150 bags per person

? **How could a social enterprise address the environmental impact of people using so many polyethylene bags?**

Use Andrew Mupuya Visual 2

In Uganda, Andrew Mupuya started his paper bag making business when he was 16 and still in secondary school!

- BEGINNING: When the government announced they were considering a ban on polyethylene bags, Mupuya decided to launch a company that produced paper bags. He did market research around shops, kiosks, and supermarkets. He started with a capital of 36,000 shillings, which he raised from selling plastic bottles, and he borrowed another part from his teacher.
- NOW: Mupuya's business is called Youth Entrepreneurial Link Investments, the first registered company to make paper bags.
- IMPACT: Mupuya employs 19 people who produce up to 20,000 paper bags each week which he sells to restaurants, stores, supermarkets, medical centers, and multinational companies. He has trained over 500 people to make paper bags. His vision is to have a cleaner Africa by ending the use of polyethylene bags and promoting recycling paper.

Making Paper Bags Activity (20 minutes)

Go outside the classroom and remind scholars to bring their workbooks with them

1. Let scholars form a circle around you and observe you constructing a paper bag.
2. Ask scholars to turn to the Paper Bag Making instructions in their workbook
3. Make 4 groups and give each group some glue
4. All scholars should have at least 1 piece of paper
5. Take scholars through paper bag making step-by-step

? **How can we make a social enterprise out of making paper bags?**

➔ Think about this: use colored paper for gift bags, print logos, train others, sensitize the community

Reflection Q&A (10 minutes)

Share the following story with scholars:

My dream is to find individuals who take financial resources and convert them into changing the world in the most positive ways.

-Jacqueline Novogratz

? **What does Jacqueline mean in this quote when she says she is looking for people who convert financial resources to changing the world in the most positive ways?**

Encourage responses from 1-2 scholars before supplementing with the answer below:

Jacqueline is referring to social entrepreneurs! Social entrepreneurs are people whose businesses solve problems in society!

Jacqueline is the founder of the Acumen Fund, which creates possibilities for people all over the world. Hawah Nabbuye and Otim Gerald, two former Educate! Mentors, became Acumen fellows after they graduated...and Hawah is now the Program Director at Educate!.

Action Steps and Assignment (02 minutes)

Did we meet the objectives of today? Next week we will learn how to lead a team in problem-solving.

- **Assignment #1:** Read Nelson Mandela's case study in your workbook. Select three mentees and write their names in your workbook
- **Assignment #2:** Attempt two activities on page 7 of your Passbook. Write evidence in the space provided.
- **Action Step:** Establish your E! Club project ideas. Get agreement, get a team, get approval and start!

Follow up at the Club Meeting: In the next few weeks, before the term ends I will be coming to visit your E! Club to see how things are going and help you with any areas where you feel you need support. One of the leaders of the E! Club should arrange with me for a good time to come by to visit.

NOTE!!! Check in with the LEC Coordinator after class and explain that all Leadership Passbooks need to be returned by the next session so that you can keep them safe during the holidays. Empower the LEC Coordinator to help you collect the Passbooks throughout the week and bring them to LEC 5.

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



Andrew Mupuya



Lesson 5 – Leading a Team

Objectives

- ♥ Scholars will be able to think of win-win solutions in their E! Clubs
- ♥ Scholars will be able to conduct team-building activities in their E! Clubs

Vocabulary: Win-win solution

Why this lesson: Conflict inevitably arises within a team. Being able to find win-win solutions to resolve conflict defines a strong leader.

Lesson plan flow:

1. Attendance
2. Introduction (5 min)
3. Blind Team Builders (40 min)
4. Win-Win Solutions (10 min)
5. Nelson Mandela's case study (10 min)
6. Conclusion/Reflection (10 min)
7. Action step (5 min)

Point to bring home: Be an exceptional leader by looking for win-win solutions in cases of conflict.

Preparation required: Build the structure to be replicated BEFORE class starts and secure it in an easily accessible room or hallway.

DO NOT SKIP: Blind Team Builders Game reflection questions

Introduction Q&A (05 minutes)

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

- ? **What is the update from your Educate! Club meeting on the new project ideas and how are your mentees?**
➔ Provide guidance & encouragement. If YOU the Mentor helped the club in any way, let the class know how you supported them.
 - ? **Who has started the Leadership Passbook?**
High fives all around! Congratulate scholars for their commitment to the program so far and encourage them to remain dedicated. Leadership Passbook is a criteria for an Educate! certificate next year. Ensure everyone knows that you must complete it before getting a portfolio.
- 🔗 Share the lesson objectives:
Today we are going to focus on problem solving as a team.
- ➔ Let's start with a team building activity that will teach us a few things about how to lead a team.

Blind Team Builders Game (40 minutes)

Aim of the game: For each team to rebuild a structure that is identical to one which is place in a separate room.

Game Set-up Timing:

Explain roles – 5 min

Teams appoint roles – 5 min

Building – 15 min
Voting – 5 min
Reflection – 5 min

- Create 5 teams (8 scholars per group). Each team needs to appoint 1 Resource Manager, 1 Communicator, 1 Surveyor, 1 Informant, and some Builders (many). Make sure these roles are shared evenly between girls and boys.
- Surveyor: Allowed to see the original structure to be recreated by the groups. S/he can ONLY speak to the Communicator and is NOT allowed to see the building by their group.
- Communicator: Is allowed to talk to the Surveyor but is NOT allowed to see the original structure.
- Resource Manager: Only person who allowed to fetch resources from the resource table (one resource at a time). Not allowed to participate in building and not allowed to see the original structure
- Informant: The ONLY team member allowed to see the original structure and the group's recreated structure. Not allowed to participate in building and the informant is only allowed to say "YES" or "NO".
- Builders: Construct the new structure using the materials. Not allowed to see the original structure or visit the resource table.
- After building is complete, have all teams view the original structure and then vote on which team's building is most similar to it. No team should vote for themselves!

Reflection: What did you learn from this game? What is the relationship between team-building and having a vision?

- ➔ Leaders need to communicate their vision to other people on their team, otherwise people may be confused and fail to meet their goal.
- ➔ All members need to work together and understand the qualities and roles of each team member.
- ➔ Both girls and boys are capable of taking on all the different roles in the team.
- ? **Why do we work in teams?**
 - ➔ Sometimes work is too much for one person
 - ➔ One person may not have all the right skills
 - ➔ A team can come up with more and better ideas
 - ➔ Games like this help build team spirit which will help you achieve your goals as a team

Working in teams can be great but sometimes groups fail to work together as a team effectively.

Today we will look at finding solutions for conflict!

Win-Win Solutions Q&A (10 minutes)

- ? **Have you had conflict in the Educate! Club so far? Or in organizing Community Day? What happened? How did you solve it?**
 - ➔ 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.
 - ➔ 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 happens 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.

Let's look at a very famous leader who applied win-win thinking.

Nelson Mandela's Case Study Q&A (10 minutes)

- ? **Who remembers what cooperative leadership is? Was Nelson Mandela a cooperative leader?**

- Yes, he was. He led a group of people in his political party to accomplish the goal of black African control of South African government.

A cooperative leader is someone who is able to inspire and mobilize others to accomplish a common goal.

- ? **What do you know about Nelson Mandela?**

- Nelson Mandela fought apartheid in South Africa when government captured him in 1962 and he spent 27 years in prison on Robben Island. He later liberated his country from apartheid, uniting white and black through encouraging racial harmony. Mandela was president of South Africa for 5 years.
- Mandela was applying win-win. He learnt a lot about the 'enemy' learned their language to look for solutions they would accept.
- Mandela would never settle for less though, he refused the government's offer that would be a win-lose since he would have to give up on his movement's activities.

Use Mandela Visual 3

- ? **How does Mandela’s story inspire you? How can you apply these lessons in the clubs?**
- Encourage scholars to share what they would do differently knowing how Mandela was leading.
- Repeat 4 leadership principles in case study.

Reflection: Q&A (10 minutes)

Think back to the speech “From Students to Scholars” by Angelica Towne, Educate! Co-Founder.

- ? **How have you demonstrated being a scholar throughout this term instead of a regular student?**
Encourage at least 4 Scholars to share their thoughts

Action Steps and Assignment (05 minutes)

Did we meet the objectives of today? Do you feel ready to solve any conflict that might arise in the E! Club?

HYPE: Next term we will learn how to lead a business with entrepreneurship!

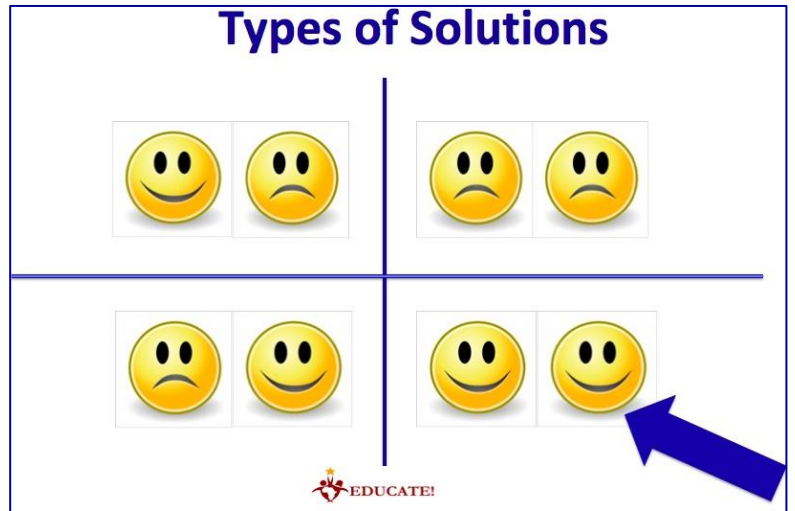
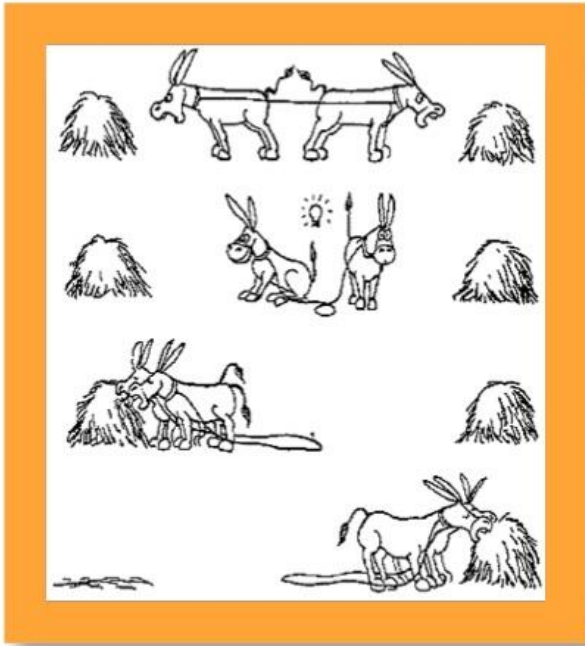
- **Assignment:** During holidays, attempt two activities on each page from page 9 to page 13 of the Leadership passbook and write the evidence in the space provided in the Passbook.

Note! If you want, you may write down all the activities in the Passbook that you will work on and leave me with you Passbook to avoid losing it during holiday. You can get it back from me next term and you just give me the evidence.

Next term I will collect all your completed Passbooks for verification. Next term, only those that will have completed their Passbooks, will get the skills portfolio.

- **Action Step:** Follow up at the Club Meeting: How will your projects keep over the holiday? How will make sure to pick back up Club projects quickly after the holiday? How will we keep people motivated? *Encourage scholars to share their ideas for the questions above.*

Conflict in Teams



Nelson Mandela



"It is better to lead from behind and to put others in front, especially when you celebrate victory, when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership"



Squad 7 Year 2 Activities: National Educate! Club Competition

Squad 7 Activities

- Prepare for the E! National Competition
- Scholar Graduation Ceremony and Project Showcase
- E! Club Handover

Objectives

- ♥ Scholars will be able to clearly, concisely, and confidently present their projects to E! National Competition judges during the interview.

Club Visits

1. Mock Presentations
2. Club Report

NATIONAL STUDENT BUSINESS CLUB COMPETITION

Objectives

The E! National Competition gives scholars the opportunity to:

- ♥ Showcase their projects to other schools.
- ♥ Meet and build relationships with scholars from other schools.
- ♥ Be recognized for their outstanding work.

Eligible Participants

- Only Educate! Clubs qualify to participate in the E! National Competition. Regular entrepreneurship Student Business Clubs will be excluded from the Competitions. As such, in 2017 only the Educate! Partner schools will be eligible for the Competitions.
- Five Educate! Scholars from winning schools will be eligible to attend the E! National Competition. One teacher must accompany them when they travel for the Competitions.
- E! National Competition judges will assess each Educate! Club as one entity that encompasses all of the projects at the school. Thus, Club groups will need to work together to showcase their projects. This will help certain groups focus on one project rather than doing many, and encourage them to help other groups improve their projects. This will reduce the competition that has already arisen between Educate! Club project groups and will encourage sharing of resources and expertise within the Clubs. Emphasize throughout the LEC that the different projects should not compete but work together!

Competition Structure

1. Semifinalist Selections (NOV 2016)

A panel of visiting judges consisting of the PO, Co-Mentor, and YL will visit schools to select the clubs who will be invited participate in the Regional Competitions as semifinalists. In total, 80 semifinalists will be selected (5-8 per Community Unit). Only those 80 will participate in the Squad 7 lessons below.

2. Public Introduction (MID-FEB 2017)

The E! National Competition will be featured in local newspaper articles. The semifinalists will be profiled in the newspaper.

3. Club Preparation (FEB 2017)

The semifinalists will work with their Mentor to prepare for the Regional Competitions.

4. Regional Competitions (MAR 2017)

Schools come together in each Community Unit to exhibit their projects and one school is selected from each CU to compete in Nationals.

5. National Competition (LATE APR 2017)

E! Club finalists to come to Kampala for the E! National Competition.

Preparation

Judges will score the 80 semifinalists on the judging criteria using the judging rubric (see Appendix A). When the judges come to visit and during the Regional and National Competitions, Club members will present their projects. Judges will observe the presentations, ask the Scholars follow-up questions, and read through the E! Club Project Report (see Appendix B).

Judges will also view any additional evidence the club has prepared, such as:

- The actual product
- Testimonials and stories
- Receipts
- Drawings
- Written letters
- Photo and/or video footage

Presentation Advice

The presentation is an opportunity for Scholars to share all the hard work they have done on their projects. Scholars should maximize this opportunity by making sure they think about what follow-up questions judges will ask. Remind scholars to:

- **Be confident.**
Stand straight, look the judges in the eye, and be comfortable with the topic.
- **Be prepared.**
Think about follow-up questions you may be asked and practice answering them. Have visuals and examples of products ready to demonstrate what you are explaining.

- **Be focused.**
Don't rush! Pause, think about the question, and then answer it. Don't drift away from the topic.
- **Be smart.**
Take pride in your appearance and do not wear distracting clothes.
- **Be a TEAM.**
Make sure that all Club members have a supporting role during the judge's visit. Remember that everyone has contributed towards the Club projects all year and so everyone should have the opportunity to contribute now.

Club Project Report Advice

See the Club Report Template in Appendix B. As they prepare this document, help scholars strive to:

- **Be concise.**
The report should be long enough to accomplish the purpose, but not a single word longer. Make sure the writing is clear and directly answers the questions.
- **Be organized.**
Make sure the flow of your writing is easy to understand. Each response should have a
 - **Beginning** (introduce what you want to say),
 - **Middle** (say what you want to say)
 - **End** (summarize what you said).
- **Be interesting.**
The report should be visually appealing. Use headings where necessary to make sections stand out. Use visuals (e.g. charts, graphs, pictures) to illustrate points.
- **Be careful.**
After you have finished, reread the report twice to check that it makes sense and there are no spellings or grammatical errors. Put it away for a few days and then read through it again. You will probably see mistakes that you missed before!



The Back Home Project (BHP) is the #1 success indicator of the Educate! program! Although the BHP technically begins in Term 3, all of the work that scholars do throughout Term 1 and Term 2 prepares scholars for their BHP.

Graduation Ceremony & Back Home Project Showcase

The graduation ceremony is an important event to celebrate the accomplishments of your Scholars throughout the past year—the Club should have a project showcase set up for other students, teachers, and HT to see. The showcase is an opportunity for any scholar who did a Back Home Project over the holidays to present their work and explain it. The graduation ceremony is also an opportunity to hype the E! Program and encourage even more students to join the E! Experience.

Schedule Graduation during School Assembly: to publicly hand out the E! graduation certificates to Scholars. Invite your PO and Associate Teacher to be present. The three of you will award certificates as well as give a few remarks hyping the E! Program. You may also want to briefly describe the projects that scholars have engaged in and congratulate them on becoming leaders and entrepreneurs who continue to make a difference in their communities and throughout Uganda.

If scholars are interested, they can help you to plan a larger graduation event, possibly with cake and drinks. This is not sponsored by Educate!. However, in past years, Scholars have contributed funds towards this celebration or their E! Club has run a fundraiser specifically to raise money for their graduation celebration. If you and your Scholars decide to plan a larger event, remember to invite the PO, Associate teacher, and other administrators and teachers from the school to celebrate with you!

Club Handover

The E! club handover process varies from school to school. The Squad 7 students must hand over leadership of the E! club to the new Squad 8 scholars. The graduates will decide whether they want to split the proceeds from the old Club or offer the proceeds as a gift to help squad 8 start their new Club. For example, at one school the graduating Scholars dissolved their E! Club and used the proceeds to buy the new Club a cow to help them start their planned project.

In turn, the new Scholars can decide whether to abandon the constitution, leadership structure, and projects from the old club in order to start their own, or keep certain elements from the old Club.

Although the Scholars will make these decisions, it is necessary for you and the Associate Teacher to facilitate this transfer process and provide guidance.

Competition Judging Tools

Judging Rubric (complete one for EACH project that the Club has)

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

Definition of the scores for each category

Category	Outstanding (3)	Good (2)	Needs improvement (1)	Evidence
Positive	The club has a clearly defined mission statement that seeks to create positive social or environmental impact, and the project clearly relates to the mission statement.	The club has a mission statement that is not clearly defined; the project is fairly convincingly related to the mission statement.	The club has a mission statement that is not clearly defined AND the project is not aligned well to the mission statement.	Club Report (Step 1.B)
Innovative	The project builds on a creative idea that demonstrates that scholars are “thinking differently” about business. It capitalizes on existing resources and uses them in an innovative way.	The project reflects ideas that are typical to the region students come from, but students have thought about how to use resources innovatively.	The project reflects ideas that are typical to the region students come from. Students have not used existing resources.	Club Report (Step 1.D)
Impact	The project has made an impact on 10 or more community members. Scholars provide evidence that they have achieved a high quality impact.	The project has made an impact on 1-10 community members. Scholars say that they have achieved high quality impact but cannot provide evidence.	The project has not impacted the community.	Club Report (Step 1.E)
Sustainable	There is a clear and thoughtful written plan for environmental and financial sustainability for this project. Sustainable means it has the capacity to renew its own resources or has a long lasting impact in a permanent system.	The Educate! Club acknowledges the importance of sustainability, but their written plan to address this issue is not clearly thought out.	The Educate! Club does not address the issue of sustainability.	Club Report (Step 1.C)
Finances	Finances are tracked in an organized and orderly way. The numbers in the cost, income, and profit sheets balance out. There is a book of accounts for this project.	Finances are tracked but there are some errors in the reporting. The numbers don’t balance OR some numbers are missing.	Finances are not tracked. There is no book of accounts.	Club Report (Step 3)
Planning	Club has a clear and realistic business model. Club has a written-out budget for each project.	The business model is clear but not well connected. Club has a budget for at least one project	The business model is incomplete or not well thought through. Club has an incomplete budget.	Club Report (Step 2)
Sales	Club has great samples of the product and/or service that show the product/service is of high quality and financial records show the club has a wide market. Project earns an income of 100k and above	Club has good samples of the product/ service. The project earns an income of at least 30k but less than 100k UGX.	Club has fairly good samples or product and The project earns an income of less than 30k UGX and the club has	Club Report (Step 4)
Teamwork	Clubs have clear leadership structures. Most members attend all club meetings, communicate freely about challenges and help each other out.	Clubs have a clear leadership structure. About half the members attend club meetings, but others do not.	Clubs don’t have a clear leadership structure. Few members attend club meetings	Club members

The main purpose of this visit is to let Squad 7 scholars know the major activities that will be taking place this term. Get them excited about the term.

This session should be conducted in a unique and exciting manner, if possible do it from outside of class in the school compound. Make sure you really have fun together with your scholars.

Prep: Read through the judging criteria and carry copies for your scholars

Objectives

- ♥ Scholars will be able to evaluate how well their projects meet the judging criteria.

Topics to cover during this visit

- Educate! National Competitions (structure and Judging criteria)
- Back home project interviews

Start your session by having this team building activity to excite your scholars.

The cold wind blows

- Take the scholars outside the classroom and have them form a circle
- Give them one minute to find a small or medium-sized object to place at their feet to mark their spot in the circle (can be a leaf, textbook, piece of scrap paper, etc)
- You the mentor should NOT have an object at your feet. Your spot is empty. You will be the first caller and start in the middle of the circle. Tell scholars you will call out a category for example “The cold wind blows....for anyone who is excited to be starting their second year as an Educate! scholar!” Then everyone who is excited will need to leave their spot in the circle and run to a new spot. You the mentor will also run to a spot. Whoever is left without a spot is the new caller and they will call out a new category.

RULES: No moving to your immediate left or right. You need to move at least two spots in either direction!

Welcome back! Speech (05 minutes)

Welcome back to the Leadership and Entrepreneurship course!

HYPE the upcoming E! National Competition:

Congratulations Semifinalists in the 2015 E! National Competition! You were chosen because of your hard work and the quality of project(s).

During this term you will:

- Prepare for and participate in the E! National Competition!
- Graduate from the E! Program!
- Formally hand over leadership of the E! Club to younger scholars as you graduate.
- Be interviewed about your Back Home Projects so the E! team can learn all the great things you have done in your communities and share your success stories with others.

Explain E! National Competition Structure Lecture (10 minutes)

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

? But why do we have an E! National Competition? What is the purpose?
(Let 1-2 scholars share their thoughts)

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

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

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

Explain the competition structure

Competition Structure

1. Semifinalist Selections (NOV 2016)

A panel of visiting judges consisting of the PO, co-mentor, and YL will visit schools to select the clubs who will be invited to participate in the Regional Competitions as semifinalists. In total, 135 semifinalists will be selected (5-7 per Community Unit).

2. Public Introduction (MID-FEB 2017)

The E! National Competition will be featured in local newspaper articles. The semifinalists will be profiled in the newspaper.

3. Club Preparation (FEB 2017)

The semifinalists will work with their mentor to prepare for the Regional Competitions.

4. Regional Competitions (MAR 2017)

Schools come together in each Community Unit to exhibit their projects and one school is selected from each CU to compete in Nationals.

5. National Competition (LATE APR 2017)

Educate! sponsors 7-10 scholars from E! Club finalists to come to Kampala for the E! National Competition.

The Judging Criteria -Small group discussions (10 minutes)

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

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

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

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

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

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

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

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

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

- ? **Which groups want to share highlights from their discussion? What do we as a whole class think of their evaluations?**

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

Advertising your product: Sell it! Group activity & Presentations (40 minutes)

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

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

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

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

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

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

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

Closing remarks

We are getting close to the end of our exciting journey together in the E! Experience. I am so proud of all the things you have accomplished during the past year and I am delighted that we are continuing to the Regional Competitions to showcase all your hard work in the E! Club.

- ? **Which Year 2 Activities are you most looking forward to?**
Encourage at least 3 Scholars to share

Action Step (02 minutes)

In your club meeting this week revisit the criteria you think your Club is weakest at and, with Club members, work on strengthening this aspect of your Club.

The purpose of this visit is to empower scholars in the E! Club to be able to communicate effectively to judges during the E! National Competition.

If Possible meet the scholars from outside under a good shade on the school compound.

Objectives:

- ♥ Scholars will understand how the competition rubric measures the judging criteria and apply the competition rubric to assess the quality of their own projects.
- ♥ Scholars will be able to clearly, concisely, and accurately complete the Club Report

Chinese Whispers Game (10 minutes)

- Take scholars outside and have them stand in a circle.
- Whisper a message to the scholar standing next to you in the circle. Then instruct that scholar to whisper the message to the person standing next to him or her. And so on around the circle. Once the message has come back, have the final scholar say the message aloud for everyone to hear. Then say what the original message was
 - ? **How close was the final message to the original message?**
 - ➔ **Sometimes we assume we have communicated something very clearly...only to find out the message got all mixed up! It's very important during the E! National Competition to communicate your message clearly to the judges both orally in your presentations AND written in the Club Report (which we will talk about during this lesson)**

Introduction Q&A (05 minutes)

Today we are going to continue preparing for the 2015 E! National Competition.

- ? **Who remembers from last week what is the purpose of the National Competition?**
(Let 1-2 Scholars share their thoughts)

(1) Scholars showcase projects to other schools, (2) build relationships with Scholars from other schools, (3) get recognized for their outstanding work

- ? **Who wants to share which reason is the most exciting to them?**
(Let 1-2 scholars share their thoughts)

Today I will take you through the competition rubric and the judging criteria. You will be required to accurately complete your club report.

Competition Rubric Q&A, Lecture (10 minutes)

- ? **Who can remind us what the judging criteria is?**
Planning, Implementation, Finances, Teamwork, Innovative, Sustainable, Impact, Positive
 - Today you will become familiar with the tool the judges will use to measure how well your projects have met the judging criteria. This tool is called the Competition Rubric.

Explain the Competition rubric to scholars. Read through the categories and how each one will be scored.

- During the Competition the judges will observe your presentation and then interview you to see how well your project meets the judging criteria. They will ask you follow-up questions about each of the criteria and then measure your answers using the Competition rubric.

Club Report Group Activity (50 minutes)

- When judges come to visit our E! Club to learn more about your projects, one piece of evidence they will need to see is your E! Club Report. Read through the Club Report template to Scholars and hand around your lesson plan book so they can see what the Club Report template looks like.
- ? What are the 4 main components to the template?
(Ask a volunteer to point out the components)
(1) essay/short answer section, (2) business model, (3) costs/income record, (4) activities record.

Divide Scholars into groups of five. Each group should choose one club project to focus on. It is OK if some groups are focusing on the same project since they can combine their reports later and that will be a good double-check to make sure nothing has been forgotten.

Distribute one piece of big paper and markers to each group:

- Each group will “fill in” the Club Report template by presenting the required information on the chart paper. You can split up the template and have a few people work on each section, or you can go through it section-by-section together as a group.
- You will have 25 minutes to work. At the end of 25 minutes we will share your work with each other.

As groups begin working, walk around the room to check in with each group and make sure everyone is contributing. Call out time checks at 5 minute-intervals to help scholars use their time wisely. After 25 minutes, ask groups to join back as one big group:

Let's take 5-7 minutes to walk around the room and look at each group's Club Report draft on the big paper. Walk around with your group and take time to read through everyone else's work. Give scholars seven minutes to do this, then get everyone's attention.

- ? **Which Club Report draft did you think was very good?**
Let a volunteer identify one group's draft that is strong. Then direct everyone's attention to that draft.
- ? What makes this draft good?
Let at least two Scholars share their thoughts.

- ? Who has an idea for how they can improve their own group's Club Report draft?
Encourage at least three Scholars to share their thoughts.

Reflection Q&A (03 minutes)

- Great job today! You have worked hard the past few weeks preparing to present your Club projects during the E! Club National Competition. I am very proud of all the hard work you have put in!
- Based on all the preparation we have done so far, what are you most excited about for the competitions?
- ? **Is there anything you are nervous about? Anything else you think the club should focus on as you do your final preparations?**

Action Step (02 minutes)

In your club meeting this week, revise the Club Report drafts you have worked on today and write them up in a formal document to present to the judges. Don't forget to take the chart paper with you when you leave today

Educate! Club Report Template

Name of School:

Number of Group Members:

Date:

STEP 1: In one page, provide an overview of each of your club projects by answering these questions:

- A. What is the name of this project?

- B. What is your CLUB mission statement and how does this project relate to the club’s mission statement?

- C. What makes your project innovative and creative?

- D. How have you been able to make a difference in the lives of the community?

- E. What is your plan for the financial and environmental sustainability of the project?

STEP 2: Please attach a business model for each club project (see template below).

Key Activities	Resources	Product or Service	Marketing	Customer
			Distribution	
Cost		Value		

STEP 3: Please attach your financial records for each club project, including costs and income (see example templates below)

Costs				
Date	Item Purchased	Cost	Qty.	Sub-Total
Total Costs				

Income				
Date	Item for Sale	Price	Qty.	Sub-Total
Total Income				

Total Profit (<i>Total Income – Total Costs</i>)	
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STEP 4: Please include the timeline and major activities that you completed for your project (see template below).

Date	Activity