



# EDUCATE!

DEVELOPING YOUNG LEADERS & ENTREPRENEURS IN AFRICA

## 2017 LEADERSHIP AND ENTREPRENEURSHIP COURSE



TERM 2: Entrepreneurship



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# Leadership and Entrepreneurship Course

## Term 2: Entrepreneurship

### INTRODUCTION

Welcome to Term 2 of the Educate! Leadership and Entrepreneurship Course (LEC)! We here at E! Have developed this curriculum book to help YOU the Mentor facilitate Term 2 of the E! Experience in secondary schools throughout Uganda. The focus of this term is: Entrepreneurship. The lesson plans in this curriculum and the accompanying out-of-class time activities are designed to equip Ugandan youth with skills that will help them solve problems in their communities through creating successful and sustainable enterprises and community projects.

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

### OVERVIEW OF THE E! EXPERIENCE

The Educate! Experience Program partners with secondary schools to develop young leaders and entrepreneurs.

Educate! delivers four programs rolled into 1! There are four key components to what we do:

Program Component	Purpose	Description	Facilitator
<b>Educate! Student Business Club</b>	Organizes the entire school student body to start businesses and projects together during the school term.	Club members form groups of up to 20 students. Each group is responsible for starting and implementing a project. The E! Club tries to recruit as many students as possible.	E! Mentor and Youth Leader advise members in projects. E! Associate Teacher patrons the club and talks with school Administration on its behalf.
<b>Leadership and Entrepreneurship Course (LEC)</b>	Select the top students who will lead the school and E! club and give them specialized skills and life-long mentoring.	Only 40 selected students become the 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.
<b>Peer Mentorship</b>	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
<b>Teacher Association &amp; Training</b>	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 2 OUTCOMES

In Term 2, Scholars learn entrepreneurship skills to help them start and run successful businesses and social enterprises both in the E! club and individually back home. Term 2 lessons and activities inspire Scholars to create win-win solutions to problems in their communities, as well as income and employment.

### Aim for Success!

You will know Term 2 was successful, if the statements below are true by the end of the term:

1. Your Scholars matched community resources and needs to their passions and skills to create projects that solve community problems!
2. Your Scholars improved their projects by innovating in specific areas like product quality, pricing, market, strategy, and impact!
3. Your Scholars created careful business plans and budgets for their enterprises and club projects!
4. Your Scholars participated in the Interschool Skills Retreat, and then ran a Skills Day at their own school!

### Term 2 Lessons

LESSON 6 - Social Enterprise Solutions

LESSON 7 - Having a Vision

LESSON 8 - Community Resource Mapping

LESSON 9 - Opportunity Identification

LESSON 10 - Market Research

LESSON 11 – Innovation

LESSON 12 - Fundraising Pitch: What to Say

LESSON 13 - Fundraising Pitch: How to Say it

LESSON 14 - Enterprise Planning

CLUB VISIT – Budgeting & Financial Advice

### Term 2 Games

LESSON 7 – “Our visions are tied together”

LESSON 9 – “Creativity test”

LESSON 10 – “It’s a...WHAT?”

LESSON 11 – “Four corners”

LESSON 12 – “Knot or not”

LESSON 13 – “Oh Buster, FILIBUSTER!”

### Term 2 Vocabulary

LESSON 6 - Win-Win Solution

LESSON 7 – Vision, Goals, Action Steps

LESSON 8 – Resourceful

LESSON 9 – Passion Match

LESSON 10 – Assumption, Customer Profile

LESSON 11 – Innovation

LESSON 12 – Pitching, Public Speaking

LESSON 13 – GEPIC

LESSON 14 – Social Enterprise Plan

## Term 2 Group Mentoring Session Overview

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

### Group Mentoring Sessions VS the LEC lessons

LEC lessons are held with all 40 Scholars and cover only one topic. In group mentoring sessions, you meet with Scholars in groups of only 3-5 scholars each. This is a more personal approach than LEC lessons. It



enables you the Mentor to strengthen your relationship with Scholars, discuss their challenges, and brainstorm solutions.

### Logistics of Group Mentoring Sessions

Early in the term, introduce Scholars to the topic of the group mentoring session. Make it exciting!

REMEMBER: This is a chance for Scholars to have your personal attention and coaching, in a safe space.

Ask Scholars to form groups of 5; these will be their group members during the group mentoring sessions. Let them choose their own group members, and instruct them to sit with their group members so you can see that every group has the correct numbers. Assign each group a number #1-8 and record the names of the scholars in each group. Select 1 Scholar from each group to be the group mobilizer; the role of the mobilizer is to ensure that all group members come promptly for their group mentoring session.

### Timing of group mentoring sessions

Each group mentoring session should be 30 minutes long, with 5 Scholars and 1 Mentor. Group mentoring sessions can either be planned to come either before or after a LEC lesson, OR they can be used to cover a "bounce." A bounce is when you reach a school and there is unexpected program that takes away many of your scholars. If you experienced a bounce, you can reach out to the LEC coordinator to help you assemble scholars from one of the assigned groups (see above, there should be around 8 groups). Then, you can run the group mentoring session with one of the groups instead of being bounced. It might even be possible to get in a group mentoring session with 2 or even 3 groups depending on the amount of time you have available.

*SUMMARY: Group Mentoring Sessions can be planned in advance, to come before or after a LEC lesson (use your LEC coordinator to help you organize) OR they can be used to cover a bounce. It's up to whatever fits the best for you and your scholars!*

## LESSON GOALS ALIGNED TO BUSINESS SKILLS PORTFOLIO

LESSON			PORTFOLIO	
#	TITLE	OBJECTIVES	ACTION	DETAILS
6	SOCIAL ENTERPRISE SOLUTIONS	Solve problems by creating social enterprise solutions. Apply win-win thinking to their problems & enterprises.	WIN-WIN SOLUTION	Identify a win-win solution for one problem in your school or home community.
7	HAVING VISION A	Discover their own vision, passion, and skills. Develop a personal vision statement and break it down into goals and action steps.	PERSONAL VISION	Write a personal vision statement for yourself with a corresponding plan for long-term goals, short-term goals, and immediate action steps.
8	COMMUNITY RESOURCE MAPPING	Identify resources in the community. Create a prototype product from the available resources.	RESOURCE MAP	Draw a resource map for your home community.

9	OPPORTUNITY IDENTIFICATION	Match their personal vision to resources and needs to create business opportunities.	PASSION MATCH	Record a passion match for yourself, aligned to your home community needs and resources.
10	MARKET RESEARCH	Interview potential customers Create a customer profile.	MARKET RESEARCH	Conduct interviews with 3 potential or current customers for E! club.
11	INNOVATION	think differently about business challenges innovate on market, strategy, products & price, and impact	INNOVATION MATRIX	Complete the innovation matrix for a personal project idea.
12	FUNDRAISING PITCH: WHAT TO SAY	write a persuasive speech to attract investment identify new ways to mobilize resource	GEPIC PITCH SCRIPT	Write a GEPIC pitch about your personal project idea.
13	FUNDRAISING PITCH: HOW TO SAY IT	confidently present a GEPIC speech	GEPIC PITCH PRESENTATION	Present your GEPIC pitch to 2 students and 1 teacher, and include their written feedback in this portfolio.
14	ENTERPRISE PLANNING	write either social enterprise or business plans depending on the nature of the project judge their project ideas by the E! Club Competition criteria	ENTERPRISE PLAN	Write a business plan/social enterprise plan for your personal project, based on the type of project it is.

## OVERVIEW OF E! CLUBS IN TERM 2

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

### Term 2 Club Activities

- Start club projects

- Fundraise during Visitation Day

- Mentor visits E! club – Budgeting & Finances

- Participate in E! Club Visibility Challenge. (THIS HAPPENS ONLY IN THE 5 NEW CUS)

## E! Club Visibility Challenge Details

### (NEW COMMUNITY UNITS ONLY)

The E! Club Visibility Challenge was launched run in the North Region in 2016 and it was a huge success! Scholars implemented very creative visibility campaigns for E! in their schools. The best schools received 50,000 UGX to boost their clubs. In 2017, we are extending the same great opportunity to our 5 new CUs.

The E! Club Visibility Challenge encourages Scholars to promote Educate! in their school and/or surrounding community. They can create a sign, paint 1 wall or stones in the school compound with the Educate! Logo or mission, or do something even more creative! The goal is to increase **visibility** of Educate! and their E! Club.

Scholars have ALL of Term 2 to plan and implement their visibility challenge. You the Mentor must submit evidence of the challenge to your PO by the end of Term 2. For each participating CU, we shall then select the most creative and impactful piece of work and award each winner 50,000 UGX, which goes to their club. Winners will be notified and given their award at the beginning of Term 3.

## INTER-SCHOOL SKILLS RETREAT

The Inter-School Skills Retreat is an exciting opportunity to bring scholars together and have fun outside the classroom! Scholars will leave the Skills Retreat with practical skills to benefit both the E! Clubs and their personal back home projects. In 2014, Scholars learned how to make liquid soap, in 2015, the skill was mosquito-repellent solid lotion bars and in 2016 Scholars learnt how to make mosquito-repellent candles from beeswax! In 2017 Scholars will learn how to make, brand and market bar soap.

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

## PEER MENTORING IN TERM 2

### Meeting with Peer Mentees

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

### Organizing Skills Day

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

## SCHOLAR ASSESSMENT

The three assessments below are a requirement for graduation from Educate! LEC. If scholars join late, they must still be completed!

Assessment tool	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	Mid Term 3	Mentor checks each portfolio piece is in the folder

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:

- (1) Scholar must have completed the Leadership Passbook.
- (2) Scholar must have completed the Business Skills portfolio.
- (3) Scholar must have a Back Home Project.
- (4) Scholars should have actively participated in 90% of LEC lessons.

### Term 2 Scholar Assessment

**LEADERSHIP PASSBOOKS** – Remind Scholars to complete their Leadership Passbooks by referring to the links with the LEC lesson you have just taught (see instructions in the ‘Actions Steps’ of each lesson). Throughout the first half of Term 2, Scholars hand in their completed Leadership Passbooks. Mentor starts the verification of the completed Passbooks during the 1st YBE meeting of Term 2.

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



## FACILITATING THE LEC

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 justice.
- 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 ATTENDANCE GUIDELINES FOR TERM 2

### Every scholar is important to Educate!

As you lead Scholars through the E! Experience, remember: EVERY SCHOLAR IS IMPORTANT TO EDUCATE! Don't let their efforts or your efforts get lost because of low attendance or lack of commitment. Strive to support all scholars and work with them through personal, family, or school issues that may deter their commitment to E!.

### Keep track of your scholars

If a Scholar misses a lesson ask the LEC Coordinator to follow up with the Scholar as early as lesson 6 and encourage them to attend. You, the Mentor, can also meet 1-on-1 with them to discuss the reasons and encourage them to recommit. New scholars can join to replace any lost scholars until Lesson 8. New Scholars should be those non-Scholars who have been attending LEC lessons. No new scholars may join after Lesson 8.

### Help new scholars catch up!

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

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

ALL NEW SCHOLARS NEED TO COMPLETE THE LEADERSHIP PASSBOOK!

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

## Lesson 6 – Social Enterprise Solutions

### Objectives:

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

**Vocabulary:** Win-win Solution

**Why this lesson:** Welcome Scholars back and hype Term 2! In Term 2, scholars will learn skills to build successful, sustainable enterprises that create win-win solutions for their communities. These new skills will be documented in their Business Skills Portfolios.

**Materials:** Term 2 Scholar Workbooks and Business Skills Portfolios for all Scholars, Visuals: “Types of Enterprises,” “People, Planet, Profit”, and flipchart paper

### Lesson plan flow:

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

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

**The point to bring home:** Social entrepreneurs are creative problem-solvers who apply win-win thinking to create enterprises that solve problems in their communities. They earn income while also helping their community!

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

**Note to mentor:** Be very aware of timing in this lesson. If the earlier sections take up too much time, then not all groups will be able to present in the role-play in Section #5. It’s very important that all groups get to share so keep time!

*Before this lesson, check in with LEC coordinator to ensure scholars come along with evidence of their Holiday Challenges from pages 9 & 13 of their Leadership Passbooks.*

### WELCOME BACK!

Q&A – 10 MIN

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

*Welcome to Term 2 of the E! Experience! I am so excited to see you! What are some fun activities you did over the break? What did you do for the Holiday Challenge?*

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

*We’re going to walk around and take a look at everyone’s holiday challenges. As you view other Scholars’ work, think about:*

- ? What did you learn in your holiday challenge? What can you learn from other Scholars’ holiday challenges?

- ? This term you will build your businesses and community projects from just an idea into a full enterprise! How can we use what you learned during the holiday challenge in the E! Club this term?

Give Scholars 5 minutes to view each other's' work. Afterwards, pick 3-4 scholars to share on the above questions.

Collect any completed Leadership Passbooks and their evidence of completing the holiday challenge. Remind scholars that verification starts this term. Thank scholars for all their hard work over the holiday and encourage those who are yet to complete to get their Passbooks done!

## INTRODUCTION TO TERM 2

Lecture, Q&A– 10 MIN

- ? Have you ever seen businessmen in real life or movies—what do they carry? A briefcase! Why?

*To show examples of their work, business plans, certificates, CV, credentials, etc. This is their PORTFOLIO.*

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

- ? In Uganda, 83% of youth are *unemployed*. What do you think the employment rate is for Educate! Graduates?

Take guesses from several students.

**ANSWER:** 94% of Educate! Graduates are employed, employing other youth, or attending university!

*BE EXCEPTIONAL. Your portfolio and E! certificate will set you apart from everyone else.*

Hold up the Business Skills Portfolio so Scholars can see it. *To be a certified E! Graduate, you need to complete the actions listed inside. In Term 3 I will collect your evidence to assess whether you are eligible to be certified as entrepreneurs.*

**Explain the Business Skills Portfolio actions.** Emphasize each Term 2 lesson will add another skill to their portfolio. After each lesson, they will update their portfolio with the new skill. Some actions are done within school; others at home.

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

- Club Milestones - Start up your club projects and fundraise for them during Visitation Day!  
*Note: In new CUS mention that scholars will participate in the E! club visibility challenge.*
- Inter-schools Skills Retreat - Meet E! Scholars from different schools! Learn to make and brand bar soap!
- O-level mentees and Skills Day - Run a product-making retreat at your own school called E! Skills Day, where you teach your O-Level mentees how to make, brand, and market the bar soap.
- Group Mentoring – Meet with your Mentor in small groups for individualized attention and coaching

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

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

👂 Share the objectives of this lesson.

## TYPES OF ENTERPRISES

Q&A, GROUPWORK – 15 MIN

*Let's learn about different types of enterprises by helping solve a problem in the community. Here is the problem:*



Two orphans named Susan and David are gifted in school and very hard workers but the Auntie and Uncle can't afford to pay school fees for either...**What can be done to help Susan and David?**

Take some time to reflect.

- ? What could the Auntie or Uncle do to help Susan and David? What could their school do? What could the E! club do? What could strangers do? Let's brainstorm so many solutions.

*Don't worry if they are good or bad ideas—all ideas are welcome!*

Use countdown to divide scholars into 3 groups. Then give groups 3 minutes to brainstorm.

Group 1 - Brainstorm solutions for Susan only.

Group 2 - Brainstorm solutions for David only.

Group 3 - Brainstorm solutions that both Susan and David can apply.

Create 3 columns on the chart paper, one for each group. Label the columns.

After 3 minutes, have each group share their ideas while you record them on the flipchart paper.

Here are *possible* examples of solutions that Scholars may come up with:

- The Auntie gets a job washing clothes to support them
- Uncle does layman jobs to support them
- The school gives David a job during the holidays to cover his fees
- The E! club raises money to pay their fees
- David starts working one term, going to school the next term (like Wereje Benson from Term 1)
- The E! club sets up a poultry project in David and Susan's home to help their family earn income
- A wealthy person sponsors them
- Susan drops out of school and starts working as a maid
- Susan marries a rich man to help her pay school fees
- A wealthy man or woman gives their Auntie a loan to start a business which will earn income to pay the school fees

You listed so many solutions to help Susan and David! There are always many different ways to solve a problem. Some solutions are better than others. As entrepreneurs, you will face many problems! You must decide which solution is best.

### Use "Types of Enterprises" Visual

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

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

Business – an enterprise motivated by profit, where the intention is to make income to support employees and keep the business going in the long-term. Businesses might help the community but their main focus is on making large profits.

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

Ask scholars:

- ? Who can identify one of the solutions to Susan’s and David’s problem which is a business solution?
- ? Which is a charity solution?
- ? Which is a social entrepreneurship solution?
  
- ? Every problem has many solutions; some are better than others. Which solution do you think is the best one?

Encourage at least 2 scholars to share their thoughts. Emphasize there is no one right answer. All of the solutions to Susan and David’s problem have pros and cons; however, sustainable solutions last longest.

Remind scholars to write the three types of enterprises in the lesson notes in their workbooks.

## SUSTAINABLE WIN-WIN SOLUTIONS – PART 1

Q&A – 15 MIN

*You are free to create any kind of enterprise, but at Educate! our main focus is social entrepreneurship. Social entrepreneurs are special because they apply win-win thinking to community problems.*

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

*The creation of innovative enterprises to make positive, sustainable impact on society and/or the environment*

- ? What are the four key aspects of social entrepreneurship? (HINT: They’re in the definition!)

*Innovative, positive, sustainable, impact*

- ? What are the kinds of solutions we talked about last term? (HINT: The visual of the 2 donkeys trying to eat hay while tied together was an example of the different kinds of solutions!)

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

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

There is a long line of Indian-owned shops in downtown Kampala. They are located next to a poor slum community where there are many unemployed men and women, and even beggars. The beggars often beg in front of the shops because they know the customers have enough money. The shop-owners get many customer complaints about beggars harassing them.

- ? What should the shop owners do?

Divide students into groups of 5 using countdown. Give groups 3 min to discuss solutions to the shop-owners’ problem. After 3 min, ask each group to BRIEFLY share just one solution they brainstormed.

*This is actually a real situation that happened in South Africa! These are the solutions the shop-owners tried:*

1. Shop-owners left the beggars alone and put up signs saying “Customers don’t give to beggars”


**Result:** You win...I lose.

**WHY?** The beggars continued harassing customers, and even got more aggressive! Customers felt bad about the sign so they gave the beggars more money, but they resented the shop-owners for not fixing the problem and often went somewhere else to shop.

2. Shop-owners personally chased away the beggars, often using violence.  
**Result:** I win...You lose.  
**WHY?** The shop owners no longer had beggars bothering their customers! But the beggars lost the small amount of money they used to receive from begging
3. Shop-owners decided to employ the police to keep the beggars away.  
**Result:** I lose...You lose.  
**WHY?** The shop-owners spent a lot of money on hiring police, customers stopped coming because the violence against the beggars made them feel bad, and beggars were not able to beg there anymore.
4. Shop-owners employed the beggars as guards!  
**Result:** WIN...WIN!  
**WHY?** The beggars earned income as guards and did not have to beg anymore. They were friendly and kind to other beggars, and could persuade them to leave without violence. More community members shopped at the shops because they liked that the shop-owners helped the community with jobs.

Emphasize: *Great leaders apply win-win thinking to discover win-win, sustainable solutions to any community problem.*

*Social entrepreneurs aim for the triple bottom line: people, planet, profit.*

 Use "People, Planet, Profit" Visual

## SUSTAINABLE WIN-WIN SOLUTIONS – PART 2

ROLE-PLAY – 20 MIN

Now we are going to work in groups to apply win-win thinking to solve a real problem in our own school or community!

Scholars should stay in their groups from the previous section. Tell groups they have 5 min to think of a real community problem and design a role play that demonstrates 1 kind of solution.

Assign each group which kind of solution they should demonstrate: ("win-lose," "lose-lose," or "WIN-WIN" solution...just like in the downtown shops example).

EMPHASIZE: Role plays should be only 1 minute long!

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

After all groups have presented, encourage appreciation for everyone!

Remember: Social entrepreneurs are creative problem-solvers who apply win-win thinking to create enterprises that solve problems; that way they can earn income and also benefit their community.

## REFLECTION & CONCLUSION

LISTEN – 3 MIN

2 Quotes this week about Social Entrepreneurs: All these quotes are in your workbook.

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

*-Thomas L. Friedman*

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

*-Richie Norton*

Concluding reflection:

- ? In the orphans' problem activity, I noticed that some of the solutions we thought of for Susan and David were different...Why? Do men and women have access to the same opportunities to solve their problems?

Encourage many responses here, and try to emphasize the importance of gender justice.

NOTE: Maintain a safe space for all scholars while also challenging any stereotypes they may have about gender.

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

**ACTION STEPS**

**ASSIGNMENT - 2 MIN**

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

- ? What new entrepreneurship skill did we learn today?

Have 2-3 students share their answer.

Write "Apply Win-Win Thinking" in your first square.

- **Assignment #1:** Have you completed p.7 'Social Entrepreneurship' in your Passbook? If not this lesson should have helped you. Remind Scholars they should be completing their Passbooks.
- **Action Step #1:** Club: Get the club back together. Find a time on the timetable where your E! Club can have a regular place to meet and inform members that meetings are starting up again! This is a big term for the clubs! You will start up an enterprise/project, and raise funds for the project started during Visitation Day. Time to start strong!

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

## Types of Enterprises

	Compassion	Profit/ Income
<b>Charity</b>	✓	✗
<b>Business</b>	✗	✓
<b>Social Enterprise</b>	✓	✓





## Lesson 7 - Having A Vision

### Objectives:

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

### Vocabulary: Vision, Goals, Action Steps

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

**Materials:** Ball of string, 7 Step stones (in the objectives sheets, you will need to cut these out), Visuals: "Vision definition," "Vision – Long Term Goals – Short Term Goals - Action Steps"

**Prep:** Cut up the step stones card set into 7 separate steps (these can be found in the objectives sheets).

### Lesson plan flow:

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

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

**The point to bring home:** Social entrepreneurs begin with a vision for how they want the future to look like in a particular area. Every successful vision has a plan! Vision plans have long-term goals, short-term goals, and immediate action steps.

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

### INTRODUCTION

Q&A – 2 MIN

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

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

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

Today we will look at 4 entrepreneurs who have a powerful vision for Uganda's future. We will analyze the steps they took to achieve their vision and then you will develop visions of your own!

🔗 Share the objectives of this lesson!

## VISIONARY LEADERS OF UGANDA

Lecture, Groupwork, Presentations– 25 MIN

*Last week I introduced you to the Business Skills Portfolio. Every lesson this term we will add a skill to our portfolio. Today's skill is developing a personal vision, and identifying the steps to make your vision come true. Discovering your vision is one of the first steps to becoming a social entrepreneur.*

Instruct Scholars to record the steps to becoming a social entrepreneur in their workbooks.

### STEPS TO BECOMING A SOCIAL ENTREPRENEUR

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

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

Use "Vision Definition" Visual

Divide Scholars into 4 groups. Give each group a case study for one of the following Ugandan visionary leaders: Tell the scholars to refer to these case studies in their workbooks.

1. Best Ayiorworth
2. Joan Nansubuga
3. Abramz Tekya
4. Lillian Aero

Tell groups they have 10 min to read their assigned case study AND develop a rap, song, or poem that is written from the perspective of the visionary leader. Each group's presentation can be no longer than 3 min and needs to include:

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

NOTE: Give groups time-checks at 7, 5, and 2 min so they can budget time accordingly and not delay.

Encourage Scholars to listen attentively while groups present! Offer appreciation to each group once they have finished. Make sure that other groups aren't finishing their own song while another group is presenting!

- ? Are there any similarities between the stories of these visionary leaders? Are there any key differences?
- ? How can we use our experiences to create community change?
- ? Do you think a person's gender affects the kind of vision they have for their community's future? Why or why not?

Encourage 3-4 Scholars to share their thoughts to the questions above. Strive to emphasize gender justice while also being very respectful of different views. Make sure all Scholars feel they are in a safe space!

## OUR VISIONS ARE TIED TOGETHER

GAME – 20 MIN

Now we've heard the visions of 4 Ugandans who are working hard to achieve their visions...but what is YOUR vision? Take 3 minutes to create a detailed mental picture in your mind of your vision. It can be a vision for your family, your school, your community, your district...or all of Uganda! It can be as big or as small as you want. Create the image of your vision in your mind as detailed as possible.

Give Scholars 3 mins to think of their visions. Then, bring them outside and have them stand in a big circle together. Have them pair up with their immediate neighbor and join hands. Bring the ball of string with you.

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

- Begin by holding the ball of string and telling the scholars what your vision is.
- Once you have finished explaining your vision (keep it brief!), toss the ball of string to one of the pairs in the circle WHILE STILL HOLDING ON TO YOUR END OF THE STRING.
- The pair that catches the ball of string should share their vision, tie the string to their joined hands, then toss the ball of string to another pair WHILE STILL HOLDING ON TO THEIR OWN SECTION OF THE STRING.
- By the end there should be a complex web of strings criss-crossing across the group and connecting the whole group to each other.

*Emphasize: Our visions are tied together!*

## VISIONS → GOALS → ACTION STEPS

ACTIVITY – 20 MIN


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

Do you think any of the Ugandans we learned about today woke up one morning and said "OK now I'm going to achieve my vision, and then went ahead and did it in just one day?" NO.

Visions are too big to be accomplished in just one day...but with smart planning you can map out the steps that need to happen for your vision to be achieved and those steps can certainly start today! We are going to use 'stepping stones' – this a visual way to lay out the steps we need to go through to achieve our vision.

In a few words:

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

 Use "Vision → Long Term Goal → Short Term Goal → Action Step" Visual

Show Scholars the 'Step Stones'. These should be written on flipchart paper (make sure to mix them up first so they are not in order).

Read each 'Step Stone' aloud and hold it up high so Scholars can see it.

Cards say:

1. No Ugandan child suffers from hunger during the school day.
2. Create free lunch program in all Primary Schools.
3. Fundraise for free lunch program in 5 schools.

4. Arrange meeting with HTs at all 5 proposed free lunch program schools to present plan and fundraising strategies.
5. Meet with school cateress at your school to find out how much lunch food costs per student.
6. Meet with Head Teacher at your school to propose a plan for free lunch program and ask for advice.
7. Call Bank of Uganda to set up a meeting to see if they want to donate.

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

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

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

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

Encourage scholars to volunteer ideas for which 'step stones' should come first and which should go later.

Strive to get ALL Scholars to offer suggestions and participate. Don't let only a few Scholars dominate the whole conversation.

Have Scholars lay down the 'step stones' as they come up with the order!

Once all the stones are laid down, you and all the scholars should run across them, reading them as you go!

After the activity, point out which step stones were the action steps, short-term goals, long-term goals, and vision.

### Another example:

As Educate! Scholars, your vision might be to start your own social enterprise.

1. To accomplish this vision, one long-term goal could be to graduate from Educate! with a Gold Certificate.
2. Two short-term goals could be (1) making sure you complete your Passbook and Portfolio on time and (2) working hard to be a good mentor in the E! Club and a role model for other Scholars, especially your 'O' Level mentees.
3. Three immediate action steps could be (1) to write a vision action plan, which is one item in your Business Skills Portfolio, (2) to reach out to the E! Club President to make sure your E! Club is meeting regularly, and (3) to help plan the fundraising event for the E! Club during Visitation Day this term.

Ask Scholars if they have any questions.

#### NOTE TO MENTOR

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

##### ACTION STEPS

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

##### SHORT TERM GOALS

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

##### LONG TERM GOAL

- Create free lunch program in all Primary Schools.

##### VISION

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



Emphasize:

*When planning for your vision, the steps do not need to have a perfect order, it entirely depends on the nature of the vision. Be open-minded and flexible! Some short-term goals could become action steps, for example.*

## REFLECTION & CONCLUSION

LISTEN – 5 MIN

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

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

### Quote of the week:

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

-Tony Dungy

## ACTION STEP

ASSIGNMENT - 5 MIN

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

? What new entrepreneurship skill did we learn today?

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

**Assignment #1:** One of your portfolio actions is to develop a personal vision statement with a plan for matching long-term goals, short-term goals, and concrete action steps to make your personal vision a reality.

Based on what we discussed today, develop your personal vision statement and the matching plan to include in your business skills portfolio. Think about the activity we did today laying out the step stones to reach the young social entrepreneur's vision of ending child hunger in Uganda.

NOTE: If you are having difficulties coming up with the long-term goals, short-term goals, and action steps to achieve your vision, reach out to me your mentor for help!

**Action Step #1:** Remind Scholars that they should be completing their Leadership Passbooks.

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

VISION

LONG TERM GOAL

SHORT TERM GOAL

ACTION STEP

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

### CASE STUDY #1 Best Ayiorwoth



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

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

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

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

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

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

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

On February 1, GIPOMO won the Uganda Business Challenge award, beating 50 contestants. "I believe in the cause of the girl child's education because when you empower a woman, you educate a girl," Ayiorwoth says.

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

*(Source: The Observer newspaper)*

## CASE STUDY #2 Joan Nansubuga



Joan Nansubuga is a zealous entrepreneur and has rubbed-off the same attributes to several Educate! Graduates who she peer mentors. Her enterprise provides paper waste disposal services to different companies and organizations in Kampala. Through Partnership with a re-known recycling plant, the paper is recycled into a popular brand of soft tissue paper that is sold in all retail and wholesale outlets in Kampala.

Even before she entered Educate!'s Youth Business Experience (YBE), Joan was an entrepreneur. At age 16 she founded a small business making jewelry. Working with Educate! gave her the tools to take her business to the next level, as well as the inspiration to start a new business that would give back to her community.

The new business, a toilet paper enterprise, came from her frustrations of seeing large amounts of used paper burned in trash piles on street corners as well as her concern for the high volume of school dropouts in her community. Using the management skills she learned through Educate!, Joan organized and trained the young dropouts to collect paper scraps and sell them to the recycled paper company. The company turns the scrap into toilet paper that Joan sells to local shops and businesses for profit. Joan says, "the whole business package that I have is because of Educate!. It is the foundation of all of my business efforts. Educate! has given me the ability to think big and know where to go from here."

*(Source: Educate! Success Stories)*

## CASE STUDY #3 Abramz Tekya



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

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

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

Abramz sees hip-hop as a powerful tool to uplift peoples' lives. He knows the power of hip hop because he used to have low self esteem himself. He says "Hip-hop allowed me to express myself. Hip-hop was a way out."

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

He arranged with a priest at the Sharing Youth Center in Nsambya to allow them to use the space free of charge for 2 months, as the project launched. Although Abramz had very little money himself, it was

important that the classes were free to allow youth from all backgrounds to join him. Eventually he found support from partner organizations, and now BPU works with over 20 different organizations. The project has spread across Uganda. They work in Kampala, Gulu, Kitgum and Arua.

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

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

#### CASE STUDY #4 Lillian Aero



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

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

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

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

*(Source: Educate! curriculum)*



## LESSON 8 – Community Resource Mapping

### Objectives:

- ♥ Scholars will be able to identify resources in the community.

**Vocabulary:** Resourceful

**Why this lesson:** Scholars will open their eyes to resources that are locally available to them personally and to their E! clubs.

**Prep:** Before the lesson starts, post the 3 example community maps all around the classroom on the walls.

**Materials:** Masking tape, Markers for community maps, Visuals: “Resourcefulness definition,” “Community Resource maps” (NOTE: There are 3 community resource maps!)

### Lesson plan flow:

1. Attendance (5 min)
2. Introduction (10 min)
3. Community excursion (50 min)
4. Conclusion/Reflection (10 min)
5. Action Step (5 min)

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

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

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

### INTRODUCTION

Gallery Walk, Q&A - 10 MIN

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

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

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

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

Give Scholars 3 min for the “gallery walk.” Then ask them to sit back down.

Pick 4-5 Scholars to share their responses to the two questions.

Students may answer: *Helpful things, useful things, people who know a lot, places you can meet, etc.*

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

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

🔗 Share the objectives of this lesson!

## COMMUNITY RESOURCE MAPPING

Lecture, Q&A – 50 MIN

Today we will explore communities with an open perspective. We will critically analyze the needs and resources in our community.

? Who knows what it means to be resourceful? Receive 1-2 responses

### Use "Resourcefulness definition" Visual

- Today we will think creatively as we will go out to map resources, needs, and opportunities in the community around the school.
- A tool we can use for this mission is a **community resource map**. It will help us better understand which resources are available in the community for your Educate! Club and personal projects back home.

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

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

*As you see in these examples, resource maps are tools that show available resources, and needs/problems present in a community. The information we collect can inform future project proposals and resource mobilization strategies.*

? What are examples of resources to include in our maps? What are examples of needs/problems to include?

Encourage scholars to come up with a list of potential resources that includes such things as:

- gnut trees
- land for digging
- goats
- the E! club
- a nearby NGO dedicated to promoting HIV awareness
- a big hall for meeting
- an uncle who is an MP
- a cousin who is a doctor at a nearby clinic
- an economics teacher with helpful advice
- and so many more!

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

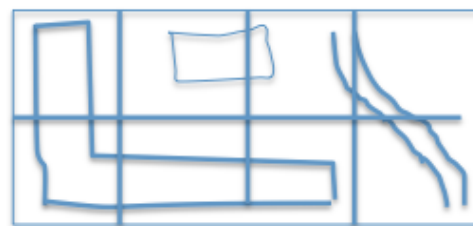
Resource = anything that can be used by a person or organization in order to function effectively.

Need = a thing that is wanted or required.



Draw a large rectangle on the blackboard.

Inside the rectangle, draw basic features of the school community (buildings, roads, field, etc.). Draw a grid over the simple map you have made, dividing it into 6-8 smaller rectangles. Number each grid area A,B,C,D,E,F,G,H. See example diagram to the right →



## Community Exploration

Provide the following instructions to the scholars (Note: Tell scholars to take notes)

1. Form 6-8 groups of Scholars (use countdown).
2. Assign each group one of the labeled "grid areas" to focus on. Tell them that this part of the school community is theirs to map out, and the rest of the class will rely on the accuracy and detail of their observations.
3. By walking around and observing the community, they should fill in the map with symbols of main roads and key resources such as schools, water sources, teachers, professionals, fields, markets, meeting points, community leaders, project sites, churches/mosques, knowledgeable people, health centers, classroom blocks etc.
4. By observing the community, also identify needs within the community: e.g. students fall sick, orphans need support, clean drinking water needed, areas that are unsafe for students or other community members, etc.
5. Set a time at which the Scholars have to be back in class to present their findings (whether they have finished or not!). Give them around 30 mins.

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

**! Ensure proper supervision and safety at all times. Remind Scholars that they are representatives of both Educate! and their school! At all times they should be ideal role models for the rest of the school and community!**

## CONCLUSION/REFLECTION

Q&A - 15 MIN

*Thank you for your maturity in handling an independent, outside activity! I am proud of your self-control & good judgment.*

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

Collect maps from each group of Scholars. Assemble them together on the board into one large map, using tape, in the correct order according to the labeled grid. Ask Scholars to gather for 5 min to observe the assembled map.

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

Gather responses from at least 3 Scholars

? Which areas in the community did you identify as being unsafe for students or other community members, and why?

? Are there any areas which are unsafe specifically for one gender? Why?

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

Encourage multiple Scholars to respond.

Emphasize that the community resource map is a crucial tool for the E! Club to identify business opportunities.

We will use their group community resource map next week to pair their passions and skills to community needs and resources in order to begin identifying strong business opportunities.

### Story of the Week:

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

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

? What did you learn from this story?

Let 2-3 Scholars share their thoughts.

### ACTION STEP

### ASSIGNMENT - 5 MIN

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

? What new entrepreneurship skill did we learn today?

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

**Assignment:** Remind Scholars to continue working on the Business Skills Portfolio.

Nominate one scholar to collect the sections of the community resource map and bring it to E! class next week.

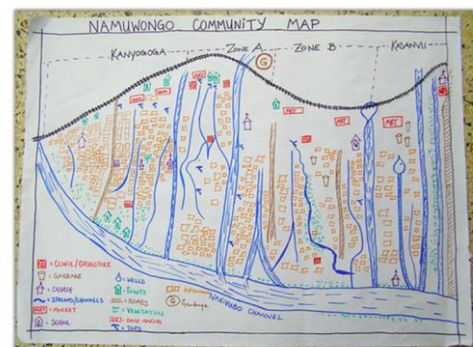
**Action Step #1:** Read Hamisi's story in your workbooks in preparation for our next class.

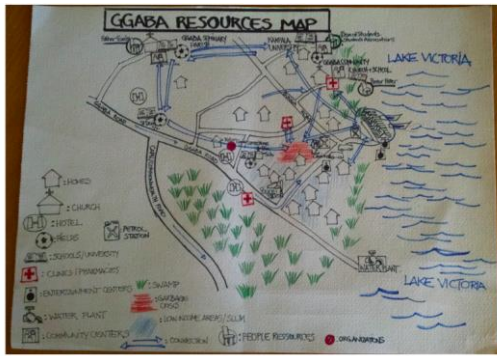
**Action Step #2:** O-LEVEL MENTEES: Get the mentees back together!

Schedule a meeting with your mentees this week and try to inspire them by sharing the story of at least 1 of the Ugandan visionary leaders that we talked about last week.

**Assignment #1:** Remind Scholars to continue completing their Leadership Passbooks. This lesson should help them with p.13 and starting a Back Home Project.

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





The following story is in the Term 2 scholar workbook  
**Hamisi's story**

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

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



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

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

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

## LESSON 9 – Opportunity Identification

### Objectives:

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

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

**Vocabulary:** Passion match

**Materials:** 2 opaque bags to be the “mystery bags,” Visuals: “Passion + needs + resources = opportunity”

**Prep:** Before this lesson, remind LEC Coordinator to follow up with scholars about reading the case study!

### Lesson plan flow:

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

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

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

### INTRODUCTION

Q&A - 2 min

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

- *Last week I assigned Hamisi’s case study as your Action Step. Pop up if you read it thoroughly. High fives all around for everyone who’s prepared for class today!*

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

🔗 Share the objectives of this lesson.

### HAMISI’S CASE STUDY

Q&A, Game – 15 min

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

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

Here’s how the game works:

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

Say: *BACK to BACK!*

When all Scholars are partnered up ask... ? What did Hamisi do to understand and identify the right business idea?

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

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

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

Say: *BACK TO BACK!*

When all Scholars are partnered up ask... ? Why do you think Hamisi decided not to make bags or flowers?

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

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

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

Say: *BACK TO BACK!*

When all Scholars are partnered up ask... ? Do you think Hamisi did a good job identifying business ideas? Do you think his business idea will be successful...Why or why not?

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

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

Ask Scholars to sit back down.

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

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



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

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

- ? Do you know an entrepreneur who had a great business idea? How did s/he come up with this idea?
- ? Which member in your family is most likely to give you financial assistance to start your business?

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

### CREATIVITY TEST

GAME – 5 min

Explain that you want to do a little test to see how creative the Scholars are. Ask Scholars to call out many, many different ways someone could use a brick.

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

- ? What can we learn from this game?

Emphasize: *If we think creatively, we can come up with business opportunities where others do not see them!*

### THE PASSION MATCH

Groupwork - 40 MIN

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

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

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



**Use “Passion + Needs + Resources = Opportunity” Visual**

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

Although this week is just practice, from next week onwards you’ll begin doing the Passion Match in your clubs to come up with a strong, sustainable, and profitable business idea for your E! Club.

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



Divide the class into 6 groups of 6-7 scholars each. (Make sure these are NOT the same groups from last week!).

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

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

#### DIRECTIONS:

- Each person takes out a piece of paper, folds it in half, and rips it into two pieces.
- On one piece of paper, write a community resource you remember from our map last week. Make sure that no person in your group writes the same resource as another person. There must be 6-7 different resources at your table. Go ahead and write that now.
- I'm going to come around with one of my mystery bags here. This bag is the Community Resources bag. We're going to put all of our resources in this bag. Move around the room and collect all papers into the bag.
- While I'm collecting, it's time to write on your second paper. On your second paper, write one community need that we have. The same thing: no person in your group can write the same need as another person. Do that now.
- I'm going to come around with another mystery bags here. This bag is the Community Needs bag. We're going to put all of our needs in this second bag. Move around the room and collect all papers into the bag.
- Now, I'm going to come around again. Your group can pull 3 slips of paper from the Community Resources bag. The other bag is the Community Needs bag. Your group can only pull 1 slip of paper from this bag.

After all groups have received their 3 Community Resources and 1 Community Need:

1. Instruct scholars to make a list of all their members' skills and passions.
2. THEN come up with 1 business idea that matches community resources, community need, and their specific skills and passions.

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

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

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

#### REFLECTION & CONCLUSION

Q&A – 10 MIN

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

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



If students ask, define product & service:

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

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

The passion match helps us to understand the best business opportunities possible.

- ? What are your Clubs Business ideas right now?
- ? Do they match the passions, needs, and resources of the group?

Encourage 2-3 scholars to offer their thoughts.

QUOTE OF THE WEEK:

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

-Sharad Vivek Sagar

## ACTION STEP

## ASSIGNMENT - 3 MIN

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

- ? What new entrepreneurship skill did we learn today?

*Have 2-3 students share their answer.*

Write "Passion Match" in your fourth square.

**Assignment #1:** Remind Scholars that anyone who hasn't yet handed in their completed their Leadership Passbook must do so. All Leadership Passbooks **MUST** be handed in to you the Mentor next lesson. Action Step #2 can help you achieve the tasks on p.9 of the Leadership Passbook.

**Action Step #2:** Read Pamela's story in preparation for class next week. Note: inform the LEC Coordinator to follow up with scholars about doing all the assignments.

**Action Step #3:** Hold an E! Club meeting before the next lesson. There is 1 major task that you need to accomplish during that meeting:

### PASSION MATCH

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

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

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

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

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



The following story is in the Term 2 scholar workbook

### PAMELA'S STORY



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

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

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

## LESSON 10 – Market Research

### Objectives:

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

**Vocabulary:** Assumption, Customer Profile

**Why this lesson:** As entrepreneurs, scholars need to understand their customers in order to provide the best services and products possible.

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

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

Before the lesson remind the LEC Coordinator to follow up with Scholars on completing their Leadership Passbooks as they should be handing them during this lesson.

### Lesson plan flow:

1. Attendance (3 min)
2. Introduction (8 min)
3. Active listening energizer (10 min)
4. Interviewing Customers: LECTURE (10 min)
5. Interviewing Customers: ACTIVITY (20 min)
6. Sorting Activity (20 min)
7. Conclusion/Reflection (7 min)
8. Action Step (2 min)

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

**Do not skip:** Interviewing potential customers

**Note to the Mentor:** Assumption testing is a difficult concept to explain!

1. Practice explaining this concept to at least one other person before you teach this lesson.
2. Ahead of time, prepare to do a mock to illustrate how to fill in the Customer Interview chart. As part of this preparation, answer any 2 sample interview questions in the chart by filling in the section “How I think my customers will answer.” Leave the section “Actual Customer’s Answer” blank (to be filled in during the mock).

### INTRODUCTION

Q&A - 10 MIN

- HAND OUT THE ATTENDANCE SHEET AND REMIND SCHOLARS TO SIGN IT
- SCHOLARS SHOULD HAND IN THEIR LEADERSHIP PASSBOOKS TO YOU TODAY.

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

List carefully to the E! Club's ideas. Do not say that any ideas are "wrong" or "bad." Instead think about their proposed business ideas and try to offer one pro and one con for each idea. If you need more time to think, tell them you will give feedback next week. Feel free to reach out to your PO or YL for advice to give the club about the ideas they've offered.

- ? What are some of the skills we currently have in our Business Skills Portfolio?  
Developing a personal vision, community resource/need mapping, the passion match, etc.

In this lesson, we will learn the skill of conducting market research to get to know our customers better. The better we understand our customers, the more we can provide services and/or products to help our customers and communities.

🔗 Share the objectives of this lesson!

### ACTIVE LISTENING ENERGIZER

Game - 5 MIN

1. Have Scholars go outside the classroom. Divide them into groups of 10.
2. Instruct each group to stand in a close circle.
3. Practice the rhythmic chant with students, using call and response.
4. Use a pencil as an example:
5. <<Mentor: "This is a pencil." Students: "A WHAT?" Mentor: "A pencil." Students: "A WHAT?" Mentor: "A pencil." Students: "Oh, a pencil." >>
6. Model the game with one group. As soon as the pencil is moving around the circle without a problem, add in a book next. "This is a book." "A what?" "a book..." "A WHAT?" "A BOOK!" "Oh, a book." Continue adding in more and more objects around the circle until things are very busy!
7. Have groups try on their own. They pick a "starter" who sends objects around the circle. They try to see if they can get the pencil all the way around the circle without messing up the chant.

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

- ? How does this game relate to interviewing customers?

### INTERVIEWING CUSTOMERS

LISTEN, Q&A - 10 MIN

- ? How can an entrepreneur know what the customers want to buy?
- ? Who can tell me what an assumption is?

Encourage 2-3 Scholars to share their thoughts.

**Assumptions:** All of the beliefs we have about a business idea, before it is proven to be true through practice, is a **guess or assumption:** Until you actually are able to see that a person would give you money

for a product or service, you are merely guessing that your product will sell. You are making the assumption that they will like the product.

### Use "Assumption Definition" Visual

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

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

- ? Why are some assumptions better than others?
- ? How can an entrepreneur come to better assumptions that are realistic?

The action of gathering information about customers' needs and preferences is called market research. We are going to do some market research about our customers, before we go, I want to illustrate how sometimes we make assumptions

### Use "Market Research Definition" Visual

#### 5 Min Mock!

Hand one Scholar your LEC book that has the assumptions already written down (See #2 in 'Note To The Mentor' for this lesson). Ask this Scholar to be the secretary and fill in the actual answers to the 2 sample questions as you interview the 'customers' during this mock

- Tell all Scholars: Now, I am going to illustrate the concept of market research. In my LEC book, I have filled in my assumptions and so am going to select 'customers' (Scholars) and do a mock interview to see if my assumptions are correct.
- Select two Scholars, introduce yourself, your product and ask them the same two questions, one Scholar at a time.
- Request the volunteer to read out the assumptions you wrote as well as the actual answers from the 'customers.'

Now, just like I did, you are going to come up with assumptions about how our customers will answer the questions, and we shall compare the responses after we do the actual research!

### INTERVIEWING CUSTOMERS – EXERCISE

Group activity - 20 MIN

Divide scholars into pairs.

#### Directions:

1. Instruct Scholars to look at the Customer Interview chart in their workbooks. In pairs, they need to pick 4 questions to be their "assumption testing questions." For these 4 questions, the pair should write down *now* how they think the customer will answer the question in the column which says: "How I think my customer will answer."

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



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

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

### QUESTION SORTING ACTIVITY

Groupwork, Q&A – 20 MIN

- ? Have you learned something from the customers that you did not know before?
- ? Were any of the assumptions that you wrote down BEFORE the interviews incorrect?
- ? Were the responses from the female customers any different from the males? If so, how were they different?

Encourage Scholars to think how they can use their market research to improve their product or service:

- ? How can you adjust the incorrect assumption now to more accurately reflect your real customers?
- ? How can you make use of the responses to cater for needs of both your female and male customers in order to have a broad customer base?

With the information gained through this exercise, you can make better assumptions about what products customers want to buy. The more people you talk to, the better your assumptions will be. Now, we will think more about the types of questions we ask our customers when we do market research.

Tell Scholars:

1. On a blank piece of paper, draw a big rectangle.
2. Now, divide that rectangle into three sections.
3. Label the first rectangle "Problems and Needs," the second one "Daily Activities," and the third one "Buying Habits."

(Draw an example on the board).

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

After 5 min, ask Scholars to share:

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

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

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

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

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

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

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

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

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

## REFLECTION & CONCLUSION

Q&A – 10 MIN

*Now that we have all of this information about our customer, what can we do with it?*

*We can make a customer profile!*

*Usually this would be a written document, but for right now, we're just going to draw a picture. Here's your challenge: in two minutes, sketch a picture of your customer.*



Take a look at my example (show example).

Here is a student. We can see from this picture that the student is studying.

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

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

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

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

Emphasize the following:

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

## ACTION STEPS

## ASSIGNMENT - 5 MIN

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

? What new entrepreneurship skill did we learn today?

Have 2-3 students share their answer.

**Write "Market Research" in your fifth square.**

**Action Step #1:** The inter-school Skills Retreat was an exciting opportunity where you learned how to produce and market bar soap...now it's time to pass this skill on to your mentees! Have a club meeting and discuss with club members how you will organize the Skills Day at your school.

Think about the following:

- When will you hold Skills Day? How will you get time for it on the timetable?
- Where will Skills Day take place? Which space will be best to make the bar soap?
- How will you gather/purchase materials for Skills Day? What can you do to raise funds?
- What help do you need from me, your mentor, to help you organize and run Skills Day
- **!!!BRING NOTES FROM THIS MEETING TO OUR NEXT E! CLASS!!!**

**Action Step #2:** For the next lesson read Albina Ruiz's case study.

**Assumption:  
a belief without  
proof.**

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

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

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

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

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

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

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

### **Albina's Solution**

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

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

The community education part of their job is arguably the most effective at making change. Local households and businesses are advised to change practices, which worsen the environment. Poor people now know they have a right to live in a clean environment, instead of a rich community's landfill.

Albina employs (or partners with) more than 150 people and responsibly manages over 3 million resident's waste. Although not everything can be recycled and the government is needed to "take away" unusable rubbish, Albina makes sure none of it ends up in front of another poor community's door. She insists on socially-responsible waste management at every step in the process. Sustainable solutions don't give the problem to someone else.

### **Albina's Organization**

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

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

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

## LESSON 11 - Innovation

### Objectives:

- ♥ Scholars will be able to think differently about business challenges.
- ♥ Scholars will be able to innovate in the areas of market, strategy, products & price, and impact.

### Vocabulary: Innovation

**Why this lesson:** Being innovative in your business sets you apart from others and makes your enterprise stronger!

**Materials:** Visuals: "Innovation definition," "Thinking Differently About Business" visual set (4), "Innovation matrix"

**Prep:** Before the lesson, tape up the 4 "Thinking Differently About Business" visuals around the room for the Gallery Walk

### Lesson plan flow:

1. Attendance (5 min)
2. Introduction (8 min)
3. Thinking differently gallery walk (15 min)
4. 4 Corners (15 min)
5. Thinking Differently Challenge (30 min)
6. Conclusion/Reflection (5 min)
7. Action Step (2 min)

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

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

**Note to the Mentor:** The Innovation Matrix can be confusing! Spend some time before class really looking at it and thinking through how you will explain it to scholars in a simple and understandable, friendly way.

**REMEMBER:** The best teachers make complicated concepts seem straightforward and simple!

### INTRODUCTION

Q&A - 10 MIN

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

Please share the meeting notes from your last E! Club meeting (planning for Skills Day).

In particular, I need you to share your plan for...

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

Listen to the E! Club's plans for Skills Day and think carefully about any gaps in their plan or things they may not have thought of. Give advice. Keep a copy of the club's Skills Day plans to share with your PO and YL.



Note: If you the Mentor want more guidance in helping scholars structure Skills Day, talk to your PO or YL about it. They will be able to give you good advice that you can use to guide your scholars!

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

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

Emphasize: *When we understand what our customers want and need, we can improve our business!*

This session will take us to a next level of entrepreneurship! Today we will learn to become more innovative about the way we run our enterprises. Learning how to innovate in different areas of business will be our next skill for our Portfolio.


🔗 Share the objectives of this lesson!

## THINKING DIFFERENTLY

Q&A, GALLERY WALK – 15 MIN

? Who knows what innovation means?

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

 Use "Innovation Definition" Visual

### Thinking Differently

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

 Use "Thinking Differently" Visual Set (4)

We're going to look in detail at how to be innovative in these four aspects of business. Around the room I have put up posters of these four areas and some examples of Ugandan businesses that are innovative within each area.

Divide scholars into groups of 4 using count-down. Instruct them to visit each of the four posters. In their groups they should read through the posters and take notes on the examples for each business area.

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

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

Emphasize:

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

## FOUR CORNERS

GAME – 15 MIN

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

I am now going to read aloud mini-case studies of four different Ugandan entrepreneurs who are very innovative! Take a minute to reflect on HOW exactly their business is innovative and then...VOTE WITH

YOUR FEET. That means runs to the corner of the room that has the poster for the area in which you think the business is innovative.

For example: Let's start with Albina Ruiz, since we all know her case study very well by now. Take a minute to think about HOW her business was innovative. Was it innovative in its strategy, product, market, or impact? Everyone run to the area that you think she was most innovative in...ready, set, go!

Once scholars have gone to their areas, walk over to the STRATEGY poster and explain that Albina's enterprise was innovative in its strategy...highlight the COMMUNITY point on the STRATEGY poster and explain that Albina's enterprise was owned by the whole community, in particular through her use of loan sharing.

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

### Example #1 Mandulis Energy

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

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

→ ANSWER → PRODUCT & PRICE

### Example #2 Thin Void – Tambula Project

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

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

→ ANSWER → MARKET/TARGET

### Example #3 Pamoja Center

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

**HINT: No waste!**

→ ANSWER → IMPACT

### Example #4 FitCliq Gym

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

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

→ ANSWER → MARKET/TARGET

**THINKING DIFFERENTLY CHALLENGE**

**GROUP EXERCISE– 30 MIN**

**VERY IMPORTANT NOTE!!!**

Mentors, during Pre-Term 2 Training you will fill in the Innovation Matrix below for YOUR personal project:

- Then, during this lesson you will have your own example right here in the LEC book. This is the example you will use with your Scholars during the lesson.
- You will use this very example to fill in the “Innovation Matrix” visual in front of Scholars (using a whiteboard marker to write on the laminated visual).
- As you fill in the visual, make sure you are slowly walking them through the matrix section-by-section, using your filled-in matrix here as a reference.


**Innovation Matrix for: ( Mentors project): Eg Liquid Soap**

Key points to analyze	This what the competitor’s enterprise does:	This is the advantage/disadvantage:
Market/Target	Targets schools ie sells to only schools.	Doesn’t tap into other markets like restaurants, hospitals, hotels and organizations.
Strategy	Deliver the liquid soap to the customer.	This cuts costs for the customer This increases costs for the mentor but increases customer loyalty.
Products and price	Sells 20 litre jerrycan at 40,000/= and the soap is thick and of good quality. Normally uses a specific scent.	Thick and quality soap is what customers really want. Mentor’s soap is also of good quality.
Impact	Has improved the sanitation of the schools that buy the soap.	Other than the schools that can afford, the community in general can’t afford the liquid soap.
	<b>4 proposed innovations for your Enterprises</b>	<b>Brief Description: New Enterprise</b>
Market/Target		Produce and sell thick and quality liquid soap at 35,000/- per 20 litre jerrycan, package smaller quantities of liquid soap at lower prices and deliver to hospitals, hotels, schools, organizations and restaurants.
Strategy		
Products & price	Need to identify liquid soap material suppliers who are relatively cheap.	
Impact		

**DURING LEC:**

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

To help get you all started, I am going to show you how I would fill in the Innovation Matrix for my own project/enterprise.

 Use "Innovation Matrix: Mentor's Project" Visual

Use a Whiteboard marker to fill in the example matrix from the previous page (the one you filled in during the Pre-Term 2 Training) as you explain to Scholars how you innovated.

Answer any questions that scholars have as you fill in your own Innovation Matrix for them as an example.

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

Ask scholars to turn to the Innovation Matrix in their workbooks.

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

In the THINKING DIFFERENTLY CHALLENGE you will work in teams of 5 to make the most interesting innovations to a chosen business. We will compete against each other to see who can come up with the best idea!

Explain the directions below. After explaining the directions, divide scholars into 5 groups using count-down and give groups 15 mins to work on the challenge before presenting to the whole class.

**DIRECTIONS:**

1. Each team should choose an enterprise to innovate...NOTE! This should be one of the projects run in the E! Club.
2. Explain how groups will fill in the Innovation Matrix:
  - a. Identify an enterprise or a product of a competitor that you are also dealing in or wish to deal in (It could an existing product in the market or one that being sold in the Canteen) Products like Sodas, Phones, samosas, Enterprises like Poultry, HIV

counselling, piggery etc) – write it down in the box that says “INNOVATION MATRIX FOR: \_\_\_\_\_”

- b. **SECTION B** → Describe what the enterprise currently does in the areas of market/target, strategy, products & price, and impact
- c. **SECTION C** → Describe the advantages/disadvantages of each of the business areas for this enterprise
- d. **SECTION D** → Come up with an innovation for ONE of these areas that you can apply in your enterprise (NOTE: Scholars only need to fill in one of the boxes in SECTION D)
- e. **SECTION E** → Describe the new INNOVATIVE enterprise you came up with based on this.

NOTE! Encourage scholars to think about the perspectives of both female and male customers...How can you innovate around different or similar tastes and preferences to create a larger customer base?

- 3. Encourage groups to get started on the challenge! As they discuss and begin filling in the Innovation Matrix, walk around and make sure to answer any questions that come up. Keep in mind that scholars often find the Innovation Matrix confusing so be sure you are explaining it as simply as possible! (20 min)
- 4. Each team appoints a presenter who will present their ideas to convince others it is the most creative, 2 minutes per group (15 min)

After presentations, have scholars vote for the most creative and innovative solution! (1 min)

### REFLECTION & CONCLUSION

Q&A – 5 MIN

- ? Do you know of any businesses which are duplicated?
- ? Two businesses that are exactly the same, one right next to the other? ... Is that good for sales?

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

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

Emphasize that scholars can build on their existing projects and also think as innovators when they organize Skills Day. **NOTE!!!** Innovative solutions will help you score higher in the regional and national competitions. Check out the judging criteria in your workbooks to guide you.

### ACTION STEP

ASSIGNMENT - 2 MIN

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

- ? What new entrepreneurship skill did we learn today?

Have 2-3 Scholars share their answer.

**Write "Innovate" in your sixth square.**

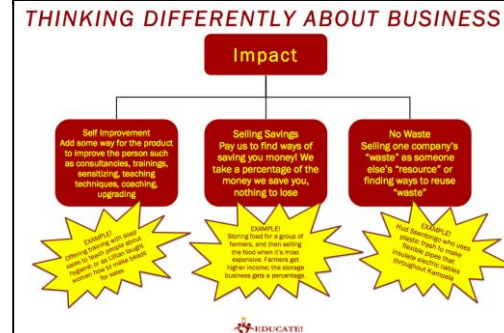
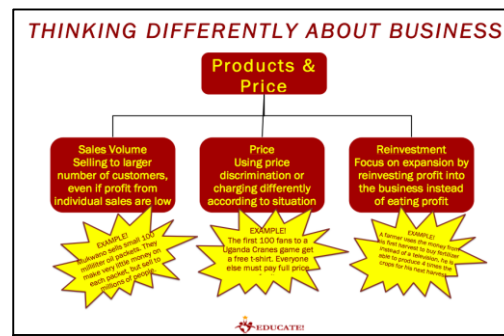
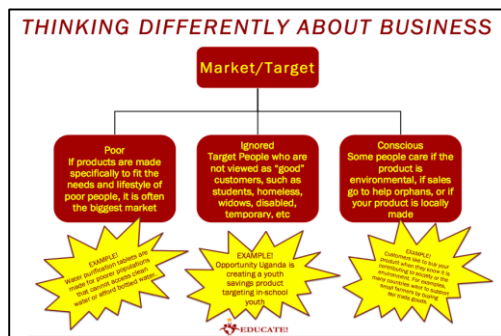
**Assignment #1:** One of the actions for your Business Skills Portfolio to prove you have learned the skill of thinking innovatively, is to complete the Innovation Matrix for an already existing enterprise and think about how you could change it to make a brand new innovative enterprise for your personal project:

For the next class you will work on this portfolio action by filling out the Innovation Matrix for an existing business...

- First describe the 4 areas we talked about today (strategy, market, product, and impact), and analyze the pros and cons of that business in the 4 areas.
- Then pick one of those areas that you could change to make a brand new innovative enterprise.
- Finally, describe the new proposed enterprise in SECTION D.
- Start to think about how you could develop that idea into an enterprise for your personal project!

Innovation Matrix for: (Mentor's Project):		
Key points to analyse	This what the competitor's enterprise does:	This is the advantage or disadvantage
Market/Target		
Strategy		
Products and price		
	4 proposed innovations for your Enterprises	Brief Description: New Enterprise
Market/Target		
Strategy		
Products & price		
Impact		

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





## Lesson 12 - Fundraising Pitch: What to Say

### Objectives:

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

**Vocabulary:** Pitching, Public Speaking

**Why this lesson:** Scholars need to be strong public speakers in order to pitch their ideas to different audiences and get funding for their enterprises!

**Materials:** Ball of string, GEPIC info strips, Visuals: "Advocacy definition," "GEPIC," "Mobilizing resources"

### Lesson plan flow:

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

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

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

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

**Do not skip:** GEPIC structure

### INTRODUCTION

Q&A - 10 MIN

- HAND OUT THE ATTENDANCE SHEET AND REMIND SCHOLARS TO SIGN IT
- ? Who remembers what skill we added to our Business Skills Portfolio last week?
- ? What were the four areas of an enterprise that we focused on?  
*We talked about innovation in the areas of a business's product/price, impact, strategy, and market*
- ? Who can explain the function of the Innovation Matrix? Can anyone share their completed Innovation Matrix with the class?  
*It helps you analyze a current business and think about ways to improve it by innovating in a particular area.*  
Encourage 2-3 scholars to share their Innovation Matrix.

- ? What kind of innovation to your E! club project did you come up with?
- ? After trying it out on your own, do you have any questions about the Innovation Matrix?

Emphasize: *As we develop our businesses, we need to keep thinking innovatively, so we are competitive in the market!*

Today we'll learn to pitch our enterprises, so we can get advice and attention from investors, customers, and partners.

🔗 Share the objectives of this lesson!

## **KNOT OR NOT?**

**Game – 15 MIN**

Out of sight of the group place the string on the ground in a pile. You can tie a very loose knot in the string.... or not.

The object of this game is for the group to decide whether, when you pull the ends of the rope, there will be a knot or no knot.

Start the game about 2 meters away from where the string is, where scholars cannot see it so well.

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

Give the group 1 minute to decide upon their consequence.

Then, allow the group to approach the string and look at it closely.

Tell scholars they have 5 minutes to come up with their final decision. Scholars may start arguing, and usually there are one or more who have a strong opinion one way or the other. They are able to influence the others. Sometimes, the group will decide to vote.

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

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

- ? Who was the most convincing speaker among the group?
- ? What exactly did they do that changed your mind?
- ? Why is it important for an entrepreneur to be an effective speaker?

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

## **PITCHING YOUR BUSINESS IDEA**

**LECTURE, Q&A – 10 MIN**

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

Mentor; share how you mobilized resources for your project.


- ? Who can tell me what a business pitch is?
- ? Has anyone heard of a business pitch before?

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

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

Emphasize: *Pitches are always short and persuasive.*

- ? Who knows what advocacy means?

 Use "Advocacy Definition" Visual

### Presentation structure

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

Ask one scholar to read the GEPIC pitch example (on the page following this lesson) in a convincing way.

- ? What did you notice about the example presentation?

**PITCHING YOUR BUSINESS IDEA: EACH ONE TEACH ONE  
25 MIN**

**LECTURE, GAME, Q&A –**

Note: Do NOT over-explain the 5 parts of GEPIC below. In the following activity scholars will become experts in these areas. For now, just give a VERY BRIEF outline of the 5 parts of GEPIC.

**Use the GEPIC Visual**

A presentation to pitch your business or project idea should have 5 steps. We call them GEPIC for short:

- Greet – greet your audience
- Engage – catch the interest of your listener!
- Problem – state the problem
- Inform – inform the listener of the solution you propose
- Challenge – challenge your audience by telling them what they can do!

Now, you will each become experts on these 5 steps and teach them to each other!

Divide scholars into 5 groups using count-down.

Distribute one GEPIC information sheet to each group (sheets are found at the end of this lesson)

- Each group has information about one step in a successful GEPIC presentation.
- Pick one person in your group to read aloud your group's information sheet. Read it twice!
- Then, together, discuss the following questions in your groups. You have 5 minutes to read and discuss.

(Write these questions on the board):

1. What step of the GEPIC presentation did you just learn about?

2. Can you summarize what someone should do in this step?
3. What's the most important thing to do in this step?

After 5 min, bring everyone back together and tell scholars: We are going to do an activity called "Each One, Teach One." *I want everyone to write the letters of GEPIC, very large, on the left hand side of a blank piece of paper, like this:*



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

In a minute, everyone is going to stand up, and move around the room. You are going to fill in the rest of your page with information about G, E, P, I, and C:

- You should find a partner, ask them to share what they know, and write down careful notes about what they say.
- Then, you can share with them what you know.
- If you've already met someone with their letter before, see if you can add more to what you already have!
- When you're finished, find a new partner.
- Keep moving around the room until your GEPIC page is completely filled in and you understand each and every part.

*You have 10 minutes to do this. Ready, set, go!* After 10 minutes, ask students to sit down.

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

Refer to the information sheets to add to what students say. Be sure to clarify any confusion that arises.

Tell Scholars: *Besides organizing your information with GEPIC, it is very important to present it in a confident way.*

Some advice:

- Dress smartly
- Stand upright, straighten your back and spread your feet.
- Before your presentation you can relax yourself by breathing calmly.
- Practice as often as you can. Speak to different types of people!

**HYPE!** Next week we will present our GEPIC speeches to each other. We will all act as investors and decide which business we want to invest in based on the strength of the GEPIC speeches from each scholar. So come prepared to shine!

## MOBILIZING RESOURCES

Q&A, lecture – 10 MIN

One way to use GEPIC is as a strategy for mobilizing resources (i.e., to get funding!).

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

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

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

 Use "Loans – Savings – Fundraiser – Resourcefulness" Visual

**Loans** - One example we all know is looking for loans. Banks, micro-credit orgs, and even individuals can provide loans.

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

**Savings** - Saving money is an easy way to raise funds for your business. You can save alone, or with friends and community members. You can consider opening a savings account or join a Village Savings and Loans Association (VSLA).

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

**EDUCATE! SCHOLARS MAKING HEADLINES!**

!!!! Did you know...one of our Educate! Scholars started a micro- lending business? William G. Bakka became the first runner up of the Anzisha Prize for Africa's Young Entrepreneurial Leaders. He won \$200,000 for his enterprise Angels Finance Corporation.

!!!! Did you know...one of our Educate! Scholars (who became an E! Mentor after graduating) participated in a business plan challenge and won 1.3 Million UGX to fundraise for her book-making project? In the Green Business Plan challenge organised by the International Labour Organisation and the European Union. Pauline Madudu was awarded the money to continue progressing her project. Bonny Ogwal, a mentor in Arua also participated in this challenge and was one of the top finalists.

***You too can find innovative ways to raise money for your project!***

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

The most important attitude in fundraising is being proactive. It is not always easy; so stay positive!  
Don't give up when you don't have capital, but think creatively about ways to raise funds.

**CONCLUSION/REFLECTION**

Listen, Q&A – 8 MIN

Quote of the week: "Argument"

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

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

? What does this quote say about business pitches?

**ACTION STEP**

**ASSIGNMENT - 2 MIN**

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

? What new entrepreneurship skill did we learn today?

*Have 2-3 students share their answer.*

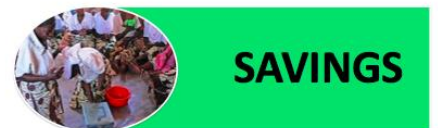
Write "Business pitch" in your seventh square

**Assignment:** Prepare your personal GEPIC pitch for presentation during the lesson next week!

- The pitch should be no longer than 3 minutes to deliver. Short, sweet and GEPIC.
- This will give you more opportunity to practice your pitch, so don't shy away, remember, practice makes perfect! Good news: The GEPIC speech sample in your workbooks will greatly help you.
- For the Portfolio activity, choose a GEPIC Topic and write a full pitch.



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





## GEPIIC Sample

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

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

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

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

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

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

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

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

**CHALLENGE** Ask the audience to take action to

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

support you. Have a clear goal/action in mind.

## INFORMATION SHEETS

(CUT INTO STRIPS TO HAND OUT TO GROUPS FOR "EACH ONE TEACH ONE" ACTIVITY)

### 1. Greet:

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

\_\_\_\_\_ ✂ \_\_\_\_\_

### 2. Engage

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

\_\_\_\_\_ ✂ \_\_\_\_\_

### 3. Problem/Opportunity

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

\_\_\_\_\_ ✂ \_\_\_\_\_

### 4. Inform

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

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

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

\_\_\_\_\_ ✂ \_\_\_\_\_

### 5. Challenge

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

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

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

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## LESSON 13 - Fundraising Pitch: How To Say It

### Objectives:

- ♥ Scholars will be able to confidently present a GEPIC speech.

### Vocabulary: GEPIC

**Why this lesson:** Public speaking is a skill that is strengthened through practice. Practice makes perfect!

**Materials:** Small stones or sticks

### Lesson plan flow:

1. Attendance (5 min)
2. Introduction (3 min)
3. Oh Buster! - game (10 min)
4. GEPIC Investment Challenge (55 min)
5. Conclusion/Reflection (5 min)
6. Take away (2 min)

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

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

### ATTENDANCE & INTRODUCTION

Q&A – 8 MIN

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

- ? Who remembers what GEPIC stands for?

- 🗨️ Share the objectives of this lesson!

Some tips for public speaking:

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

## 7. BREATHE!

**Special tip:** *Did you know that a powerful pose can give you a feeling of confidence? Research has shown that if you stand in a powerful pose for 2 minutes before you have to speak while the audience doesn't see it, your audience will be more impressed with your speech because you communicate confidence.*

(Dr Dana Carney of Haas School of Business- University of California, Berkeley).

Let's practice our powerful poses!

### OH BUSTER!...WHAT A FILIBUSTER

Game - 10 MIN

Have scholars go outside and stand in a circle. Explain to scholars what a filibuster is.

**NOTE:** A filibuster is a political strategy popular in the US where one congressperson will talk for a long, long time in order to prevent a vote from happening. The vote cannot happen until the congressperson is finished speaking.

#### RULES:

1. The game starts with all scholars and the mentor standing in a circle, mentor is holding a ball/any small object.
2. The mentor shouts, "Filibuster!" and throws the ball to one of the scholars.
3. As soon as the scholar catches the ball, they have to start talking and they CANNOT STOP. No stopping to pause or take a breath; they have to continuously talk about any topic that comes to mind.
4. If the scholar pauses talking even for just a moment, anyone near them can yell, "BUSTED!" and steal the ball.
5. Once the buster has stolen the ball, they must talk continuously without pausing. The minute they pause or stop talking, anyone near them can yell "BUSTED!" and take the object from them. Then they have to start talking.
6. Continue until there is a scholar who can talk for 90 full seconds without having a single pause. This is the Filibuster Champion! Have all scholars show them appreciation.

#### Reflection:

- ? How does this game relate to our topic today of GEPIC?
- ? How does this game relate to public speaking?

**IMPORTANT NOTE:** Before bringing Scholars back inside, have them each look around and pick 10 small stones or sticks from the ground around them. They will use these as pretend "shillings" in the following activity.

### GEPIC INVESTMENT CHALLENGE

PRESENTATIONS - 60 MIN

Tell Scholars: Each of these sticks or stones represents 10,000 Ugandan shillings! They are your money to invest, however you wish. As you listen to other Scholars' GEPIC speeches, you can decide:

Do I want to invest in this person's enterprise? If so, you can put aside sticks or stones (money) for them.

How many is up to you. One? Two? Five? Or do you want to invest all your money in one person?

- In a moment, we will divide into groups of 10.

- Within each group of ten, you will listen to your group members' GEPIC speeches.
- At the end, once you've heard all the speeches, individuals can invest their Sticks or Stones by giving them to the person. Each person can count their sticks or stones at the end, and calculate how many UGX they earned. The group member with the most money is the winner in that group.

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

When you are done, we will come together as a whole group, and hear the GEPIC speeches of each group's winner. We will vote to choose who amongst group winners is the overall winner of the GEPIC investment challenge!

Suggested timeframe for this activity:

1. Give Scholars time to finalize their pitch (10 min)
2. Divide Scholars into groups of 10.
3. Invite Scholars one by one to present their pitch within their groups, each pitch should not be longer than 3 minutes!
4. Move around to monitor the groups. Ensure girls are actively participating in the groups and have a chance to speak.
5. After everyone is done, bring scholars back together.
6. Everyone listens to GEPIC speeches of the winners from each group.
7. Vote to choose an overall winner.

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

Encourage 2-3 Scholars share their observations.

**CONCLUSION/REFLECTION**

Listen, Q&A - 5 MIN

? When can you use this pitch?

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

Use your pitch to sell your product, to raise funds, even to encourage E! Clubs members to help with a project.

Emphasize the following:

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

**ACTION STEP**

ASSIGNMENT - 2 MIN

**Action Step #1:** Start pitching to people to invest in your project back home!



## LESSON 14 - Enterprise Planning

### Objectives:

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

**Vocabulary:** Social enterprise plan

**Why this lesson:** An enterprise plan helps scholars think through how they plan to run their business or project. These plans are a requirement for the E! Club National Exhibition so it's good for scholars to start thinking about them now!

**Materials:** Visuals: "E! Club Competition winners," "Business plan," "Social enterprise plan"

### Lesson plan flow:

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

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

**Do not skip:** Writing an Enterprise Plan, Mock Judging

### INTRODUCTION

(Listen, Q&A – 3 MIN)

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

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

Having an enterprise plan is important for many reasons:

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

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

- 🔗 Share the objectives of this lesson!

### INTRO TO ENTERPRISE PLANNING

(GROUP EXERCISE – 15 MIN)

- ? What is an enterprise plan?

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

 Use “Business Plan” and “Social Enterprise Plan” Visuals

Using the whiteboard marker fill the Business Plan and Social Enterprise Plan Visuals section-by-section (reference the chart below).

Carefully explain the details to scholars as you fill in the visuals. Make sure scholars are taking notes!

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

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

**WRITING AN ENTERPRISE PLAN (GROUP EXERCISE – 20 MIN)**

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

They should follow the template on the Enterprise Plan visuals.

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

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

Make sure to call out time checks at 15, 10, 5, and 2 minutes to help groups keep time and not delay.

## **MOCK JUDGING**

**(GROUP EXERCISE – 30 MIN)**

Hype the E! Club National Exhibition:

Only the top Educate! Clubs qualify to participate in the National Competition next year! During Term 3, E! staff and mentors will select the top 80 semifinalist clubs who will earn the right to compete in the competitions in Term 1 of 2018. We need to start thinking NOW how well your club projects are doing so that you are prepared for the in-school judging event that will take place in Term 3.



### **Use "Club Competition Winners" Visual**

In these pictures you see the winners of the 2015 E! Club National Exhibitions: St. Anthony SS Kayunga. They started a SACCO at school in collaboration with the parents, this SACCO grew and they even started paying school fees for orphans. The club too started constructing low cost water tanks from recycled plastics and with this, the club has received numerous orders for the water tanks and now they also use plastics to make ladies' hand bags.

#### **Awards**

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

Best Overall Award: Best overall winner in Uganda! This was awarded to Town College Lira at the 2016 National Exhibitions.

Community Impact award: This is the club that has the largest impact in the community both in terms of numbers of people impacted as well as quality of impact. This was awarded to Light High School in 2016.

Innovation Award: This is the club that has a creative project and implements new ideas to create value for their project. This was awarded to Excel High School Mbiko in 2016.

Sustainability Award: This is the club with clearest and most thoughtful plan for environmental and financial sustainability. This award was given to Tororo Girls in 2016.

Planning and Finance Award: This is the club that has very well tracked books of accounts. This award was given to Mbogo High School in 2016.

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

You will also create a club report that will provide the judges with information about your clubs. This club report includes your enterprise plan!

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

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

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

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

**! Explain to Scholars how other E! Clubs are doing in preparations for the competition.**

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

### CONCLUSION/REFLECTION

(LISTEN, Q&A – 5 MIN)

Quote of the Week

By: Abraham Lincoln

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

? What does this quote say about planning?

Emphasize the following:

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

### ACTION STEP

(2 MIN)

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

? What new entrepreneurship skill did we learn today?

*Have 2-3 students share their answer.*

Write “Enterprise Plan” in your eighth and last square.

**CONGRATULATIONS!**

Over the whole term, we've added 8 business skills to our portfolio!

**Action Step #1:** In your Educate! Club teach other students what an enterprise plan looks like AND what the E! Club National Competition judging criteria are.

**Action Step #2:** Have a closing meeting with your club members and evaluate the term, invite them to come back next term.

**Assignment #1:** Finalize the home projects in the portfolio.



Social Enterprise Plan
Introduction
Theory of change
The opportunity
The innovation
Management & operations
Sustainability
Project Budget

Business Plan
Key Activities
Resources
Product/service
Marketing
Distribution.
Customer
Budget and Cash flow

## MAKEUP LESSON #1 - What Is The E! Experience?

### Objectives:

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

### Vocabulary: Mentor

**Why this lesson:** This lesson helps scholars understand the origins and importance of the E! Program, as well as the expectations of being an E! Scholar. Scholars learn about the importance of cooperative leadership, as well as the principles for productive group decision-making.

**Materials:** Scholar IDs, Term 1 Scholar Workbook for each Scholar, Visuals: "E! Program Components Visual Set" (4 visuals). "E! Logoa"

### Lesson plan flow:

1. Attendance (5 min)
2. Nicknamer (5 min)
3. What is a mentor? (5 min)
4. Overview of the E! Experience (10 min)
5. Wereje Benson case study (20 min)
6. Island Survivor activity (20 min)
7. Principles of group decision-making (7 min)
8. Explaining the Educate! Logo (3 min)
9. Conclusion (5 min)
10. Action Step: Clubs (3 min)

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

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

**Urgent Note:** Check all scholars have an ID.

### NICKNAMER GAME

(5 MIN)

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

### INTRODUCTION

(5 MIN)

Introduce YOURSELF as their Mentor: share four things

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



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

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

 **Use Mentor Definition Visual**

 Share lesson objectives.

Explain this is a habit that will return every lesson.

Today we will focus on getting to know each other and understand the E! Experience.

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

**DISCOVERING THE EDUCATE! EXPERIENCE**

**(10 Min)**

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

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

**1. Educate! Student Business Club**

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

**2. Entrepreneurship Course (LEC) lessons**

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

**3. Mentoring**

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

**4. Teacher Association**

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

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

Use E! Experience Components Visuals (There are 4 of them)

**GALLERY WALK:**

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

**BENSON WEREJE CASE STUDY**
**(20 MIN)**

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

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

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

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

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

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

- ? Why should we be cooperative leaders?

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

take initiative,

influence people,

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

The old way to think about leadership is to think of one leader on top, with many followers at the bottom. This doesn't work today!

We need many leaders with different strengths & personalities who can work together as a team.

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

**ISLAND SURVIVORS ACTIVITY**
**(20 MIN)**

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

Set the Scene

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

## Use Island Survivors Visual 1

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

Imagine you are among the stranded passengers. Select the items that you would put in the small bag you have.

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

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

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

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

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

Reflection (7 min)

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

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

Lessons from the Game:

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

**PRINCIPLES OF GROUP DECISION-MAKING**

**(5 min)**

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

 Use Principles of Group Decision-Making Visual 2

There are 4 easy principles to follow:

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 an action plan to ensure people deliver on their commitments/promises

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

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

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

**Explaining the Educate! Logo (3 Min)**

 Use the Visual E! Logo

This is the Educated logo; it represents what we stand for.

- ? What do you see on the Logo?

Take responses from the 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.



**Conclusion (5 Min)**

At the beginning of the 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.

Ask a volunteer to read aloud "From Students to Scholars" by Angelica Towne, Educate! Co-founder:

**SPEECH #1:**

**From Students to Scholars**

*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's 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 every day 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.*

*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!*

## **ACTION STEP**

**(3 MIN)**

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

**Action Step #1:** Write a letter to my mentor. For this letter, refer to p.XX in your scholar Workbook and take the Leadership Potential test. In your letter, explain to me your Mentor which of the leadership potential characteristics (Brave, Helpful, intelligent, friendly) You already have. Also explain which of the four traits you want to improve in order to become better in school or in the Educate! Club.

**Action Step #2:** Ask school admin for permission, pin up posters, & hold a recruitment event to promote the E! Club. Set up a regular date, time, and place for the E! Club to meet.

## Wereje Benson Case Study

"I used to be the first to run and I ran alone. The rebels wanted to get young boys like me to do terrible things. So, I would leave my mother and sisters. Alone, I grew strong. When I found my people again, I grew stronger." -Benson, 2008

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

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

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

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

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

The user-owned principle means the people who own and finance the cooperative are those who use it. "Use" usually means buying supplies, marketing products, or using services of the cooperative business. Those who use the cooperative control it by electing leadership and voting on major decisions. The user-



benefited principle says that the cooperative's purpose is to provide and distribute benefits to members. Members unite in a cooperative to provide services otherwise not available, such as to purchase quality supplies, increase their bargaining power, share best practices, or have a bigger market.

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

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

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

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

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



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

**Course Facts:**

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

**Term 1: Leadership**

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

**Term 2: Entrepreneurship**

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

**Term 3: Mentoring**

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

**Course Benefits:**

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





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

**Association facts**

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

**Associate teacher support roles**

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





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

**Club Facts**

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

**Termly Club Overview**

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

**ID Club National Competition**  
Big Event held in Kampala where scholars exhibit products. Prizes are cash or trophies. Judges come to inspect nominated schools at district level.

**Club benefits**

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





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

**Mentoring Facts:**



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

**Termly Mentoring Overview**

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

**Mentoring benefits:**

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

## MAKEUP LESSON #2 - LEADERS MAKE A DIFFERENCE!

### Objectives:

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

**Vocabulary:** Social Entrepreneurship, Win-Win Solutions

### Why this lesson:

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

**Materials:** Leadership Passbooks, Visuals: "Social Entrepreneurship," "Donkey conflict," "Types of solutions"

### Lesson plan flow:

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

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

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

### WHO'S THE LEADER?

(5 MIN)

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

motion, but he needs to be secret enough not to be identified.

- Once the scholar correctly identifies the leader, then the leader is the new scholar in the middle.

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

## INTRODUCTION

(2 MIN)

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

Collect letters from the scholars and review them later after the lesson

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

🔗 Share the lesson objectives:

Today we are going to talk about how to set up the leadership structures in your E! business clubs. We will also discuss the importance of social entrepreneurship and learn about different kinds of solutions that can be applied to solve problems.

## CLUB LEADERSHIP SET-UP

(20 MIN)

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

**Teamwork Criteria:** Clubs have clear leadership structures. Most members attend all club meetings, communicate freely about challenges, help each other out.

? How can a club constitution strengthen our club teamwork?

Provide guidelines for the daily running of the club

Help sort out internal disciplinary and organizational problems

Can help in seeking resources from other organizations

Club constitution set-up

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

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

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

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

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

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

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

#### Leadership election tips:

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

## SOCIAL ENTREPRENEURSHIP

(10 MIN)

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

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

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



### Use Social Entrepreneurship Visual 1

? What does social mean?

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

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

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

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

- Positive: Does the enterprise have a mission to create positive social or environmental impact?
- Innovative: Does the enterprise accomplish its mission in a new and better way?
- Impact: Can the enterprise measure real impact created by its work?

- Sustainable: Can the enterprise last because it renews its own resources or is the impact of the enterprise long-lasting in a permanent system?

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

? Who knows an example of a social enterprise?

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

## WIN-WIN SOLUTIONS

(10 MIN)

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

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

### Use Donkeys' Conflict Visual 1

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

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

### Explain Win-Win Solutions

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

### Use Win-Win Solutions Visual 2

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

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

- Your goals always affect other people; make sure the way in which you are trying to achieve your goals is not negatively affecting the others.
- If everyone is happy with the results, the solution is likely to last long and be an effective way to solve the problem.



- All other outcomes leave conflict or dissatisfaction: this will cause more problems at some point in time
- ?
- How can win-win thinking help us build better enterprises?
- Social enterprises automatically offer win-win solutions to our community.
  - If we keep in mind innovation, impact, sustainability and positivity we can impact the environment, society and make profit at the same time.

## LEADERSHIP PASSBOOKS

(30 MIN)

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

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

- Complete a minimum of **2 actions per page**. Once you complete a skill, put the evidence in the book and check off the action at the top. After lessons or during meeting time, the mentor will stamp your book to confirm you have completed each skill page.
- Once you complete the Leadership Passbook, you will receive the Business Skills Portfolio. The portfolio is a beautiful folder. In order to be certified as an E! certified leader and entrepreneur:
  - You need to complete the Leadership Passbook by our first Term 2 LEC lesson (next week!).
  - You need to complete the Business Skills Portfolio by the end of Term 2.

We will take some time now to work on the Leadership Passbooks individually. Ask me for help if you have any questions. Note: Encourage scholars to work actively on their Leadership Passbooks. Ideally they should have one action per page completed by the end of this lesson.

## ACTION STEP

(3 MIN)

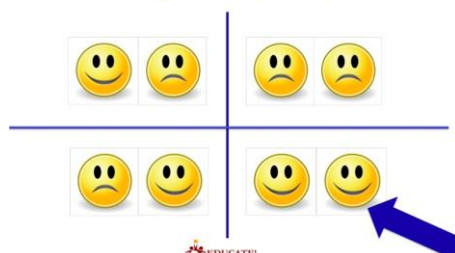
**Action Step: Follow up at the Club Meeting:** Ensure all new rules or procedures for the E! Club are captured in the constitution. It is important you understand the constitution and why all the rules are there as a leader. Constitutions are key to effective group decision making.

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

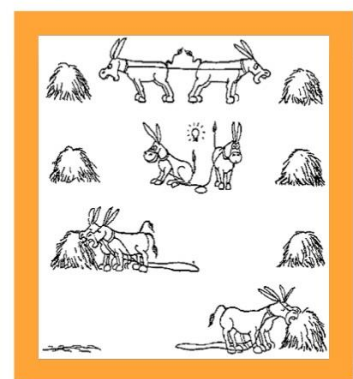
**SOCIAL ENTREPRENEURSHIP**  
is the creation of innovative enterprises to make positive and sustainable impact on society and/or the environment.



### Types of Solutions



### Conflict in Teams





## PREP:

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

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

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

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

## SUGGESTED TOPICS TO COVER IN YOUR VISIT:

**1. Introduction**

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

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

**2. Explaining the budget process**

Ask members where they use budgets in their daily lives?

Who at home in charge of coming up a budget, is it your Mom or dad?

**3. So why is it important to develop a budget?**

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

A budget allows a business to understand:

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

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

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

For example:

- o building a stall to raise chickens in

- paying people to make paper beads
- traveling to market to buy supplies to make your product

Resources – Things you need to buy for your enterprise!

For example:

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

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

For example:

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

Distribution – how you get your product to your customer

For example:

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

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

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

1. Begin by listing the name of the item. For example, if you have to buy chicken feed for your chickens, write “chicken feed” under Item Purchased.

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

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

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

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

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

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

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

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

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

### 1. Budgeting for club projects

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

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

Emphasize the following:

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

## **2. Financial record-keeping**

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

## **3. Check-in with club leadership**

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

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



## Monthly Budget Template

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

**PREP:**

Before running these sessions, make sure to:

- Introduce group mentoring
- Have Scholars form groups of approximately 5 members each, of their own choice
- Make sure groups are evenly sized. Do not have more than 5 Scholars in each group.
- Assign each group a number #1-8 and record names of each scholar in the group.
- Choose 1 scholar per group to be the mobilizer, who is tasked to remind group members to come to class on their assigned group mentoring day.

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

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

**INTRODUCTION:**

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

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

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

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

- What do you want to do after school?
- What career do you want?
- What kind of enterprise do you want to run?

Today we will discuss what action steps you need to take NOW to ensure you have the best chance at the career you want in the future. This is called career planning.

Have Scholars take a 1-2 minutes to think about their answers to the questions above and jot down a few notes.

Now that you've had a chance to think about your vision for your future, we're going to talk very specifically about how you get there. Who remembers Lesson 8, about developing a personal vision? What are the steps to achieving a vision (long-term goals, short-term goals, and action steps)?

### **When you are career planning, you need the same kind of structure to your plan!**

Let's share our career choices with each other right now, whether you want to be in a certain profession or run a particular kind of enterprise.

Have all scholars share. Be sure to also share your future career plans with them. Also share how Educate! is helping you achieve your vision. How does having a BHP help you on your career path?

These ideas we all just shared are our visions for ourselves. But what are the long-term goals...the short-term goals...and the immediate action steps...we must do in order to achieve these visions?

### **EXAMPLE CAREER PLAN:**

NOTE TO THE MENTOR: If you feel comfortable, pick one of the career options that a scholar shared and do the following example using their career choice. If you DON'T feel comfortable immediately brainstorming with the students about all the interim steps involved in reaching their chosen career, then use the example below.

PLEASE MAKE SURE THAT SCHOLARS ARE OFFERING SUGGESTIONS BEFORE YOU PROVIDE THE EXAMPLE ANSWERS TO EACH QUESTION. The key is to make this a conversation where everyone is contributing ideas. Remember: this is a group mentoring session, not a lesson where you lecture and give them all the answers.

*Let's say your ideal career choice is to be an accountant...That's the vision!*

*As a group let's brainstorm what the long-term goals would be to achieve that vision:*

? What do you need in the long-term to be a successful accountant?

Examples of long-term goals:

- a university degree or accumulation of short course certificates in accountancy
- experience handling money and recording expenses
- skills in using the computer and accountancy software
- a CV to show potential employers that explains your skills, education, and experience

? What are some short-term goals you need to set in order to get the education, the experience, and the skills you need?

? How will your Back Home Project help you achieve this vision?

Examples of short-term goals:

- To go to university, you might need to get a scholarship
- To pay for the short courses, you may need to get a fellowship or a steady part-time job
- To gain skills using the computer, sign up for a training course during the school holidays



- To gain experience, you might need to participate in an internship or volunteering or apprenticeship during the holidays or in the break after A' Level
- Running a successful BHP can help you pay your university fees and develop skills

CHECK FOR UNDERSTANDING: Do all your Scholars know what an internship is? Apprenticeship? What the purpose is for volunteering in the field of your ideal career? Please make sure all scholars understand the nature of these opportunities before continuing. Provide examples.

An apprenticeship is an experience involving on-the-job training where you learn a trade or profession by working for an experienced person in that field. Apprentices are often paid very little or not at all, because they are being paid in "experience" not money.

An internship is when you work for an organization in a field you're interested in, in order to learn more about it. Interns are often placed in a specific role in the organization and their work may be paired with course work in short courses or at the university. Interns are sometimes paid very little or not at all.

Volunteering is when you work for an organization in a field you're interested in, in order to learn more about it. Volunteering is similar to being an intern, except that the work you do for the organization is often more general, not in a specific role, and is not paired with coursework. Volunteers are not paid.

? What are some immediate action steps you could take to achieve these short-term goals?

Examples of immediate action steps:

- O' Level commerce course
- A' Level entrepreneurship/statistics course
- Running for a club position where you need to handle cash (like Treasurer of the E! Club)
- Starting a BHP
- Participating in school-wide financial literacy competitions funded by banks
- Studying hard to achieve good marks so you are eligible for a scholarship
- Networking to find out what jobs adults in your school or home community have—if you know any adults who work as accountants or in the financial sector in some way, be proactive and talk to them to see if you can set up a volunteership, internship, or apprenticeship in their office during the school holidays or in the break after A' Level.

Note: These immediate action steps are very similar to our lesson on community resource mapping! You need to look at your school and home communities, and map out where the resources are (people, organizations, etc) that you can reach out to in order to achieve the short term goals that will get you to the long term goals that will get you to your vision.

**Advice round:** Have all group members converse about the different paths for each of the career choices they shared earlier. Facilitate this part of the group mentoring session so that all members work together to help each other brainstorm the long-term goals, short-term goals, and action steps they need to take for their chosen career.

EXAMPLE PROMPTS:

- ? What is the way forward?
- ? How can you counter obstacles that may stand in your way regarding these goals and action steps?

**Action plan:** Ask all group members to reflect on what they have learned and what actions they can take to make their future vision a success. All group members should write out an action plan for themselves highlighting what kinds of opportunities/resources they will seek out and how they will attain them/ use them productively.

EXAMPLE PROMPTS:

- ? Which of the given advice can you use?
- ? Is there any help you need?
- ? What resources (people, organizations, etc) are available to provide the help you need?
- ? What are the action steps you will take and the goals you will aim for?
- ? Who will be your accountability partner?

**Make sure you have a specific plan written down! I will be following up with each of you in Term 3.**

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**NOTE TO THE MENTOR!**

On the following pages, is a Group Mentoring Session Notes template for each of your schools.

AFTER every group mentoring session with scholars, please fill in this template with just a few notes on the session, such as:

- How did the session go?
- What kinds of topics came up?
- What issues or challenges are your scholars are facing, and what advice did they ask you?
- What advice do you need from your PO, YL, or 3<sup>rd</sup> year mentor in helping scholars deal with challenges?











# Group Mentoring Session Notes

School Name:

DATE:	DATE:
Scholars' names:	Scholars' names:
DATE:	DATE:
Scholar's names:	Scholars' names:

