Leadership & Entrepreneurship Course
Term 1 2020 ‘Leadership’
PART 1) OVERVIEW OF TERM 1

IN SHORT

This section outlines all details about term 1 2020. Find information about scholar selection and graduation and objectives for the term.
1. Introduction

Welcome to term 1 of the Educate! Leadership and Entrepreneurship Course (LEC)! At the end of 2019, the Educate! Design and experiments team worked together with mentor representatives to prepare this curriculum book. All the sessions have been tested with real students to make sure the materials are in the best shape possible. The lesson plans in this curriculum book and the accompanying out-of-class activities are designed to equip Ugandan youth with skills that will help them be strong and caring leaders in their communities.

In addition to term 1 lessons, this book contains sessions guidelines and helpful information for term 4 activities (scholar graduation, club hand-over, and the Club competition preparations). You will also graduate your qualifying scholars from squad 9.

Top term 1 priorities are:
1. Deliver the 5 LEC lessons
2. Club launch
3. Organize students to conduct a community day

Lesson structure!

The LEC sessions are now structured as Skills Labs and all have Build, Practice and Present components. Each session is centered around a specific skill which students will practice in groups. Groups will be made in the first lesson of the term and remain the same throughout the term. The Skills Lab lesson structure makes it easier for you to manage the classroom and guarantees an active learning experience for the learners.

Greetings from Design & Experiments

Overview of the 4 Educate! Experience components

<table>
<thead>
<tr>
<th>Educate! Student Business Club (SBC)</th>
<th>Leadership and Entrepreneurship Course (LEC)</th>
<th>Peer mentorship</th>
<th>Teacher Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes the entire student body to start businesses and projects together during the school term.</td>
<td>Prepare selected students for leadership, entrepreneurship and peer mentoring.</td>
<td>Younger students in school are mentored in leadership and entrepreneurship by scholars.</td>
<td>Teachers and admin join the Educate! Teacher Association to develop their leadership skills and promote experience based learning.</td>
</tr>
<tr>
<td>Club members form project teams, each group starts and implements a project.</td>
<td>At the beginning of term 1, 40 selected students become ‘scholars’ and receive weekly sessions.</td>
<td>Peer mentoring events are: community day (term 1), skills day (term 2) &amp; mentoring week (term 3)</td>
<td>2-3 teachers and administrators per school selected to be Associates and promote the Educate! Experience inside and outside the classroom.</td>
</tr>
<tr>
<td>The Educate! mentor and youth leader advise Clubs. Educate! Associate teacher patronizes the club and connects the club to the school Admin.</td>
<td>The Educate! mentor delivers LEC sessions and provides mentoring.</td>
<td>Each Educate! scholar mentors 3 O’level mentees.</td>
<td>The Educate! Program Officer facilitates 2 Association meetings per term.</td>
</tr>
</tbody>
</table>
1.2 Term 1 overview

Term 1 objectives
- SWBAT set up strong leadership structures for their Educate! Clubs
- SWBAT conduct community day to positively impact their school community

Aim for Success!
You will know Term 1 was successful if the following 4 statements are true by mid-April:
1. You have selected a gender-balanced, full class of 40 Scholars and have taught them all 5 LEC lessons.
2. All scholars have a Leadership Passbook and have started completing it.
3. The Educate! Club is on ground in your schools and has set up strong leadership structures.
4. The Educate! Club has practiced group decision-making skills by running an impactful Community Day.

Term 1 lessons

<table>
<thead>
<tr>
<th>#</th>
<th>Lesson title</th>
<th>Lesson objectives, scholars will be able to...</th>
<th>Target skills</th>
</tr>
</thead>
</table>
| 1  | Introduction to the E! Experience | ◗ Describe the 4 components of the Educate! Experience  
 ◗ Brainstorm ideas for Club start up and community day                                                      | Citizenship & collaboration    |
| 2  | Building the Educate club?        | ◗ Apply group decision making procedures in their E! club  
 ◗ Launch the SBC to the entire student body                                                                   | Collaboration, project and self-management |
| 3  | Negotiation                       | ◗ Explain the importance of win-win solutions for entrepreneurs  
 ◗ Reach a win-win solution through negotiation                                                                | Character & collaboration      |
| 4  | Leading a team                    | ◗ Identify leadership strategies based on their SBC experience  
 ◗ Conduct team-building activities in the SBC                                                                  | Character & Collaboration      |
| 5  | Impacting our communities         | ◗ Illustrate types of enterprises  
 ◗ Brainstorm enterprise ideas to realize their vision                                                           | Opportunity Identification and citizenship |

WHAT’S NEW? Target skills of Term 1

- **Collaboration**
  - Learn from and contribute to learning of others.

- **Citizenship**
  - Think like a global citizen.

- **Character**
  - Armed with traits of grit, perseverance, and resilience.

- **Project & Self-Management**
  - Work smartly to meet goals.

- **Product Making**
  - Make products that sell!
1.2 Mentor corner – tips and tricks

Always remember to be a ‘FASTER’ facilitator!

Follow lesson plan

- Reading the whole lesson at least twice word-for-word
- Discussing the content with your PO or other fellows
- Identifying necessary materials and arranging them in advance

Ask cool questions

- Encourage ALL Scholars, boys and girls to equally share their point of view, opinions, and ideas.
- Always respond to any misunderstandings immediately.

Share personal and relevant examples

- Examples make complex concepts simpler to understand.
- Share examples that promote gender equality.
- Remember to link the lesson content to their club businesses and personal projects.

Time yourself

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

Ensure learning environment is engaging and learner friendly

- 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.

Reflect on the lesson with scholars

- 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.

Select a LEC Coordinator to help you out

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

★ ...make attendance easier! This scholar will support you in taking attendance. They will ensure that all Scholars have signed the attendance sheets.

★ ...support scholar retention! This Scholar will mobilize other Scholars to attend LEC lessons and communicate when Scholars are unable to attend. They will reach out to Scholars who are missing class to find out their reasons. You and the LEC Coordinator should identify which Scholars are missing class for good reasons and which Scholars are no longer committed to the EI Exp.

★ ...help with assessment! This Scholar will remind other Scholars to complete their assessment items. You will coach this Scholar, so that if other Scholars have questions while you are not at the school, then they will be able to answer them. The LEC Coordinator will collect the assessment items from Scholars for you.
1.3 Scholar selection and tracking

Overview
The scholar journey starts in term 1 and will last for a year; a year full of learning, hands on experiences running a business and impacting the community. The figure below illustrates important milestones in the scholar journey.

MID FEB
Schedule 3 time slots for Scholar selection: Pitch at school assembly, interview session in class, and Registration.
Day 1: Hold the PITCH Session as soon as possible

LATE FEB
Day 2: Hold the interview session and guide interested students into writing application letters
Day 3: Collect application letters and select 40 scholars whose application letters ably meet the scholar application criteria.
Pin up list of the selected 40 Scholars (feel free to type them out on a sheet of paper) on school notice board.

EARLY MARCH
Hold the REGISTRATION session in LEC1 - Gather 40 selected Scholars and have them sign on the Scholar list and photo consent in the monitoring book.
Fill in scholar information in the mentor monitoring book (names column). Keep in school file.

THROUGHOUT TERM 1
Remember to update Scholar list in the monitoring book and with the Youth Leader:
Scholar Joins - applies, selected and information filled in the monitoring book
Scholar Drops - write DROPPED

MID-TERM 2
Schedule a Late-Comer lesson on Term 1 for scholars who joined late to get the previous lesson material.
Each and every scholar must complete the leadership passbook.

Part 1 | Overview of term 1
Scholar selection guidelines

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

Scholar Selection Eligibility

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

Selection activities

1. Pitch the program during school assembly (following the pitching guide). Do not start selection until most students have reported!
2. Conduct the interview session with S.5 or S.3 students or a mixture of both depending on the above eligibility and instruct them to write their application letters following the stipulated criteria.
3. Collect application forms from students on day 2. Select the 40 Scholars based on how their applications fulfil the application criteria. Collaborate with the Associate teacher to get the applications letters and if possible let them help you with the selection as well.
4. Even out any gender imbalance by going back to specifically recruit extra boys or extra girls
5. Hang up a list of the 40 selected Scholars. These are the official Educate! Scholars. Invite them for LEC 1. Inform Associate teacher about the list as well as the time and date for the REGISTRATION Session.

Note: Make sure that by the end of this application process, you have selected strictly 40 scholars.

Components/criteria for evaluating the application letters:

1. It shouldn’t exceed three (3) paragraphs
2. Each student should briefly explain who they are and what their passions are (Here those whose are passions are in line with Leadership and Entrepreneurship should be given priority)
3. What they intend to benefit from the program (Clarity of their expectations in line with their interests should guide you on who to select)
4. What value do they intend to add to the SBC? (Clearly explained ideas (product making skills, leadership skills, mobilization, etc) should guide you on who to prioritize)

Every Scholar is important to Educate!

Being selected as a Scholar is a big opportunity that will help students even after graduation. We don’t want to see their efforts and your efforts as their Mentor wasted. The goal is to graduate as many Scholars as possible. Get good recommendations of the best students to become Scholars from teachers and administration. Select students who are leaders and who other students highly respect.

NOTE TO MENTOR: Mention and emphasize to the scholars that just like you their Mentor, Scholars who excel in the LEC and SBC activities will have the chance to go through a competitive process at Educate! to become Mentors one year after completion of their senior six. It is up to YOU, the Mentor, who knows the Scholars best to decide if a Scholar’s commitment level and rate of absenteeism require that they be replaced with a more committed Scholar from that school. Please discuss all dropped Scholars with your Youth Leader and remember to record all changes in the Mentor monitoring book.
Assessment and graduation guidelines

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

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

<table>
<thead>
<tr>
<th>Assessment tool</th>
<th>When does scholar receive it?</th>
<th>When does scholar hand it in?</th>
<th>How is it assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Passbook</td>
<td>Middle of Term 1</td>
<td>Middle of term 3</td>
<td>Mentor checks if each portfolio piece is in the folder and verifies each action with stamp</td>
</tr>
</tbody>
</table>

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

To gain a GOLD certificate, scholars do not only need to complete the Leadership Passbook Portfolio; they also need to be recommended by the mentor. The Educate! Mentor recommends 10 scholars from each of her schools for Gold Certification. These scholars have actively participated in 90% of the LEC lessons.

**Term 1 Assessment of Squad 10**

1. Hand out the Leadership Passbook to scholars in Lesson 2. **ONLY COMMITTED SCHOLARS RECEIVE A LEADERSHIP PASSBOOK!**
2. Before every lesson answer any questions, Scholars may have about the Passbook action items. Coordinate with the LEC Coordinator to collect the Passbook in the lessons before YBE.
3. At YBE verify Passbook activities with the Youth Leader by stamping completed activities.
4. Refer to the Passbook often during lessons, make connections between the action items in the Passbook and the content that Scholars are learning in the LEC.

**The Leadership Passbook**

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

**Back home projects**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit members</td>
<td>Start-up club projects</td>
<td>Strengthen projects</td>
</tr>
<tr>
<td>Establish leadership</td>
<td>Fundraise during Visitation Day</td>
<td>Increase income</td>
</tr>
<tr>
<td>Write constitution</td>
<td></td>
<td>Prepare for E! National Competition</td>
</tr>
<tr>
<td>Generate project ideas</td>
<td>E! Club visibility challenge</td>
<td></td>
</tr>
<tr>
<td>Community Day!</td>
<td>Skills Day!</td>
<td>Mentoring Week!</td>
</tr>
</tbody>
</table>

Peer mentorship in the Club
Each Educate! Scholar selects three mentees and records their names in their passbook. They should involve mentees in organizing community day and share what they’ve learned in the LEC.

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

NOTE: It is important to make Community Day fun! If going outside the school campus, encourage the club to bring along their products to sell, bring the E! Banner, sing songs, dress in school uniform and enjoy themselves! ☺
PART 2) LEC LESSON PLANS TERM 1 2019

IN SHORT

All sessions in term 1 are centred around ‘leadership’. The selected scholars will be equipped with all the skills needed to kick-start the Educate! Student Business Club and mobilize other students in school to run an impactful community day.
### 2.1 Pitch session

#### Session overview

**Objectives**
- SWBAT explain why entrepreneurship is important for their future and that of Uganda
- SWBAT commit to joining Educate! and be part of the EI experience

**Duration**
10 minutes

**Preparation**
Make sure the pitch is delivered when most students have reported to school.

#### Procedure

- **Introduction (3)**
  
  *My name is…. I am a mentor with Educate! I want to begin with a question:*

  **Where do you find the most 16-year old’s in the world?**

  *Here in our country, in Uganda!*

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

  Educate! is a non-profit social enterprise that believes the youth of Uganda are the solution to many of the issues facing our communities.

  *When you are a leader in your community, you solve problems. When you are an entrepreneur and you start your own business, you create employment opportunities for yourself and others.*

  *This is what Educate! Program is all about. Our mission is to develop young leaders and entrepreneurs in Africa. Educate! has been running programs in secondary schools since 2009. In 2019, over 800 schools will take part in the Educate! Experience.*

- **Lecture (5)**

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

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

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

  *And, as Educate! we need to find your school’s next student leaders and invest in them even more. Every year Educate! selects the future leaders of the school to become our scholars. There can be only 40 selected per school.*

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

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

  *On excelling in the LEC and Club activities have the chance to become an Educate! Mentor.*
I was also part of the Educate! Experience and this is what I gained.... Right now, I run a successful project .... I am one of the 96% and I invite you to be as well.

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

Do you have any questions?

By show of hands can I see those who commit to coming to the interview session?

Wow!!!! Thanks, and I look forward to seeing you at the interview session!
2.2 Interview session

Session overview

| Objectives | SWBAT write application letters expressing their interest in being recruited as scholars.  
| Mentors will be able to identify committed candidates |
| Duration | 80 minutes |
| Key skills | N/A |
| Materials | N/A |
| Preparation | Make sure the interview session takes place at a time when most students are available. |

Procedure

**Introduction (15)**

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

**Game (10)**

- Take students outside the classroom. Have them stand around you in a circle with you in the middle. The first part of the interview is to see whether you would like the Educate! program. In Educate! we play a lot of games.  
  *Today, I show you one:*  
  *Walk around and upon instruction act like the person you are instructed to imitate until I say stop.*  
  *That is when you greet the person you are facing and introduce yourself and what you are passionate about.*

1. Walk like the president (let students walk for 30 seconds)  
2. Walk like a rich business person (let students walk for 30 seconds)  
3. Walk like Bebe Cool (let students walk for 30 seconds)  
4. Walk like Miss Uganda (let students walk for 30 seconds)

Ask scholars if they like the game and allow them to share what they learnt from the game.

*Supplement with these lessons: 1. We all have things we are passionate about 2. Our passions could be the same or different 3. People can be identified by how they behave and who they associate with.*
The second thing it is important to know about E! Program is that we do activities, not lectures. We are all about action and starting projects. First, let me give you an example of a project:

**Provide an example of graduate or your own project.**

- Then divide students into groups of 5-7 students and instruct them to do the Lottery Project Activity.
- First write down your group name and the names of each member of your group.
- Imagine your group is awarded 2,000,000 UGX in lottery. Together you have to use these 2 million shillings to set up a business or organize a project to help your community…What would your project/business be?
  - Develop a project idea
  - Write an explanation of how you would use these 2 million shillings
  - Explain how you would earn back the 2 million shillings OR explain what your plan for sustainability would be (i.e., how will your project continue after the original 2 million shillings has been spent?)
- After 20 min, ask each group to present their plans. Remember to applaud groups for their creativity!

<table>
<thead>
<tr>
<th>Group activity (45)</th>
</tr>
</thead>
</table>
| Instruct students to apply to become scholars—they could get an A4 sheet of paper if possible they could also pluck from their books (if allowed).
| Write an application letter expressing your interest in the program. Your letter should:
  - Not exceed three paragraphs
  - Explain briefly about you and your passions (interests)
  - How do you intend to benefit from the program and what value do you intend to add to the SBC?
| Thank students for their participation
| Explain you will review the application letters. Tell them the date and time you will collect them. If they are through within this very given time, feel free to collect them. |
2.3 LEC 1 - Introduction to the Educate! Experience

Session overview

| Objectives | SWBAT describe the 4 components of the Educate! Experience  
| SWBAT brainstorm ideas for Club start up and community day |
| Key skills | Citizenship & collaboration |
| Materials | Value banners, Visuals program components |
| Preparation | Come early and work with scholars to mobilize their friends from the registration list.  
| | Pin up the value banners around the room. |

Procedure

Welcome

Introduce yourself as the Mentor - share four things:

1. Your full name, 2. Your former School 3. Your project OR passion 4. Your hometown

"This year I will be your mentor, which is different from a teacher. Being a Mentor means I want to get to know each of you personally and help you develop your potential. I am here to advise, motivate, and support you on any issues—whether they are school, personal, family, or business-related. I am here for YOU."

- Tell them your motivation - Why did you decide to become a Mentor?
- Invite Scholars to ask you 3 questions about yourself - Try to be open & friendly. Remember you are not their teacher. Build Trust.

Share lesson objectives

Pass around the attendance sheet and ask everyone to sign it

- Explain these are 2 habits that will return every lesson. Today we will focus on getting to know each other and understand the Educate! Experience.

Nick-name’s game

- Make two circles. Have everyone say their name and chose one adjective (word that can describe a thing) that starts with the same letter to describe them and then say why it fits you as you make your best pose. For example, “Happy Hellen because I love to smile.” or “Funny Fred” because I am a comedian.

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

Making groups

- Make 5 groups using count-down. Explain these will be LEC teams for the term.
- Ask each group to assign a leader, note keeper and 2 presenters for this activity. Make sure both boys and girls are assigned leadership positions.

Discovering the Educate! Experience

- Give each group 1 of the 5 visuals, say 1 sentence about each:
  
  **Educate! Student Business Club:** You will create an E! Club through which you’ll start various projects that generate profit and create positive change.

  **Leadership & Entrepreneurship Course:** Scholars will meet once a week for 80 min. I promise to be here for you, on time for class and prepared.

  **Peer mentoring:** Just like I am a mentor for you, each of you will also take on the role of being a Mentor to three younger students. You will be a role model to them using what you have learned in the LEC.
**Teacher Association:** Teachers meet to learn more about the Educate! Program, entrepreneurship and how best to support the Educate! Scholars.

**Being a scholar:** You are selected because of your potential, there is a reason why we call you scholars...

- Learn what it means to be a scholar.

  - Each group will read through the visual and prepare a short presentation to explain the component to their peers.

  - Depending on their program component they will also work on the following tasks:
    1. **LEC:** come up with classroom rules and consequences
    2. **Club:** design a poster to recruit students into the Educate! Club
    3. **Peer mentoring:** Brainstorm ideas for the community day
    4. **Teacher Association:** Write a letter to inform the Associate teachers about the club start-up and community day
    5. **Scholars:** Explain the difference between a scholar and a student, group members identify what they already do to be a scholar and what they still want to do more as scholars.

<table>
<thead>
<tr>
<th><strong>Group presentations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Each group presents their component and the outcome of their task (5 minutes for presentations, 3 for discussion)</td>
</tr>
<tr>
<td>- After each presentation invite scholars to comment and answer the following questions:</td>
</tr>
<tr>
<td>🎨 <strong>LEC:</strong> Are the proposed rules fair?</td>
</tr>
<tr>
<td>- Agree on the final rules, be sure to include: safe space, never leave class without permission</td>
</tr>
<tr>
<td>🎨 <strong>Club:</strong> How and when could you announce the club launch or information event?</td>
</tr>
<tr>
<td>- Agree on a final date and activities for club launch event</td>
</tr>
<tr>
<td>🎨 <strong>Peer mentoring:</strong> Which of these activity ideas are the best for community day?</td>
</tr>
<tr>
<td>- Make sure to agree on an idea before the next meeting.</td>
</tr>
<tr>
<td>🎨 <strong>Teacher Association:</strong> Is the content of this letter clear to the teacher? Is the tone okay?</td>
</tr>
<tr>
<td>- Make sure the scholars agree on a teacher who is suitable to be the Club Patron.</td>
</tr>
<tr>
<td>🎨 <strong>Scholars:</strong> How can we all live up to being scholars?</td>
</tr>
<tr>
<td>- Emphasize active participation in the LEC and willingly sharing your learned skills with others.</td>
</tr>
</tbody>
</table>

**Action steps**

- Summarize the decisions made today
- Approach the Associate teachers/Club patrons about the club launch activities
- Inform interested club members about the upcoming community day
Let's play a game that will teach us important lessons for the SBC. Imagine this, a plane has had an emergency landing, and the passengers are stranded on an isolated island. You are among the passengers and you are thinking of how to survive. You are looking for items you can use. Amongst the airplane wreck you find the following 10 items.

Round 1: individual (4 min): Everyone remains seated and works individually
- Imagine you are one of the passengers. Select items that you would take with you.
- Your bag is very small! Only 5 items will fit. You can only choose 5 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.

Round 2: making group choices (4 min)
- Divide the class in 2 big groups.
- Now prioritize in the big group the items that you would put in your small bag. !!!EVERYONE NEEDS TO AGREE ON THE ITEMS YOU PICK. You can only choose 5 items, write these on the right side.
- Ask both groups to present their list after 4 minutes.

What can we learn from this game? Was it easier to make decisions individually or as a group?
- Receive 2-3 responses. Emphasize that making decisions as a group can be difficult but by working in a group you can also gain from people's different talents and insights.
- Group decisions require time and structure. Voting is one type of group decision making structure.
- Usually people accept a decision made as a group more than a decision made by one person.

Group decision making principles
Today I'd like to share some tips on making decisions as a group.

Show the visual on group decision making
- Create a safe space: agree as a group on ground rules for collaboration, respect everyone’s opinion.
- Organize your ideas: write as many ideas as possible down. Listen to everyone’s ideas! Discuss the pro’s and con’s of each idea and agree which idea is the best.
- Assign Duties: Who is doing what? Be very detailed
- Follow Up: Develop a follow-up action plan for after your meeting
### Club building game

*We have designed a special game to help you build the SBC and make the best decisions as a group. If you are successful today, you will have completed your first draft club constitution! Remember this; the key to success is collaboration, you can play this game best when everyone is involved!*

- Scholars sit together in their 5 teams.

  - Give each team a Building Block & a big piece of paper plus marker
    - Group 1 will develop a CLUB VISION
    - Group 2 will develop a LEADERSHIP structure
    - Group 3 will develop MEMBERSHIP structures
    - Group 4 will develop FINANCE structures
    - Group 5 will develop MEETING structures

- This game will follow the 4 principles of group decision making. Groups must manage their time well to be able to finish.
  - *Create a safe space:* agree as a group on ground rules for collaboration.
  - *Organize your ideas:* write as many ideas as possible down. Listen to everyone’s ideas! Discuss the pro’s and con’s of each idea and agree which idea is the best.
  - *Assign Duties:* Who is doing what? Be very detailed
  - *Follow Up:* Develop a follow-up action plan for after your meeting to ensure people delivered on their commitments/promises

Mentor: walk around during group work and share ideas for each building block. Observe how groups make decisions together and give feedback on this.

### Presentations

- Share the building blocks written in the case study booklets with the rest all the teams.
- Give each group 3 minutes to present their proposed idea and invite other groups to give feedback on their proposals.
- Encourage a representative of the Club leadership to take notes of the different components.
- Explain that the groups together have drafted a first version of their club constitution. In the SBC guide they will find a template that can help finalize the constitution.

**How will you work on finalizing the club constitution together with the other club members? Will you need support from other people like the Club patron?**

- Encourage the club leadership to ensure that the members use group decision making principles in their deliberations.

### Action steps

- Summarize the decisions made today
- In the next club meeting present the club constitution to members and receive comments to finalize the document.
- Finalize preparations for community day/write a report.
- Meet with the LEC coordinator to mobilize resources needed for making charcoal briquettes.
### Session overview

| Objective(s) | SWBAT explain the importance of win-win solutions for entrepreneurs  
| Key skills | Character, collaboration  
| Materials | Handouts for the various parties (not to be revealed to the other party)  
| Preparation | Read the instructions on the Mentor Cheat sheet carefully before the session and calculate possible scores.

### Procedure

#### Introduction
- [ ] Pass around the attendance sheet and ask everyone to sign it
- [ ] How did your club members respond to the club constitution? Were there some things it was hard to find agreement on?
  - Highlight the principles of group decision making again. Mention that today’s lesson will give the scholars a new skill to help in finding agreement.
  - [ ] Share lesson objectives

#### Win-win solutions
- Explain the following scenario and ask scholars to think of possible outcomes.
  - Imagine this, your mid-term exams are coming up and you want to use your after-class hours to study with your friend. You have 2 hours available; you want to use this to revise and discuss Mathematics which your friend is good at and your friend wants to use this time to revise Literature which you are good at.

- [ ] What are possible outcomes of this situation? How would you use your 2 hours?
  - Invite 2-3 responses and add the following possibilities:
    - You decide to split your time and spend 1 hr on literature and 1 hr on maths -> I win- you win solution.
    - You decide to convince your friend to study only for mathematics, -> I win- you lose solution.
    - You decide to support your friend in literature and forget about mathematics, -> I lose- you win solution.
    - You may waste all your time arguing with your friend about how to spend the time, -> I lose – you lose situation.

- [ ] Note: in this example there is only 1 issue to negotiate, you may find that often you have various interests that you could bring into a negotiation. Why is a win-win solution important for entrepreneurs and leaders?
  - Invite 2-3 responses
    - Your goals may affect other people, by understanding what other people are trying to achieve you can find solutions that benefit all parties. Sometimes win-lose outcomes may be beneficial in the short term but they harm relationships in the long-term. Win-win solutions are lasting solutions.
    - Today we shall practice a skill that will help you as you look for win-win solutions in the SBC.

- [ ] Show the visual of the definition of ‘negotiation’

- [ ] What is the difference between negotiation and a debate?
  - Invite 1-2 responses, add: in a debate you may use some of the same skills as you’ll use in a negotiation. However, a negotiation is focused on having a FAIR discussion aimed at reaching a WIN-WIN AGREEMENT.
Explanation of the role play

- The role play is about a Club president and the Director of Studies. They are trying to agree on how the Student Business Club can operate in the school.
- The Club President and the Director of Studies have agreed on the importance of the Student Business Club and the students are allowed to launch it. **There are 2 issues left to discuss.**
  - How many square metres the club may use of the school garden
  - How much money the DoS will loan the club to start their projects
- We shall make 6 teams; you will be assigned either the role of the President or the DoS.
- Each team will be given a handout with information about your role. You will use this information to prepare for a role play of your negotiation. **The activity follows these steps:**
  1. Identify which of the two issues is most important to you and which is most important to the other.
  2. Imagine what would be a good win-win solution.
  3. Think of the arguments you want to use and how you will communicate these effectively.
  4. Appoint a volunteer who will perform the assigned role during the roleplay.
- After your group discussion we will let three paired groups enter the negotiation and **we see who was most successful in achieving a win-win solution.**

❓ Are there any questions before we start?

Practice (20)

- Make six groups.
- Group 1-3 will prepare the negotiation for the Club President.
- Group 4-6 will prepare the negotiation for the Director of Studies.
- All instructions are included in the handout (indicated in the case study booklet), encourage students to read this attentively.
- Keep the groups at task, share a reminder after 10 minutes to start on their strategy, after 15 that 10 minutes are remaining and they should prepare their volunteer.
- Visit every group to provide support where needed, ensure they are working on a win-win solution!
- Note: It is **strictly forbidden** for the DoS and President to interact before the role play, they should not reveal information from their handouts to the other groups.

Presentations

- Invite the first Club President (group 1) to negotiate with the first DoS (group 6). Give the group 7 minutes to reach an agreement. Repeat the same for group 2 and group 5, and group 3 and group 4.
  
  **Note:** *keep time* to ensure you have sufficient time to calculate and reflect.

- After all presentations, use the scoring guide, announce which team establish the best win-win solution (this is the team with the **most equal score** (best = 270, second best = 210).
- If a team did not agree before the time ended or introduced an issue outside of the table their score is 0.

❓ **What strategies did you use to try and get to a win-win solution?**

- Ask scholars to give examples they observed during the role play. Answers may include: explaining how important your relationship is, understanding the interests of the other, staying focused on the issues at hand.

❓ **What challenges did you face? What was difficult about negotiation?**
  - Answers could include: going off-topic, focusing on only your interests and forgetting about the other person.

❓ **Are there times when a win-win is not the best solution?**
  - In some cases, someone’s goal may be to hurt you or take something from you against your will. In these instances, a win-win is inappropriate, you need to protect yourself first of all.
Handout for Club President (confidential)

Background
This document provides background for the role of the Educate! Student Business Club (SBC) President. In this role you will negotiate with the Director of Studies and try to reach an agreement about how the Educate! Student Business Club may run. The Club President and the Director of Studies have already agreed on the importance of the Student Business Club and the students are allowed to launch it. There are 2 issues left to discuss.

1. **How many square metres the club may use of the school garden**; Some of the project teams want to start agricultural projects and suggested to make use of the school garden. You need to agree with the DoS on how many square meters you might use for your SBC, between 100 square meters and 500 square metres.

2. **How much money the DoS will loan the club to start their projects**; You are interested in asking the DoS for a small start-up loan to purchase some raw materials. The bigger the loan the more materials you can purchase. You need to agree on how much the DoS will invest in the club as a loan, this should be between 50,000 Uganda Shillings and 250,000 Uganda Shillings.

Steps
As a team you will prepare your role as Club President by carefully following these steps:

1. Identify which one of the two issues is most important to you and which is most important to the other.
2. Agree as a group what would be a good win-win solution.
3. Think of the arguments you want to use and how you will communicate these effectively.
4. Appoint a volunteer who will perform the assigned role during the roleplay.

Rules
When acting out the role play you need to be aware of the following RULES:
- You must agree on an outcome that is shown in the table below
- The mentor will calculate your total score for both issues based on table below
- The goal is to look for a win-win solution
- You are not allowed to invent additional issues
- During the role play you will have no more than 7 minutes to agree with the DoS, if you do not manage to agree the score is 0 and you will achieve a lose-lose solution

<table>
<thead>
<tr>
<th>Use of school garden</th>
<th>Loan for start-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Score</td>
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<td>100 m²</td>
<td>50</td>
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<td>300 m²</td>
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<tr>
<td>400 m²</td>
<td>200</td>
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</tbody>
</table>
Handout for Director of Studies (confidential)

This document provides background for the role of the Director of Studies. In this role you will negotiate with the Club President and try to reach an agreement about how the Educate! Student Business Club may run. The Club President and the Director of Studies have already agreed on the importance of the Student Business Club and the students are allowed to launch it. **There are 2 issues left to discuss.**

1. **How many square metres the club may use of the school garden;** Some of the project teams want to start agricultural projects and suggested to make use of the school garden. The school garden is used for growing some vegetables used for the student’s lunch. You need to agree with the Club President on how many square meters they might use for their SBC, **between 100 square meters and 500 square meters.**

2. **How much money the DoS will loan the club to start their projects;** The Club is looking at raising finances for their projects, they have asked you for a loan. This would be your personal money and you are concerned students may not be able to repay. You need to agree on how much you will invest in the club as a loan, this should be **between 50,000 Uganda Shillings and 250,000 Uganda Shillings.**

**Steps**

As a team you will prepare your role as Director of Studies by carefully following these steps:

1. Identify which one of the two issues is most important to you and which is most important to the other.
2. Agree as a group what would be a good win-win solution.
3. Think of the arguments you want to use and how you will communicate these effectively.
4. Appoint a volunteer who will perform the assigned role during the roleplay.

**Rules**

When acting out the role play you need to be aware of the following RULES:

- You must agree on an outcome that is shown in the table below
- The mentor will calculate your total score for both issues based on table below
- The goal is to look for a win-win solution
- You are not allowed to invent additional issues
- During the role play you will have no more than 7 minutes to agree with the DoS, if you do not manage to agree the score is 0 and you will achieve a lose-lose solution

**Score table Director of Studies**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Score</td>
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<tr>
<td>500 m²</td>
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</tbody>
</table>
Mentor cheat sheet (confidential do not share with scholars)

Background Negotiation Role Play
The Club President and Director of Studies are both interested in seeing the Educate! Student Business Club succeed. They are negotiating about only 2 remaining issues: the use of the school garden and giving out a loan.

Issues and optimal outcomes:
Issue 1) School garden
The school garden plays a big role in the club’s success. This issue is very important for Grace, since several project teams would like to make use of this garden. Therefore, the optimal outcome is to give all the square metres to the club, so 500m².

Issue 2) Loan
Whereas the loan is quite helpful for the club to start, there are other ways of financing. Keeping the loan as low as possible is very important to Bernadette because it would affect her personally and puts a lot of pressure on the club to pay it back. The most optimal outcome is to keep the loan as low as 50,000 UGX.

Scoring table
Use the table below to establish the score during role play, add the score on both issues to reach the score per role.

**Score table Club President**

<table>
<thead>
<tr>
<th>Use of school garden</th>
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</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Score</td>
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<td>100 m²</td>
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<tr>
<td>500 m²</td>
<td>250</td>
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</tbody>
</table>

**Score table DoS**

<table>
<thead>
<tr>
<th>Use of school garden</th>
<th>Loan for start-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Score</td>
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<td>100 m²</td>
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<td>300 m²</td>
<td>60</td>
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<tr>
<td>400 m²</td>
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</tbody>
</table>
If the teams go outside of the outcomes in this table, their score is 0 on that issue.

The optimal score is 270 points for each person (win-win). The bigger the difference between the scores of Bernadette and Grace, the farther away it is from the win-win solution.

Bernadette and Grace, the farther away it is from the win-win solution.
## 2.6 LEC 4 - Leading a team

### Session overview

| Objectives | SWBAT identify leadership strategies based on their SBC experience  
SWBAT conduct team-building activities in the SBC |
<table>
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<tbody>
<tr>
<td>Key skills</td>
<td>Collaboration, character</td>
</tr>
<tr>
<td>Materials</td>
<td>Student power visuals</td>
</tr>
<tr>
<td>Preparation</td>
<td>Pin up the value banners around the room</td>
</tr>
</tbody>
</table>

### Procedure

#### Introduction

- Pass around the attendance sheet and ask everyone to sign it
- Who has done 1 activity in the passbook? And two?... etc.
  - Continue till you discover the person with most activities. Applaud these scholars.

Some leadership activities are conducted at home during your holiday. I am sure you can create a positive impact in your home community with the skills you have learned so far!

- Share lesson objectives

#### Student power

- Ask for 4 volunteers, give them each a visual of student power and ask to read the caption.
- Use the visuals of student power (Visuals 1 – 4)

- What do these photos show us about student power?
  - Students have power to influence or lead teams, this power can be used to destroy, make chaos and violence BUT it can also be used for good. Great leaders use their power to create positive change!

- Can you share some experiences where students have taken lead in positively influencing any activities within your school?
  - Allow 3-4 responses.

- Which female leader do you admire? What kind of positive influence have they had?
  - There are many female leaders who impact the world positively. Educate! believes in the potential of girls to become great leaders. Examples incl.: Hon. Kadaga (speaker of parliament), Allen Kagina, (Executive Director of UNRA), Esther Kalenzi (founder of the charity 40/40).

- Are leaders born or made?
  - Receive 5-7 responses, make sure students listen to each other

No baby is born knowing how to lead a nation. No baby I met can inspire me to join their Educate! Club. I don’t know any baby who can lead a business! As they grow, babies can LEARN!

What a leader is born with is only potential! You become a leader when you learn to bring your potential into reality. All of you have the potential to be a leader!
### Blind team builders

**Aim:** each team rebuilds a structure that is identical to one which is placed in a separate room.

**Game Set-up Timing:**
- Explain roles – 10 min
- Teams appoint roles – 5 min
- Building – 20 min
- Voting – 5 min

- Scholars will sit together in their 4 groups. Each team needs to appoint 1 Resource Manager, 1 Communicator, 1 Surveyor, 1 Informant, and some Builders (many). Make sure these roles are shared evenly between girls and boys.
- **Surveyor:** Allowed to see the original structure to be recreated by the groups. S/he can ONLY speak to the Communicator and is NOT allowed to see the building by their group.
- **Communicator:** Can talk to the Surveyor but is NOT allowed to see the original structure. The communicator then shares directions with other team members.
- **Resource Manager:** Only person who is allowed to fetch resources from the resource table (one resource at a time). Not allowed to build & not allowed to see the original structure.
- **Informant:** The ONLY team member allowed to see the original structure and the group’s recreated structure. Not allowed to build and the informant is only allowed to say “YES” or “NO”.
- **Builders:** Construct the new structure. Not allowed to see original structure/visit the resource table.
- After building is complete, have all teams view the original structure and then vote on which team’s building is most similar to it. No team should vote for themselves!

### Group presentations

- Each group presents a lesson from this game and how it can be applied in the club
  - Leaders need to communicate their vision to other people on their team.
  - All members need to work together & understand qualities & roles of each team member.
  - Both girls and boys can take on all the different roles in the team.

**Action steps**
- Make sure you plan a fun team building activity for your club members to keep up the team spirit!
The right answer is 200,000 hectares every year! At this rate there would be no forest cover left in 40 years’ time! Let’s learn about an entrepreneurial woman called Betty Ikalany and what she is doing to fight deforestation. (source: Africa Natural Resources Institute)
1. How many different things can charcoal dust be used for?
2. Receive 2-3 answers
   *Charcoal dust can be used in painting blackboards in schools; it contributes to the protection of the environment and it can even be used as fertilizer or added to compost.*

**Demonstration making charcoal**

*Today we will learn how to make charcoal briquettes just like Betty.*

1. Invite 2 representatives from each group to come in front to watch your demonstration up close
2. Explain every step of making charcoal
3. Heat the water in a source pan and pour it into the bucket;
4. Pour cassava flour into the hot water and make porridge;
5. Crash the charcoal into very small pieces;
6. Place the charcoal dust on the mixing surface;
7. Mix the porridge and charcoal dust well to come up with a thick paste;
8. Pick the paste and mold it into balls of briquette;
9. Dry your briquettes in a shady place.

Important: Briquettes must be dried in the shade to avoid cracking. Spare some charcoal dust for dusting the balls after making them in case the briquettes are watery.

Drying takes between 1-4 days depending on the weather and the size of the briquettes.

**Making briquettes**

- Ask students of the 5 groups to sit together
- Ensure each group has materials to make briquettes
- As the group makes their briquettes, group members discuss the following questions:
  - How could this product help the club make PROFIT?
  - How could we maximize the positive impact on PEOPLE?
  - How can we maximize the positive impact on the PLANET?
- Walk around the groups and encourage members to be as creative as possible.

**Group presentations**

- Each group will show their charcoal briquettes and give 1 tip on making the briquettes better.
- Each group also presents their answers on making a social enterprise out of charcoal briquettes.
- Award the most creative group with a special handclap.

❓ *How else could your club positively impact people, planet and profit?*

- Educate! Encourages you to start social enterprises through which you generate profit and positively impact people and the environment.

**Action steps**

- In your club come up with project ideas
- Continue working on the leadership passbook activities
- Finalize preparations for community day/write a report.
PART 3) LEC LESSON PLANS TERM 4 2019

IN SHORT

Our 10th squad of scholars will graduate this term and the best clubs will compete during the National Club Competitions. As a mentor you will support them to ensure a smooth club handover and set members up for success in the competitions.
3.1 Year 2 Activities: National Educate! Club Competition

Squad 10 Activities

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

Objectives:

- SWBAT clearly, concisely, and confidently present their projects to E! National Competition judges during the interview.

Club Visits:

1. Mock Presentations
2. Club Report

3.2 National student business club competition

Objectives:

The E! National Competition gives scholars the opportunity to:

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

Eligible Participants

- Only Educate! Clubs qualify to participate in the E! National Competition. Regular entrepreneurship Student Business Clubs will be excluded from the Competitions. As such, in 2020 only the Educate! Partner schools will be eligible for the Competitions.

- Five Educate! Scholars from winning schools will be eligible to attend the E! National Competition. One teacher must accompany them when they travel for the Competitions.

- E! National Competition judges will assess each Educate! Club as one entity that encompasses all the projects at the school. Thus, Club groups will need to work together to showcase their projects. This will help certain groups focus on one project rather than doing many and encourage them to help other groups improve their projects. This will reduce the competition that has already arisen between Educate! Club project groups and will encourage sharing of resources and expertise within the Clubs. Emphasize throughout the LEC that the different projects should not compete but work together!

Competition Structure

1. Semifinalist Selections (NOV 2019)

A panel of visiting judges consisting of the PO, Co-Mentor, Regional officer and YL will visit all schools to select the clubs who will be invited to participate in the Regional Competitions as semifinalists. In total, a minimum of 250 semifinalists will be selected (5-8 per Community Unit). A report that identifying growth areas is sent to schools that did not get selected to the regional competitions. Only those 250 will participate in the Squad 9 lessons below.
2. **Club Preparation (FEB 2020)**

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

3. **Regional Competitions (MAR 2020)**

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

5. **National Competition (LATE APR 2020)**

EI Club finalists come to Kampala for the EI National Competition.

**Preparation**

Judges will score the semi-finalists on the judging criteria using the judging rubric (see Appendix A).

When the judges come to visit and during the Regional and National Competitions, Club members will present their projects. Judges will observe the presentations, ask the Scholars follow-up questions, and read through the EI Club Project Report (see Appendix B).

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

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

**Presentation Advice**

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

- **Be confident.**
  Stand straight, look the judges in the eye, and be comfortable with the topic.

- **Be prepared.**
  Think about follow-up questions you may be asked and practice answering them. Have visuals and examples of products ready to demonstrate what you are explaining.

- **Be focused.**
  Don’t rush! Pause, think about the question, and then answer it. Don’t drift away from the topic.

- **Be smart.**
  Take pride in your appearance and do not wear distracting clothes.

- **Be a TEAM.**
  Make sure that all Club members have a supporting role during the judge’s visit. Remember that everyone has contributed towards the Club projects all year and so everyone should have the opportunity to contribute now.

**Club Project Report Advice**

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

- **Be concise.**
  The report should be long enough to accomplish the purpose, but not a single word longer. Make sure the writing is clear and directly answers the questions.

- **Be organized.**
  Make sure the flow of your writing is easy to understand. Each response should have a
- **Beginning** (introduce what you want to say),
- **Middle** (say what you want to say)
- **End** (summarize what you said).

- **Be interesting.**
The report should be visually appealing. Use headings where necessary to make sections stand out. Use visuals (e.g. charts, graphs, pictures) to illustrate points.

- **Be careful.**
After you have finished, reread the report twice to check that it makes sense and there are no spellings or grammatical errors. Put it away for a few days and then read through it again. You will probably see mistakes that you missed before!

---

3. **3 Graduation Ceremony and Back Home Project Showcase**

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

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

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

3. **4 Club Handover**

The E! Club handover process varies from school to school. The Squad 9 students must hand over leadership of the E! Club to the new Squad 10 scholars. The graduates will decide whether they want to split the proceeds from the old Club or offer the proceeds as a gift to help squad 10 start their new Club. For example, at one school the graduating Scholars dissolved their E! Club and used the proceeds to buy the new Club a cow to help them start their planned project.

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

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

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

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

**TOTAL SCORE**
### Definition of the scores for each category

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding (3)</th>
<th>Good (2)</th>
<th>Needs improvement (1)</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>The club has a clearly defined mission statement that seeks to create positive social or environmental impact, and the project clearly relates to the mission statement.</td>
<td>The club has a mission statement that is not clearly defined; the project is fairly convincingly related to the mission statement.</td>
<td>The club has a mission statement that is not clearly defined, AND the project is not aligned well to the mission statement.</td>
<td>Club Report (Step 1.B)</td>
</tr>
<tr>
<td>Innovative</td>
<td>The project builds on a creative idea that demonstrates that scholars are “thinking differently” about business. It capitalizes on existing resources and uses them in an innovative way.</td>
<td>The project reflects ideas that are typical to the region students come from, but students have thought about how to use resources innovatively.</td>
<td>The project reflects ideas that are typical to the region students come from. Students have not used existing resources.</td>
<td>Club Report (Step 1.D)</td>
</tr>
<tr>
<td>Impact</td>
<td>The project has made an impact on 10 or more community members. Scholars provide evidence that they have achieved a high-quality impact.</td>
<td>The project has made an impact on 1-10 community members. Scholars say that they have achieved high quality impact but cannot provide evidence.</td>
<td>The project has not impacted the community.</td>
<td>Club Report (Step 1.E)</td>
</tr>
<tr>
<td>Sustainable</td>
<td>There is a clear and thoughtful written plan for environmental and financial sustainability for this project. Sustainable means it has the capacity to renew its own resources or has a long-lasting impact in a permanent system.</td>
<td>The Educate! Club acknowledges the importance of sustainability, but their written plan to address this issue is not clearly thought out.</td>
<td>The Educate! Club does not address the issue of sustainability.</td>
<td>Club Report (Step 1.C)</td>
</tr>
<tr>
<td>Finances</td>
<td>Finances are tracked in an organized and orderly way. The numbers in the cost, income, and profit sheets balance out. There is a book of accounts for this project.</td>
<td>Finances are tracked but there are some errors in the reporting. The numbers don’t balance, OR some numbers are missing.</td>
<td>Finances are not tracked. There is no book of accounts.</td>
<td>Club Report (Step 3)</td>
</tr>
<tr>
<td>Planning</td>
<td>The club has a clear and realistic business model. Club has a written-out budget for each project.</td>
<td>The business model is clear but not well connected. Club has a budget for at least one project</td>
<td>The business model is incomplete or not well thought through. Club has an incomplete budget.</td>
<td>Club Report (Step 2)</td>
</tr>
<tr>
<td>Sales</td>
<td>The club has great samples of the product and/or service that show the product/service is of high quality and financial records show the club has a wide market. Project earns an income of 100k and above.</td>
<td>The club has good samples of the product/ service. The project earns an income of at least 30k but less than 100k UGX.</td>
<td>The club has fairy good samples or product and the project earns an income of less than 30k UGX and the club has</td>
<td>Club Report (Step 4)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Clubs have clear leadership structures. Most members attend all club meetings, communicate freely about challenges and help each other out.</td>
<td>Clubs have a clear leadership structure. About half the members attend club meetings, but others do not.</td>
<td>Clubs don’t have a clear leadership structure. Few members attend club meetings</td>
<td>Club members</td>
</tr>
</tbody>
</table>
3. 5 Club visit 1 Educate! Club competitions

The main purpose of this visit is to let Squad 9 scholars know the major activities that will be taking place this term and get them excited about the term.
This session should be conducted in a unique and exciting manner, if possible do it from outside of class in the school compound. Make sure you really have fun together with your scholars.
Prep: Read through the judging criteria and carry copies for your scholars

Objectives:
- SWBAT evaluate how well their projects meet the judging criteria.

Topics to cover during this visit
- Educate! National Competitions (structure and Judging criteria)
- Back home project interviews

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

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

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

Welcome back! Speech (05 minutes)

Welcome back to the Leadership and Entrepreneurship course!

HYPE the upcoming E! National Competition:
Congratulations Semifinalists in the 2019 E! National Competition! You were chosen because of your hard work and the quality of project(s).

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

Explain E! National Competition Structure | Lecture (10 minutes)

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

But why do we have an E! National Competition? What is the purpose?
Let 1-2 scholars share their thoughts
Usually in sports, teams have regional and national competitions to see which team plays the best. But the E! National Competitions are a little different. While it is exciting to compare how great your projects are, the point of the E! National Competition is for you to share your innovative projects with other scholars and with community members—from all over Uganda!

The top 3 reasons for the E! National Competition are for you to:
1. Showcase your projects to other schools
2. Meet and build relationships with scholars from other schools
3. Be recognized for your outstanding work

Explain the competition structure

**Competition Structure**

1. **Semifinalist Selections (NOV 2019)**

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

2. **Public Introduction (MID-FEB 2020)**

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

3. **Club Preparation (FEB 2020)**

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

4. **Regional Competitions (MAR 2020)**

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

5. **National Competition (LATE APR 2020)**

   Educate! Sponsors 5-8 scholars from E! Club finalists to come to Kampala for the E! National Competition.

**The Judging Criteria - Small group discussions (10 minutes)**

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

1. Planning
2. Implementation
3. Finances
4. Teamwork
5. Innovative
6. Sustainable
7. Impact
8. Positive

The first 4 criteria refer to the process your club has gone through in carrying out your project(s).
- How carefully have you planned?
- How did you implement your idea?
- Did you keep track of your finances responsibly?
- How did you work together as a team?

The second 4 criteria refer to the product your club has developed.
1. Is your project innovative?
2. Is it a sustainable idea that will continue in the long-term?
3. What kind of **impact** has your project had on the community?
4. In what way has it created **positive** change in your community?

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

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

  ? Which criteria do you think your E! Club was the weakest in? Why?

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

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

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

**Advertising your product: Sell it! Group activity**

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

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

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

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

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

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

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

**Closing remarks**

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

? Which Year 2 Activities are you most looking forward to?

- Encourage at least 3 Scholars to share

**Action Step (02 minutes)**

In your club meeting this week revisit the criteria you think your Club is weakest at and, with Club members, work on strengthening this aspect of your Club.
The purpose of this visit is to empower scholars in the E! Club to be able to communicate effectively to judges during the E! National Competition.

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

Objectives:
- SWBAT explain how the competition rubric measures the judging criteria and apply the competition rubric to assess the quality of their own projects.
- SWBAT clearly, concisely, and accurately complete the Club Report

Chinese Whispers Game (10 minutes)
- Take scholars outside and have them stand in a circle.
- Whisper a message to the scholar standing next to you in the circle. Then instruct that scholar to whisper the message to the person standing next to him or her. And so on around the circle. Once the message has come back, have the final scholar say the message aloud for everyone to hear. Then say what the original message was.

How close was the final message to the original message?
- Sometimes we assume we have communicated something very clearly...only to find out the message got all mixed up! It’s very important during the E! National Competition to communicate your message clearly to the judges both orally in your presentations AND written in the Club Report (which we will talk about during this lesson).

Introduction Q&A (05 minutes)

Today we are going to continue preparing for the 2020 E! National Competition.

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

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

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

Competition Rubric Q&A, Lecture (10 minutes)

Who can remind us what the judging criteria is?
- Planning, Implementation, Finances, Teamwork, Innovative, Sustainable, Impact, Positive

Today you will become familiar with the tool the judges will use to measure how well your projects have met the judging criteria. This tool is called the Competition Rubric.

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

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

Club Report Group Activity (50 minutes)
When judges come to visit our E! Club to learn more about your projects, one piece of evidence they will need to see is your E! Club Report. Read through the Club Report template to Scholars and hand around your lesson plan book so they can see what the Club Report template looks like.

What are the 4 main components to the template?

Ask a volunteer to point out the components
- (1) essay/short answer section, (2) business model, (3) costs/income record, (4) activities record.

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

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

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

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

Which Club Report draft did you think was very good?
- Let a volunteer identify one group’s draft that is strong. Then direct everyone’s attention to that draft.

What makes this draft good?
- Let at least two Scholars share their thoughts.

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

Reflection Q&A (03 minutes)

Great job today! You have worked hard the past few weeks preparing to present your Club projects during the E! Club National Competition. I am very proud of all the hard work you have put in!

Based on all the preparation we have done so far, what are you most excited about for the competitions?

Is there anything you are nervous about? Anything else you think the club should focus on as you do your final preparations?

Action Step (02 minutes)

In your club meeting this week, revise the Club Report drafts you have worked on today and write them up in a formal document to present to the judges. Don’t forget to take the chart paper with you when you leave today.
3. 7 Educate! Club Report Template

Name of School:
Number of Group Members:
Date:

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

A. What is the name of this project?

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

C. What makes your project innovative and creative?

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

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

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

<table>
<thead>
<tr>
<th>Problem</th>
<th>Key Partners: Who will you be working with?</th>
<th>Key Activities: What are the main things you will be doing?</th>
<th>Value Proposition: What will you do and how will your customers/target audience benefit from your activities?</th>
<th>Customer Relationships: Will you be offering a service or goods? How will you relate with your customers?</th>
<th>Customer Segments: Who are you mainly targeting?</th>
<th>Key Resources: Things (including people) you will need to do the above activities</th>
<th>Distribution/Channels: How will you deliver your goods or services to your customers?</th>
<th>Cost structure: How/on what will you mainly spend your money/revenue on?</th>
<th>Revenue Streams: How will you get money to spend?</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Item Purchased</th>
<th>Cost</th>
<th>Qty.</th>
<th>Sub-Total</th>
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</thead>
<tbody>
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**Total Costs**

<table>
<thead>
<tr>
<th>Date</th>
<th>Item for Sale</th>
<th>Price</th>
<th>Qty.</th>
<th>Sub-Total</th>
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</tbody>
</table>

**Total Income**

**Total Profit** (Total Income – Total Costs)

STEP 4: Please include the timeline and major activities that you completed for your project (see template below).

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
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