LEADERSHIP & ENTREPRENEURSHIP COURSE (LEC)

EDUCATE!

Educate! Experience

TERM 2 2020 ‘ENTREPRENEURSHIP’
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Part 1) Overview of term 2 2020
1. Introduction

Welcome to term 2 of the Educate! Leadership and Entrepreneurship Course (LEC)! This term’s activities will focus on entrepreneurship and equip your scholars and club members with all the necessary tools to launch and strengthen their club projects. In addition to your in-school activities, community units will organize interschool skills retreats to train scholars on the skill of making organic pesticides!

The content of Term 2 LEC of the Educate! 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 4 Educate! Experience components

Educate! Student Business Club (SBC)
- Organizes the entire student body to start businesses and projects together during the school term.
- Club members form project teams, each group starts and implements a project.
- The Educate! mentor and youth leader advise Clubs. Educate! Associate teacher patronizes the club and connects the club to the school Admin.

Leadership and Entrepreneurship Course (LEC)
- Prepare selected students for leadership, entrepreneurship and peer mentoring.
- At the beginning of term 1, 40 selected students become ‘scholars’ and receive weekly sessions.
- The Educate! mentor delivers LEC sessions and provides mentoring.

Peer mentorship
- Younger students in school are mentored in leadership and entrepreneurship by scholars.
- Peer mentoring events are: community day (term 1), skills day (term 2) & mentoring week (term 3)
- Each Educate! scholar mentors 3 O’level mentees.

Teacher Association
- Teachers and admin join the Educate! Teacher Association to develop their leadership skills and promote experience based learning.
- 2-3 teachers and administrators per school selected to be Associates and promote the Educate! Experience inside and outside the classroom.
- The Educate! Program Officer facilitates 2 Association meetings per term.

Like in term 1, Design & Experimentation again partnered with mentor representatives to review and improve LEC lessons. The lessons in this curriculum book have been tested to make sure the materials are in the best shape possible. We highly welcome feedback on these materials and wish you all the best in term 2!

Greetings from Design & Experiments
1.2 Term 2 overview

Term 2 objectives
- SWBAT implement their SBC projects and fundraise to ensure their smooth running.
- SWBAT acquire a new product making skill through the In-School Skills Retreat

Term 2 outcomes
In Term 2, Scholars learn entrepreneurship skills to help them start and run successful businesses and social enterprises both in the Educatel Student Business 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 following 4 statements are true by the end of the term:
1. 40 scholars have actively participated in all 9 LEC lessons and completed their Leadership Passbooks
2. The Educatel Club has 4 active projects of which 2 are profitable
3. Your schools organized an In-School Skills Retreat for other students passing on the skill
4. Your scholars have come up with ideas for their Back Home Projects

Term 2 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>
<tbody>
<tr>
<td>6</td>
<td>Having a vision</td>
<td>♥ Discover their personal passion for PEDVU problems&lt;br&gt;♥ Create a vision for community change</td>
<td>Project management&lt;br&gt;Character</td>
</tr>
<tr>
<td>7</td>
<td>Social enterprise solutions</td>
<td>♥ Illustrate types of enterprises&lt;br&gt;♥ Brainstorm enterprise ideas to realize their vision</td>
<td>Opportunity identification&lt;br&gt;Citizenship</td>
</tr>
<tr>
<td>8</td>
<td>Community mapping</td>
<td>♥ Identify needs and resources in their community</td>
<td>Resource mobilization&lt;br&gt;Opportunity identification</td>
</tr>
<tr>
<td>9</td>
<td>Opportunity identification</td>
<td>♥ Identify business opportunities based on resources, passions and needs.</td>
<td>Resource mobilization&lt;br&gt;Opportunity identification</td>
</tr>
<tr>
<td>10</td>
<td>Making a business model</td>
<td>♥ Develop a simple business model</td>
<td>Business modeling&lt;br&gt;Opportunity identification</td>
</tr>
<tr>
<td>11</td>
<td>Customer research</td>
<td>♥ Identify aspects of their business model on which they require feedback from customers&lt;br&gt;♥ Interview customers to get feedback in these areas to inform business decisions</td>
<td>Sales &amp; marketing&lt;br&gt;Critical thinking</td>
</tr>
<tr>
<td>12</td>
<td>Resource mobilization</td>
<td>♥ Identify resources required to grow their SBC projects&lt;br&gt;♥ Run a fundraising activity for their SBC</td>
<td>Resource mobilization&lt;br&gt;Project &amp; self-management</td>
</tr>
<tr>
<td>13</td>
<td>Sales pitch</td>
<td>♥ Write a persuasive sales pitch&lt;br&gt;♥ Conduct a sales pitch for key buyers in their SBC</td>
<td>Sales and marketing&lt;br&gt;Communication</td>
</tr>
<tr>
<td>14</td>
<td>Innovation</td>
<td>♥ Analyze customer feedback received in their business&lt;br&gt;♥ Innovate their business model in areas of product, activities, customer segments &amp; sales</td>
<td>Business modeling&lt;br&gt;Critical thinking</td>
</tr>
</tbody>
</table>
1.3 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.

1.4 Scholar Attendance Guidelines for Term 2
Every scholar is important to Educate!
As you lead Scholars through the Educate! 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, or school issues that may deter their commitment to Educate!

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.

1. 4 Term 2 Group Mentoring Session Overview

In case you come for a LEC lesson and find less than half a class present (20 scholars), you will reschedule the LEC lesson and instead run a group mentoring session. 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!

**How will group mentoring be used?**

You will meet the few scholars present and help them strategize around challenges they face in terms of school, project, relationships or others. In part 3 of this guide you will find guidelines on how to run these sessions.

A session can take 30-40 minutes, depending on the size of the group.

1. 5 The Educate! Student Business Club

In Term 2, Educate! Student Business 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. In addition, you the Mentor will visit the Club in Term 2 to help members plan fundraising activities.

### Club milestones

*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>Make and sell products</td>
<td>Prepare for E! National Competition</td>
</tr>
<tr>
<td>Generate project ideas</td>
<td>In-School Skills Retreat</td>
<td>Mentoring Week!</td>
</tr>
<tr>
<td>Community Day!</td>
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<td></td>
</tr>
</tbody>
</table>

### Educate! Student Business Club Visibility Challenge Details

**The Visibility Challenge is for New Community Units only!**

The Educate! Student Business Club Visibility Challenge was launched in the Northern Region in 2016 and it was a huge success! Scholars implemented very creative visibility campaigns in their schools. The best schools received 50,000 UGX to boost their clubs. In 2020, we are extending the same great opportunity to ALL the new CUs.

The 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.
1.6 In-School Skills Retreat

The In-School Skills Retreat is an exciting opportunity for Educate! scholars to learn and share knowledge together and have fun outside the classroom! Scholars will leave the Skills Retreat with practical skills to benefit both the Educate! 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 learnt how to make, brand and market bar soap. In 2018, scholars learnt how to make books. In 2019 scholars learnt how to make organic pesticides.

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!

Educate! will offer a skills kit (some financial support) towards the skills day. However, your resource mobilization remains key since Educate!’s offer is simply a boost. Reach out to the Associate Teachers at each school for their assistance in the organization of this event.

New! Educate! Provides a product making kit for the In-School Skills Day.

1.7 Term 2 Scholar Assessments

Leadership Passbooks
Remind Scholars to complete their Leadership Passbooks in case they have not finished in term 1. Mentor starts the verification of the completed Passbooks during the 1st YBE meeting of Term 2.

In Term 2, Scholars will continue to complete the leadership passbooks focusing on term 2 activities. In this folder, scholars will collect evidence of all the entrepreneurship skills learned in term 2.

Mentors collect the completed Business Skills Portfolio in the first half of term 3. Scholars must have completed and handed in the Leadership Passbook by the middle of term 3. A table with the portfolio activities and guidelines for review is included below.

Back Home project
A back home project is an initiative undertaken by a scholar to solve a community challenge as well as earn an income for improved livelihood. It is a meaningful opportunity for scholars to solve challenges in their home communities. The major focus for term 3 is to prepare scholars to run impactful and sustainable BHPs in the holiday break after term 3.

To earn a gold certificate, scholars need to have participated in 90% of LEC lessons and be shortlisted by the mentor based on active participation (max. 10 per school).
<table>
<thead>
<tr>
<th>#</th>
<th>Lesson</th>
<th>Portfolio activity</th>
<th>Evidence</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 6  | Having a vision            | Write a personal vision statement with long-term goals, short-term goals & immediate action steps | Vision, goals and action steps written down.                             | ★ All steps included  
★ Personal – speaks to personal passion/ unique from others  
★ Inter-connected: actions lead to goals, goals lead to vision. |
| 7  | Social enterprise solutions| Interview an entrepreneur in your community about the PEDVU problem their business social enterprise or charity solves. | Interview questions & report.                                            | ★ PEDVU challenge identified  
★ Classified example according to business, social enterprise or charity  
★ Report is explaining clearly how enterprise solves problem. |
| 8  | Community mapping          | Draw a map of your home community indicating needs and resources.                   | Map drawn on paper.                                                      | ★ Map shows home community  
★ Map shows resources  
★ Map shows PEDVU challenges/needs |
| 9  | Opportunity identification | Generate ideas for your BHP using the passion match                                | List of ideas based on needs, resources & passion.                        | ★ Includes personal passion, community needs and available resources  
★ Idea is feasible to be conducted in holiday |
| 10 | Making a business model    | Write a business model for your personal project                                   | Business model drawn up.                                                | ★ All 10 components filled out  
★ Right information in the right place |
| 11 | Customer research          | Conduct interviews with 3 potential or current customers of the SBC or BHP         | Interview questions & report                                             | ★ Questions in line with business model  
★ Responses of 3 customers included |
| 12 | Resource Mobilization      | Fill out the income and expenditure budget for your personal project               | Filled out income and expenditure budget                                | ★ Income included + estimate amount  
★ Expenses included + estimate  
★ Expected profit/loss correctly calculated |
| 13 | Marketing & Sales pitch    | Write a sales pitch using GEPIC                                                   | Pitch script                                                             | ★ GEPIC complete  
★ Pitch is concise (not more than 1 page) |
| 14 | Innovation                 | Complete the business improvement plan for your personal project                   | Business improvement plan table                                          | ★ Customer feedback filled out  
★ At least 2 innovations compared to original business model |
Part 2) LEC Lesson Plans Term 2 2020

IN SHORT

All sessions in term 2 are centered around ‘entrepreneurship’. The 9 LEC sessions in this guide will equip scholars with tools and skills to launch their Student Business Club Projects and ensure the first project teams will start to earn some profit.
Welcome back from your holidays, it's so exciting to see you all again! I will review all your leadership passbook activities to make sure you can be certified! Please bring them to me before the middle of term 2.

In Uganda, 83% of youth are unemployed. Can you guess the employment rate for E! Graduates?
- Answer: 94% of E! Graduates are employed, employing other youth, or attending university!
- This term I will give you a very special document that will show that you are exceptional, just like our past E! graduates.

This document is the business skills portfolio! What do you think a portfolio is?
- Emphasize: a portfolio is a collection of your work demonstrating your skills and knowledge!
- Show portfolio & emphasize that after each term 2 lesson, scholars will work on portfolio activities.
- To be certified, you need to complete the actions listed inside by mid-term 3.
- There are some other exciting things coming up this term which I want to tell you about!
  - Club Milestones - Start up your club projects and fundraise for them during Visitation Day!
  - Inter-schools Skills Retreat - Meet other scholars and learn to make organic pesticide!
  - Skills Day - Run the E! Skills Day, teaching O-level students how to make pesticide.
  - Group Mentoring – Meet with your Mentor in small groups for individualized coaching.

Share the objectives for today’s lesson

Gallery walk
On the wall I have pinned up five very interesting stories! I will invite you to read at least 2 stories and answer 2 questions for each, please write these down in your notebooks:

What is the current reality this entrepreneur is trying to change?
What is their vision of a future, a better Uganda?

- Invite the learners to walk around and read at least 2 of the 5 stories in 7 minutes.
- For each story ask 1-2 scholars to answer the 2 questions (limit responses to stay within time)

Are there similarities between the stories we have read?

- Receive 3-4 responses – Emphasize: These leaders had a passion, a heart, for the problems they saw in their communities. Their stories showed us 5 different community challenges.

Who can share which challenges were illustrated in these 5 stories?

- Emphasize: Ugandan communities face a big number of challenges, we can summarize these under PEDVU: Poverty (Augustine), Environmental Degradation (Joan), Disease (Daniel), Violence (Abramz) and Uneducated/disempowered (Best).

Pin up the PEDVU visual

All these young people are visionary leaders! They had a vision for a better Uganda and acted towards making this vision a reality. From Poverty to Wealth, from Disease to Health etc.
Some boys and girls are influenced by their family, friends or society. In those cases their dreams and goals can become limited to what is expected of boys or girls. We want to encourage boys and girls to be fearless and dream big, regardless of societal expectations.

Show the definition of ‘vision’ and encourage scholars to take notes

You can also become visionary leaders if you have a heart for community problems and you have a strong vision or a better future!

When you have a vision: poverty becomes wealth, environmental degradation becomes clean, disease becomes health, violence becomes safe and uneducated becomes educated!

In this group activity you will practice turning PEDVU challenges into positive Visions! You will use this visual to guide your work as a group (no need to explain the details, groups will explore this together).

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

- Make 5 groups. Each group will assign a leader, note keeper, time keeper and presenter, ensure both girls and boys are assigned leadership positions. Get a group name, you will be working in these groups for most of the LEC sessions we shall be having.
- Assign each group one of the PEDVU challenges
- Groups first discuss the meaning of the different steps on the visual.
- Groups then formulate a vision for this problem + 1 long-term goal, 1 short-term goal & 2 action steps.
- Each group will compose a short song of 2 minutes to explain their vision, goals and action steps.

Important! During group work, give every group support to ensure they understand the meaning of vision, long-term goal, short-term goal and action-step. You can use the examples below to explain the concepts to groups:

- Your vision is your dream for the future: like, ‘No Ugandan child suffers from hunger in school’
- A long-term goal is a big objective that you want to achieve. It’s probably sometime away. ‘Create a free lunch program in all Primary schools’
- A short-term goal is a smaller objective. It can be reached soon. Short-term goals move you closer to long-term goals. For example: ‘fundraise for free lunch program in 1 school’
- An action step is what you can do first, right now, to get closer to your first short-term goal. For example: ‘Meet with school caterers at your school to research how much lunch costs per student.’

Group presentations

- Each group performs their song.
- Invite other groups to give feedback by sharing ideas for other action steps/goals.
- Mentor: take note of the vision for each team, you will need them for next week.
- Emphasize: We believe your vision can be as big as you want! Don’t feel limited because you are a boy, or because you are a girl.

How can you as leaders finalize the vision for your SBC with other club members?

- The vision is part of the constitution. You can have a vision combining diverse PEDVU challenges.

How could it happen that different project teams want to solve the same community problems: How can you as club leaders ensure teams don’t run the same projects?

Action steps

- Share the meaning of PEDVU with club members and agree on how to restart the Club in term 2.
- Give every scholar a portfolio: start working on your first activity; writing your personal vision.
2.2 LEC 7 – Social enterprise solutions

Session overview

| Objectives | ♦ SWBAT illustrate types of enterprises
|            | ♦ SWBAT brainstorm enterprise ideas to realize their vision |
| Key skills | Opportunity identification, citizenship |
| Materials  | Visuals types of enterprises, definition social entrepreneurship, flipchart, marker, idea sheet |
| Preparation| Pin up value banners on the wall, write enterprise fields on pieces of paper |

Introduction

② Who remembers their vision of last week?
- Let every team share their visions for a community without PEDVU problems.

- Share the objectives of this lesson
- Pass around the attendance sheet

Susan and David/types of enterprises

Let's see if we can solve a community problem through different types of enterprises. Here is the problem: Susan and David lost their parents, they are gifted in school and very hard workers, but the Auntie and Uncle can't afford to pay school fees for either...

② What can be done to help Susan and David? Let's brainstorm as many solutions as possible

- Use Think-Pair-Share to get every scholar engaged.
  - Think: Give scholars a minute to write down their ideas to help Susan and David (1 minute)
  - Pair: Scholars share their ideas with their neighbors. (3 minutes)
  - Share: Ask pairs to share their ideas with the bigger group until you have at least 5 different solutions. (make sure both boys and girls respond)

- Write their solutions on a flipchart. Add one or two of the solutions below to ensure you have an example of all three types of enterprises!
  - The Educate! club starts a home work guidance service for O-level students and uses part of the income for their fees (social enterprise)
  - A wealthy person sponsors them (charity)
  - Susan drops out of school and starts working as a maid (business)

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

- Use “Types of Enterprises” Visual
  - These are the 3 types of enterprises you can start! Have 3 volunteers read the types of enterprises

- Charity – an enterprise motivated by compassion, the intention is not to make money. Charities are often funded by donors and cannot sustain themselves when people stop donating money.

- 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 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.

② Which of our solutions is an example of a charity? And a business? And a social enterprise?

⑦ Which solution do you think is the best one? Why?
- Encourage at least 2 scholars to share their thoughts. Emphasize there is no one right answer. All the solutions have pros and cons; however, sustainable solutions last longest.
- Within each type of enterprise entrepreneurs can work in different field like agriculture, construction, fashion, food and hospitality, health, entertainment, etc.
Do men and women have access to the same opportunities to solve community problems?
- Receive 2-3 responses. Encourage scholars to promote gender equity: we can all be problem solvers.
  Sometimes society tells us boys are not supposed to do this, or girls are not supposed to do that. As entrepreneurs however, we think outside of the box and think of creative solutions to problems and we don’t let gender stereotypes limit us.

Who remembers the social enterprise of Betty Ikalany? Why is her business a social enterprise?
- Receive 1-2 responses. Betty’s business makes profit, benefits the planet and people!
- Today I will teach you the full definition of social entrepreneurship.

☐ Use the visual of social entrepreneurship, encourage scholars to take notes
- Educate! believes social entrepreneurship can help overcome major challenges this country faces in a sustainable way! Emphasize the four characteristics of a social enterprise:
  - Innovative, positive, sustainable, impact. In the Educate! Club competition these will be part of the judging criteria. Let’s see if we can come up with our own project ideas!

Practice (25 min)
- Get back into the groups you were in during the last lesson. However, you can alternate the roles making sure every girl and boy gets an opportunity to lead.
- Give each team a copy of the mentor case study booklet to look at the ‘project ideas sheet’.
- Remind teams of their visions of last week. Each team will brainstorm project ideas that can help make their vision a reality.
  1. Using the idea inspiration sheet, each team must come up with at least 1 idea for a charity, 1 for a business, at least 1 for a social enterprise.
  2. Each team then chooses their top 1 idea (this could be charity, business or social enterprise) that they believe their team can execute.
- Walk around to support groups, remind scholars about the definitions of each type of enterprise and probe how project ideas can be achieved.

Present (30 min)
- Each group presents their different ideas to make their vision a reality and explains which idea they believe is best (4 minutes each)

How can you ensure your project ideas make a sustainable impact on people and planet?
- Engage every project team in discussing how they can make money while impacting people and the planet positively.
- Encourage them to use social entrepreneurship as an approach to ensure your initiative will have a positive and sustainable impact. Charities are not sustainable without funding and businesses are only looking at profit.

Probe further: How can the leaders promote social entrepreneurship to other members?

Action steps
- Explain to club members what the main differences are between a charity, business and social enterprise.
- List examples of charities, businesses and social enterprises in your home community.

Types of Enterprises

Figure 2 Included in mentor case study booklet
Jonathan Okello is the co-founder of Okello Fashions; a social enterprise that recycles waste denim jeans into fashionable products like handbags, travel bags, door and table mats and shoes amongst others. The challenge: Jonathan realized that many people dispose of their jeans items in case they don’t fit anymore or they are out-fashioned. Some give their jeans to friends or relatives, but others dispose them in the garbage. Jeans can take over 25 years to decompose, so Jonathan looked for an alternative use of the garments. The solution: Jonathan and his team now pay a small fee to collect old jeans from people and turn it into reusable products like handbags or table mats. With this enterprise, Jonathan has been able to employ 4 team members. The team makes good profit since finished products can sell between 40,000 Ug Shs to 50,000 Ug Shs.

Jonathan’s case study

We are going to look at our school community through the eyes of an entrepreneur; someone who sees needs to solve and available resources to use! We will create a map of the community illustrating both needs and resources.
- 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.

② What is drawn in red?
- Needs are indicated in red, these illustrate different PEDVU challenges in the community I drew.

② Who can remind us what the PEDVU challenges are?
⑦ In your school are some of these challenges unique to boys and girls?
- Receive a few answers and build on these to emphasize that boys and girls can face unique challenges in school. For example, some girls are denied their right to education because parents want get dowry from them, which makes them disempowered/Uneducated.

Practice (40)  
- Make 5 groups, each group assigns a team leader, a note keeper, time keeper and a presenter
- Each group gets a marker and a big paper
- Each group goes out to explore the school community (stay within the compound unless permission was granted by admin).
- Groups will draw a map including the three aspects: borders & key features, needs and resources (it is okay to make a map for the community around the school).
- Remind scholars to take into account unique needs boys and girls may be facing in their school.
- Make sure to check in on each group and provide guidance. Make sure all group members are engaged.
- Ten minutes to time announce that groups have to wind up and make it back to the classroom in 10 minutes.

Note: Ensure proper supervision and safety at all times. Remind learners that they are leaders and should thus act as role models for the rest of the school.

Present (20)  
- 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 behavior was inappropriate or did not reflect well on E! or themselves as serious Scholars.

Presentations
- Ask all groups to pin up their work on the wall. One or two group members will stay behind to present their work. Other group members move around to look at other maps and give other groups feedback on their work.
- Ask learners to come back after 10 minutes for a debrief.

② What needs have we identified? Did other groups identify needs you had not identified?
⑦ What resources have we found in our school community? Did other groups identify resources you had not identified?
- In the next session we will explore how we can solve these needs as social entrepreneurs using the available resources.

Action steps
- Share with other SBC members how to make community maps. Work together with project members to add more details on the community map and bring it along to next week’s LEC.
- Portfolio: work on your community maps

Resourcefulness: Using the available resources to create opportunities.
## 2.4 LEC 9 – Opportunity identification

### Session overview

| Objectives | SWBAT: Identify business opportunities based on passion, resources and needs |
| Key skills | Opportunity identification, Resource mobilization |
| Preparation | Remind LEC coordinator to collect all community maps before the lesson, pin up value banners |

### Procedure

<table>
<thead>
<tr>
<th>Build (25)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story about three young entrepreneurs</strong></td>
</tr>
<tr>
<td>- Share objectives of this session</td>
</tr>
<tr>
<td>- Pass around the attendance sheet</td>
</tr>
<tr>
<td>- Ask 3 volunteers to read the story aloud for the whole group (1 paragraph each) (below lesson plan)</td>
</tr>
<tr>
<td>- Encourage learners to listen carefully because we are going to ask questions about this story!</td>
</tr>
</tbody>
</table>

#### Pair-up Question & Answer

- Learners will mingle and walk around until you say ‘Pair-up!’ at that point learners pair up with the person closest to them.  
- Ask one question at a time and let learners discuss their answers in pairs in 2 minutes.  
- After each question, ask learners to mingle again until you say ‘Pair-up!’ again.  
  - **How did Jean, Mike and Suzie identify their business ideas?**  
  - **Would Mike’s business idea have worked for Suzie? Why or Why not?**  
    - Ask learners to come back to their seats  
  - **What can we learn from these three entrepreneurs about identifying business ideas?**  
    - Invite 3-4 answers  
    - Emphasize: Jean identified a need in her community and developed a business to solve this need.  
    - Mike used his personal passion for singing to start a project.  
    - Suzie used the available resource of honey from her village to start a project.  

*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.*

- **Mentor: explain how you came up with your own business idea!**

### Passion match demonstration

*I will teach you how to come up with your business ideas using locally available resources to solve community needs.*

- Pass around the passion match visual  
  - Pass around the visual of the passion match. Encourage learners to copy this in their notebooks since they will teach other club members this skill.  
  - We can use the passion match to come up with ideas easily: ‘passion + needs + resources = opportunity’  
  - Let’s try to think of an opportunity together (mentor can also use their own business idea as an example)  
  - **Who can tell me their passion?**  
  - **What was one of the needs you identified in the community map?**  
  - **What was one of the resources you identified in the community map?**  
  - **If we consider these, what kind of business opportunity could we identify?**  
    - Come up with one idea as a whole group, then break off in smaller groups.  

---

Part 2 | Lesson plans term 2 2020
Sometimes society makes us believe some types of businesses are for women, like hairdressing or catering. Or that repair and transport business is for men. Or people tell us that women are better at caretaking and service delivery, while men are better at manual labor. However I believe you all have unique passions and skills, as long as you use these to come up with ideas you can do anything! No matter if you are a boy or a girl, be confident in your own vision and look for opportunities to create a difference!

Action steps

- Make sure to meet your project teams and share the passion match with them!
- Think about projects you can start back home during your next holiday! Make the portfolio activity.

The story of three young entrepreneurs

Jean, Mike and Suzie are students at Liberty High School. Apart from them being in the same school, the trio are also members of the Student Business Club. But those are not the only commonalities, they are all young successful entrepreneurs! The trio has managed to run different and successful businesses. So, how did they come up with these ideas?

Jean, for example, is running a small bakery back home. She sells doughnuts, mandazi and cakes. While back home, Jean realized that she had to walk for a long distance to get snacks for breakfast. At the shop, the line was long and people wasted time. So Jean saw an opportunity! People were not getting snacks for breakfast because they feared the long distance and the never ending lines! So she brought snacks closer to the people!

Mike on the other hand loves dancing. It’s his passion. During his free time, you would find Mike practicing some crazy moves and he’s perfected the art. Mike realized that he would be called to perform in different events in the community. Kids in the community admired him and wanted to learn dancing. Their parents were willing to pay and so he grabbed the opportunity. Mike now owns a dancing school! He trains young kids! He even has a dancing group that performs in various events and gets paid. Mike has also started working with talented students to train others while he is in school.

Suzie packages and sells natural honey. How did she even think of doing that? Suzie had travelled to visit her grandmother in upcountry. While there, she realized that her grandmother kept bees and harvested honey. Despite having natural honey that was rare to get where Suzie lived, very few people were buying her honey. Suzie wanted to know why, and her grandmother told her that almost everyone there was a bee farmer. Travelling to upcountry opened Suzie’s eyes. She started getting honey from her grandmother, package and sell it. And with that came up Suzie’s Natural Honey!
# 2.5 LEC 10 - Making a business model

## Session Overview

### Objectives
- SWBAT develop a simple business model

### Key Skills
- Business modelling & opportunity identification

### Materials
- Ocen's business model canvas drawn on big paper, definition of a business model canvas visual

### Preparation
- Draw Ocen's business model canvas on a big paper. Also, Instruct scholars before the lesson to each come along with an A4 sheet of paper (used or not)

## Procedure

### Build (30 min)

- **Pass around the attendance sheet and ask everyone to sign it**

  - **Looking back at last week’s business ideas, what would you need to implement your business idea?**
    - Allow 2-3 responses and emphasize that most of all it is important to create a business model to plan how you want to conduct your business!

  - **Share the session objectives**

### The paper tower

- Divide the scholars into 4 groups of 10 scholars per group. Each individual gets 1 piece of paper.
- Instruct each team to construct a tall standing tower (tall structure) using ONLY the papers they have. This should be done in strictly 5 minutes.
- Start the timer and tell them to stop by raising up both hands.
- Inspect the towers constructed and the team with the tallest tower wins the activity.

- **What do you learn from this activity?**
  - Allow 2 responses and Emphasize: *just like making a tower requires different pieces of paper to support each other, a business also needs several components to operate effectively. For example: marketing, activities, resources, etc. All these components make up a business model.*
  - From that illustration, how would you define a business model?
    - Allow 3 responses.

### Use definition of business model visual

- Ask a volunteer to read the business model definition.

  *A summary of a business model is called the business model canvas. Like a canvas used by painters, it is a blank piece of paper on which you sketch what your business will look like.*

  *This tool is used by entrepreneurs not just for planning but also for learning and innovation.*

## Lecture/Q&A

### Use business model canvas visual: Pin it on the wall

*This visual is an illustration of how a business model canvas looks like. I will use an example of Ocen’s business to illustrate each component of the business model.*

Note: We have added 2 rows onto the business model printed in the SBC guide: Problem & Impact to make sure your enterprise has a positive impact on People and Planet.

- Get a volunteer to read Ocen’s case study to the whole class. Let the scholars take note of as many details in the story as possible.
- Pin up a flipchart with an empty business model canvas.
- For each component ask 1 scholar to answer the question, after which a volunteer will fill out the example on the flipchart. You can add missing elements where necessary.

- **Which PROBLEM is Ocen’s business addressing? Think about PEDVU.**
  - Ocen is solving environmental degradation
  - This step requires you to do some research. Don’t look for facts on line only, but also meet your customers and beneficiaries. How does the problem affect them?
⑦ What are the **KEY ACTIVITIES** in Ocen’s business?
- He collects the plastic, cleans it, packages it and delivers it to local recyclers.

⑦ Which **RESOURCES** did Ocen use to run his business?
- He made use of local recycling plants, waste plastics, and an employee
- A community map can help you identify the resources available for your business!

⑦ What is the **PRODUCT OR SERVICE** Ocen provides?
- He collects garbage for recycling.

⑦ Who are his **CUSTOMERS**?
- The local recycling plants

⑦ How does Ocen **RELATE TO HIS CUSTOMERS** to reach them?
- He pitched to the owners of the plant and brought samples.

⑦ How did he **DISTRIBUTE** his product?
- By using trucks and delivering it to the plant directly.
- You see how I first determined the customer before I could determine how the product is marketed or distributed?

⑦ What are the biggest **COST ITEMS** for Ocen? How much does it cost for him to run the business?
- His employee’s salary, collecting the garbage and transport.

⑦ What is the unique **VALUE** Ocen’s business adds? What makes his unique?
- His plastics are well-cleaned and packed saving the recycling plant time and money.

⑦ Considering all this, what **IMPACT** will Ocen’s business create? Think about the triple bottom line.
- He created employment and makes sure plastic is recycled and not thrown around.

⑦ **Do you have any questions about the business model?**
- Address these before going to practice.

### Practice (25 min)
- Sit in your groups and assign leadership roles to new girls and boys.
- Ask the scholars which SBC projects are running, each group will work on one of these to develop a business model.
- In their notebooks, groups will work on a business model canvas for their assigned SBC project.
- Remind them that each component shouldn’t exceed 2 minutes. Keep giving them time checks so that all the time can be well utilized.

### Present (25 min)
- Each group presents their developed SBC project business model briefly talking about each of the components and why they filled it that way.
- Groups give each other feedback and mentor explains any components that were unclear.

*Remember most of what you’ve filled in your business model canvas are just assumptions. You’ll have to find out if your assumptions are correct. This will require a customer research which is our next topic.*

**Action steps**
- Purpose to meet as a project team and create a business model canvas for your project.
- You will work on your own business model for your BHP in your portfolio!

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**A Business Model** is a plan for the successful operation of a business, identifying sources of revenue, the intended customer base, products, and details of financing.

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Part 2 | Lesson plans term 2 2020
Ocen’s case study
Ocen is 20 years old and lives in the outskirts of Kampala city. He realized that most of the city dwellers after taking water, they just throw the plastics anywhere which has increased the pollution of the city with plastic waste. Which makes the city dirty and also pollutes the soil.

One day while listening to an environment protection program on radio, he got to understand that there are a number of recycling companies which buy plastic waste and recycle it into other useful products.

He knew he needed to create impact through this idea. They secured a venue at 60,000 Shs. annually where they would collect their plastics from. They also hired a man whom they would pay 5,000 Shs. daily to help with the packaging of the plastics and loading them onto the trucks. They would need to hire a truck at 50,000 Shs. weekly which would deliver their products to local recyclers.

They knew the only way they would outcompete their counterparts is by washing their bottles before selling them. Their business is doing well and they are making a weekly net profit of 200,000 Ug. Shs.

**Business model canvas example (Ocen’s business model canvas)**

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste plastic is affecting the environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Resources</th>
<th>Product/service</th>
<th>Customer relationships</th>
<th>Customer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting plastic</td>
<td>Collection center</td>
<td>Collect and recycle plastic bottles.</td>
<td>Pitch service to recycle plant owner &amp; bring sample.</td>
<td>Local plastic recycling companies</td>
</tr>
<tr>
<td>Clean plastic</td>
<td>Hand gloves</td>
<td></td>
<td>Distribution</td>
<td>Use trucks to deliver to recycling plant.</td>
</tr>
<tr>
<td>Pack</td>
<td>Local plastic collectors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver</td>
<td>1 support worker</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost structure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection center 600,000 Shs. annually</td>
<td>Plastics are cleaned and packed well saving the plants money and time</td>
</tr>
<tr>
<td>Transporting trucks 50,000 Shs. weekly</td>
<td></td>
</tr>
<tr>
<td>1 worker to support in packaging 5,000 Shs. Daily</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced pollution, created jobs</td>
</tr>
</tbody>
</table>
2.6 LEC 11 – Customer research

**Session overview**

| Objectives | SWBAT Identify aspects of their business model on which they require feedback from their customers  
SWBAT Interview customers to get feedback in these areas to inform business decisions |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key skills</td>
<td>Sales and marketing Critical thinking</td>
</tr>
<tr>
<td>Materials</td>
<td>Assumption visual</td>
</tr>
<tr>
<td>Preparation</td>
<td>Prepare the role play with a volunteer</td>
</tr>
</tbody>
</table>

**Procedure**

### Introduction

**Delegate:** Who remembers what makes a business model unique from other business planning tools?

- A business model supports learning, after writing down what you think will work best you can gather information from customers and other experts on how to improve your assumptions.

**Delegate:** Use the visual for ‘assumption’

The best people to help us test our assumptions are customers. Because we design enterprises to solve their problems and needs!

**Delegate:** Which areas of the business model do you think customers can give valuable information for?

- Receive 2-3 responses and emphasize: for all domains you can find valuable information from the customer but today we shall focus on: customer relationship, product/service features, distribution and impact.

**Delegate:** Share session objectives

Today we will learn how to interview customers to improve 4 key areas of our business model.

**Role play**

With the volunteer perform a role play using the following script, encourage scholars to take notes of the kind of questions asked:

- Teddy: ‘Hey Simon, now that I see you I wanted to ask you something. I am thinking of starting a small business here in school. Is it okay if I asked you a few questions?’
- Simon: ‘Hey Teddy, sure I hope I can help you!’
- Teddy: ‘Alright, as a student do you sometimes buy snacks?’
- Simon: ‘Yes I do! But I also like eating those of my friends instead of buying them…’
- Teddy: ‘So what were the last 3 snacks you have bought?’
- Simon: ‘Earlier today I bought a banana, yesterday I bought g-nuts and over the weekend I bought Mandazi.’
- Teddy: ‘Thanks! Did you buy the hard or the soft mandazi?’
- Simon: ‘The soft and fluffy ones, they don’t break my teeth!’
- Teddy: ‘Where did you buy your mandazi?’
- Simon: ‘I got them from the school canteen’
- Teddy: ‘How did you find out that the school canteen sells nice mandazi?’
- Simon: ‘It was through a friend who gave me one to try last year.’
- Teddy: ‘Do you sometimes get them from a place different than the school canteen?’
- Simon: ‘Yeah, when the lady at the canteen doesn’t have mandazi I have to walk to the trading center to get, but if the administrator finds you there you are in trouble!’
- Teddy: ‘Great, and what did you do with the packaging of the mandazi?’
- Simon: ‘Ah that one, to be honest I just threw it behind the dorm. Everyone dumps garbage there.’
Think-pair-share
After the role play ask the following questions using Think-Pair-Share:

⑦ What question was asked about the product?
- Whether Simon prefers soft or hard mandazi
⑦ What question was asked about distribution?
- Where Simon usually buys his mandazi
⑦ What question was asked about customer relationships?
- How Simon found out about the canteen selling mandazi
⑦ What question was asked about the impact?
- Where Simon disposed his packaging
⑦ What should we keep in mind when interviewing customers?
- Receive a few responses and emphasize:
  - The questions Teddy asked were in line with her business idea. She only asked about mandazi because that is what she is planning to make.
  - She also asked Simon about REAL experiences. Avoiding questions like: would you, what if, suppose that...
  - Being open minded: avoid bias when you are interviewing a boy or a girl, man or woman. Do not judge the answers a customer gives you.

Practice (30)
- Instruct scholars to sit in their groups, they should assign a team leader, a note keeper, time keeper and a presenter
- In your groups, assume your project is to sell liquid soap. Or choose one of the SBC projects.
- Each group brainstorm questions for each of the 4 areas of their project idea to gather insights from the customer (customer relations, distribution, product/service, impact)
- Mentor-make sure to sit in on the groups to guide learners as they make questions.
- After developing the questions in 10 minutes, two group members shift from their group to another group where they will play the role of clients. The other group will then subject them to the questions they have as they respond. This should take 5 minutes.
- The two individuals will go back to their groups. The groups will then agree on which areas of the business model they will need to improve basing on the responses from the “clients.”

Present (20)
- The groups present the responses they received from the customers, and how that information was able to inform the areas in which they need to innovate in their project.
⑦ What type of questions have given you the most helpful information?
⑦ Who are the customers you’d like to interview for your SBC?
In Your SBC, ensure that you not only depend on random feedback from customers but take the initiative to reach out to them so that you can know how they want your business to serve them.

Action steps
- In your project teams, you’re going to formulate questions in some areas of your business. Carry out customer interviews with at least 5 customers.
- Individually you will also interview customers as part of your portfolio. Demonstrate to me that you have the skill of interviewing customers!
- In the last LEC this term I will review what you have learned from your customers, so keep your notes well!

Assumption: a belief without proof.
You have to be wise about money, if you think smartly about your expenditure and income ahead of time you can avoid losses and maximize profit.

Today we shall learn an easy tool that can help us prevent losses and mobilize more resources.

This tool is used as a planning tool, it helps you estimate your expected income and expenditure and thus, predict how much profit you will make at the end of a term.

This tool helps you mobilize resources. Let’s look at an example of liquid soap!

Using a big paper, fill out the income-expenditure budget for the example given below. Go step by step and engage scholars in calculating income and expenditure.

Let’s look at income first, here we list all activities we are doing to raise money for our projects.

<table>
<thead>
<tr>
<th>Explain</th>
<th>Ask</th>
<th>Fill out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The team decided to sell soap during visitation day. They expect to sell 10 bottles at 5,000 each.</td>
<td>How much money will they generate?</td>
<td>50,000 Shs (10*5,000)</td>
</tr>
<tr>
<td>2. The club also raises membership fees. In term 2 they expect 5 new members to join paying 1,000 shillings.</td>
<td></td>
<td>5,000 Shs (5*1,000)</td>
</tr>
<tr>
<td>3. Throughout the term, the team sells sachets of soap to students. They expect to sell 30 sachets at 1,000.</td>
<td></td>
<td>30,000 Shs (30 * 1,000)</td>
</tr>
</tbody>
</table>

What is the total income? 85,000 (50,000+5,000+30,000)
• Now, let's look at expenditure.

<table>
<thead>
<tr>
<th>Explain</th>
<th>Ask</th>
<th>Fill out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raw materials cost about 20,000 per jerrican and the team wants to make 3 jerricans</td>
<td>➤ How much money will this cost?</td>
<td>➔ 60,000 Shs (3*20,000)</td>
</tr>
<tr>
<td>2. To package the soap, the team wants to buy 100 bottles at 500 shillings each</td>
<td>➔ 50,000 Shs (100*500)</td>
<td></td>
</tr>
<tr>
<td>3. The team will also need 2 buckets at 5,000 each</td>
<td>➔ 10,000 Shs (2*5,000)</td>
<td></td>
</tr>
<tr>
<td>4. The team will brand their soap using stickers, these cost 200 shillings each and they will need 100 pieces</td>
<td>➔ 20,000 Shs (100*200)</td>
<td></td>
</tr>
</tbody>
</table>

⑦ What is the total expenditure? ➔ 140,000 Shs (60,000+50,000+10,000+20,000)

⑦ How much profit will the team make? (answer: minus 55,000 Shs (85,000 Shs – 140,000 Shs)
- The team will actually make a loss! The income-expenditure budget can help this team prevent making a loss. They can mobilize resources in two ways: RAISE or SAVE!

⑦ How can the team RAISE their INCOME? (probe the scholars to come up with ideas)
- This can be done either by improving on their fundraising activities or running new types of activities.
- Examples include: finding new types of customers, increase the SBC membership fee, charging fines for indiscipline, taking a loan, running a car wash, ask one project team to support the other, etc.

⑦ How can the team SAVE on their EXPENDITURE to remain with more funds? How? (probe)
- Examples: buying from cheaper sources, offer school to refill old jerricans to reduce packaging material, ask admin for buckets instead of buying, use recycled bottles, etc.

Mentor shares examples of how they mobilized resources when starting their project

⑦ Are there questions about this tool? (Address these before continuing)

Practice (30)

• Make 5 groups, each group assigns a team leader, a note keeper, time keeper and a presenter.
• Assign each group one of the projects the SBC is running (or is planning to run). If the SBC does not have 5 active projects, let teams come up with ideas.
• For this project, the group will fill out the income-expenditure budget, and prepare to present:
  o Calculate expected profit (or loss) by listen all income sources and expense items
  o Identify 3 ways to increase income
  o Identify 3 ways to save on expenditure.

Note: If the teams have time, let them estimate how much money they will raise using these strategies.
Presentations

- Groups present their estimated profit and proposed solutions to RAISE and SAVE.
- Those groups that completed their revised income-expenditure budget will present how much they expect to mobilize.
- Encourage other groups to appreciate the strengths of the solutions presented.

Listening to different ideas and considerations, what can we take away for our own SBC projects?
- Summarize the general principles scholars identify. Examples are: what admin will allow, how much money it would raise versus the effort it would take, making activities fun for all involved, etc.
- It is possible to reconsider some project ideas if the expenditure is too high or income too low. Let the club leaders take notes and follow up in club meetings.

Are there times when boys or girls can access resources the other cannot?
- Sometimes we may be disadvantaged because of our gender. However, never feel limited! Look for ways to access the family land, or convince your uncle to give you a loan.

Action steps

- Come up with ways to mobilize resources and inform the mentor when these are taking place.
- Work on the income-expenditure budget for your personal Back Home Project as part of your portfolio activities!
Example: income-expenditure budget below

<table>
<thead>
<tr>
<th>Income &amp; Expenditure in term 2</th>
<th>Fundraising options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of income</strong></td>
<td><strong>RAISE income</strong></td>
</tr>
<tr>
<td>Visitation day sales</td>
<td>UGX 50,000</td>
</tr>
<tr>
<td>Club membership</td>
<td>UGX 5,000</td>
</tr>
<tr>
<td>Student sales</td>
<td>UGX 30,000</td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>UGX 85,000</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td><strong>SAVE on expenditure</strong></td>
</tr>
<tr>
<td>Chemicals liquid soap</td>
<td>UGX 60,000</td>
</tr>
<tr>
<td>Bottles for liquid soap</td>
<td>UGX 50,000</td>
</tr>
<tr>
<td>Buckets</td>
<td>UGX 10,000</td>
</tr>
<tr>
<td>Stickers for bottles</td>
<td>UGX 20,000</td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>UGX 140,000</td>
</tr>
<tr>
<td><strong>Expected profit/loss</strong></td>
<td>(-) UGX 55,000</td>
</tr>
</tbody>
</table>
### 2.8 LEC 13 – Sales Pitch

<table>
<thead>
<tr>
<th>Session overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>- SWBAT write a persuasive sales pitch</td>
</tr>
<tr>
<td>- SWBAT present a sales pitch to key buyers in their SBC</td>
</tr>
<tr>
<td><strong>Key skills</strong></td>
</tr>
<tr>
<td>Sales and Marketing, Communication</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Visual ‘GEPIC’</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td>Meet the 4 selected scholars to practice the role play! (mixed gender)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>- Pass around the attendance sheet</td>
</tr>
<tr>
<td>- How are your fundraising and resource mobilization activities going?</td>
</tr>
<tr>
<td>- Did any of your project teams try to increase sales to raise income? How did you try to do this?</td>
</tr>
<tr>
<td>- Receive a few responses and emphasize: This relates to a specific field of our business model; customer relationships. In this lesson we will look closer at best ways to market our products and services to increase our sales!</td>
</tr>
<tr>
<td>- Share the objectives of today’s lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role play</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Let’s look at two sales people in action!</td>
</tr>
<tr>
<td>- Invite 4 volunteers to perform their role play.</td>
</tr>
<tr>
<td>- In the first role play 1 volunteer is the sales person, the other a customer. The sales person will perform an unconvincing pitch to the customer.</td>
</tr>
<tr>
<td>- In the second role play 1 volunteer is the sales person, the other a customer. The sales person will use the example below this session plan to pitch convincingly to the customer.</td>
</tr>
<tr>
<td>- Let the rest of the class appreciate the volunteers as they take their sits.</td>
</tr>
<tr>
<td>- What difference did you see between the two sales people?</td>
</tr>
<tr>
<td>- What can we learn from this role play about sales?</td>
</tr>
<tr>
<td>- Using think-pair-share, brainstorm effective sales practices as a class.</td>
</tr>
<tr>
<td>- Today we shall learn a simple method to sell effectively. A pitch is the start of a conversation with someone who you are looking to get support from or to sell something to. Pitches are always short and persuasive!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the GEPIC visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain the GEPIC steps</td>
</tr>
<tr>
<td>- Greet – greet your customer</td>
</tr>
<tr>
<td>- Engage – catch the interest of your customer</td>
</tr>
<tr>
<td>- Problem – state the problem your product will solve for the customer</td>
</tr>
<tr>
<td>- Inform – inform the customer about unique features of your product or service</td>
</tr>
<tr>
<td>- Challenge/convince - Make the customer an exciting offer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice (25 min)</th>
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</thead>
<tbody>
<tr>
<td>- Before making groups, ask scholars which products/services their SBC sells. List at least 5. If the SBC has not yet chosen specific ideas, let scholars suggest ideas they’ve had in mind.</td>
</tr>
<tr>
<td>- Make 5 groups, each group assigns a team leader, a note keeper, time keeper and a presenter.</td>
</tr>
<tr>
<td>- Assign each group 1 of the SBC products/services.</td>
</tr>
<tr>
<td>- The group will write a 2 minute GEPIC pitch trying to sell this product. This pitch has to be tailored to specific customers they are aiming at with their project.</td>
</tr>
<tr>
<td>- Different members of the group will practice this pitch and use the tips shared earlier.</td>
</tr>
</tbody>
</table>
Present

- Each group selects their best presenter who pitches (ensure there are both boys and girls)
- After all pitches, hand groups the same amount of ‘imaginary’ money (like strips of paper with an amount written on it).
- Groups have to agree which product they would buy based on the pitch. They need to give reasons for this related to the tips shared in Build (focusing on the positive of the best group)
- Go around each group asking which other group they would give their money to. The group has to give reasons for this.
- After all groups have given out their money, celebrate the group with the most money earned.

What have we learned from these presentations about best practices in making a sales pitch?

How can you ensure that every member of your project team has the skills to make an effective sales pitch?
- Think about pitch competitions, mini-workshops for club members, rotating sales opportunities etc.
- Emphasize that scholars are leaders who have to help others build their skills. Some people are known to be good at public speaking, but the truth is with practice we can all get a bit better. So try to give everyone an opportunity to speak and pitch and encourage each other.

Action points
- Assign scholars who can take lead on helping club members build their sales pitch skills.
- Work on your portfolio activity: write a pitch about your personal project.

GEPIC SALES PITCH

Thank you for coming to our market stall this visitation day. Today we are selling a very unique product that addresses a problem I am deeply passionate about.

Last year my dad showed me a story in the newspaper of a girl who was diagnosed with different levels of cancer. When I asked him how the little girl had gotten the cancer, he told me the little girl had gotten the cancer, he told me the doctors found out that she had an excess of chemicals in her body that were obtained from the type of food she consumed.

Today, you might find food in the market that is genetically modified. More people have also started buying canned foods, filled with a lot of preservatives which have had an adverse effect on the health of many people who consume these products.

Many people talk about the need to stop the consumption of genetically modified organisms (GMOs) but that’s where they stop—talk and talk about it but continue to consume the same products. What we need is a collective effort of not buying such foods but engaging ourselves in agriculture and practicing healthy living habits.

So I am here today to challenge you to start being part of the solution to the major problem. I want us to stop talking and be the solution by walking the talk—join the cause by either growing most of what we consume at home in our backyards or buy the natural products straight from our farms. Together a step at a time, we shall be fighting unhealthy feeding habits.
As an entrepreneur it's always important to think differently about your business. This can be through the introduction of new ideas in different aspects of your business model. Around the room I have put four posters of some of the areas which are crucial for business innovation and some examples of Ugandan businesses that are innovative within each area. Now that we know what innovation is, we are going to learn how to innovate our enterprises using my own example.

**Four corners**

**Note:** Make sure the four areas of business are posted in the four corners of the room.

- Read out loud the mini-case studies one-by-one
- After each story, ask scholars to choose which business area this entrepreneur innovated in
- Scholars will vote with their feet, and walk to the corner of the room that has the poster for the area in which they think the business is innovative
- After reading all 4 stories explain how scholars can use the Enterprise Innovation Tool to innovate their own business projects.

**Explaining the ‘Enterprise Innovation Tool’**

Now that we know what innovation is, we are going to learn how to innovate our enterprises using my own example.

We have already looked at how other businesses shape their different business areas, and we interviewed customers. We will now learn how to put the two together, mix it with a little creativity and come up with more innovative ways to do business!
• Illustrate every step of the tool:

1. For each business model component state what you intended to do
   
   *For example: We intended to sell well packaged scented liquid soap in different quantities and prices according to the affordability of the customers who would primarily be schools.*

2. For each business areas list insights, you gained from customers

   *For example: I learned that clinics also buy liquid soap in large quantities but they prefer odorless and colorless liquid soap.*

3. For each business areas, state what you learnt by trying it out

   *For example: When we first produced odorless & colorless soap, we remained with a lot of unsold stock.*

4. For each business area come up with a way of doing it differently!

   *For example: for the product I could change the formula, I could add clinics as new customers and then as a key-activity we shall produce on-order to avoid having a lot of un-sold stock.*

   • Give them time to ask any questions in relation to what you’ve just explained before they go into practice.

<table>
<thead>
<tr>
<th>Practice (30 min)</th>
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</thead>
<tbody>
<tr>
<td>• Instruct scholars to sit in their five groups. They should reassign roles to different girls and boys.</td>
</tr>
<tr>
<td>• Each group draws the tool on a flip chart indicating the four areas illustrated on the visual.</td>
</tr>
<tr>
<td>• In your groups, agree on one SBC project to develop an improvement tool for.</td>
</tr>
<tr>
<td>• Brainstorm the feedback you usually receive in the different areas indicated in the Enterprise innovation tool. Also reflect back on experiences you’ve had in your teams running this project.</td>
</tr>
<tr>
<td>• Using these two sources of information, come up with as many ways of innovating your business as possible! Groups with the most ideas will be especially recognized.</td>
</tr>
</tbody>
</table>

   Note: Have the business innovation tool visual pinned so that scholars can refer to it as they draw one on their flip charts

<table>
<thead>
<tr>
<th>Present (20 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Each group pins there business innovation tool on the wall. Two members will stay behind to present and others will walk around to see what the other groups did. The person who stays explains to those who are coming around</td>
</tr>
<tr>
<td>• After about 10 minutes, they all come back to their individual seats.</td>
</tr>
<tr>
<td>• Announce who got the most ideas and celebrate their creativity.</td>
</tr>
<tr>
<td>• Provide some pieces of feedback regarding the innovations.</td>
</tr>
</tbody>
</table>

⑨ **Which innovations have a positive impact on people, profit and planet?**

- Allow 2 responses. Emphasize that the best innovations create value on all three Ps.

⑩ **Give additional tips as a mentor based on your own experience**

⑩ **What are action steps for your club to ensure the club activities can continue in term 3?**

- Task club leaders to take notes and make sure they pass on these ideas during the next club meeting.

**Action steps**

- Your final portfolio activity is to fill out an enterprise innovation tool for your personal project.
- Offer scholars to keep their portfolios during the holiday, in this case they should write down the activities in their notebooks.

**Closing remarks**

- Invite 1 or 2 scholars to say a few last words for the last LEC of term 2.
- Celebrate the achievements of this term and give some feedback on growth you have observed in scholars.
Mini-case studies

Example #1 Bwino enterprises
Bwino enterprises sells liquid soap to schools around Kampala. A number of organic pesticide making firms contacted Bwino to supply them with liquid soap. However, they prefer colorless and unscented/odorless liquid soap. They are glad Bwino has offered them exactly what they wanted.
HINT: Bwino enterprises was able to offer the kind of Product the firms wanted.
ANSWER → PRODUCT

Example #2 Timba Chapati’s
Timba chapati’s is a chapati making company that has been serving a number of city dwellers for over 5 years now. They purposed to have carriers& small vans which they use to reach their customers at their places of convenience. Their chapatis are well known throughout their community.
HINT: They use carriers &Tracks for distribution throughout the city.
ANSWER → DISTRIBUTION

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 and giving children on the streets a chance to earn a living.
ANSWER → IMPACT

Example #4 Bahf Hair solutions
Bahf Hair Solutions is a salon in down town Kampala. They have enjoyed a wide customer base of the corporate class due to the aggressive social media presence. They are now launching different branches around the city.
HINT: Bahf purposes to reach to out to their clients through social media.
ANSWER → CUSTOMER RELATIONSHIPS
Part 3) Group Mentoring & Make up lessons Term 2 2020

IN SHORT

This section includes the group mentoring instructions, the two make up lessons and club visit basics.
### 3.1 Group Mentoring session

#### When to use group mentoring
You will use group mentoring when you find less than 20 scholars for a LEC lesson, even after trying to mobilize more. You can use around 30-40 minutes with the scholars who are present to discuss challenges they are facing and brainstorm solutions.

#### Proposed outline

<p>| | |</p>
<table>
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</table>
| **1. Create a safe space** | **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 advice.**  
**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:** |
| **2. Ask opening question** | **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:**  
① What do you want to do after school?  
② What career do you want?  
③ What kind of enterprise do you want to run?  
   ▪ Have Scholars take a 1-2 minutes to think about their answers to the questions above and jot down a few notes. |
| **3. Planning** | **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 6, 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.

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?  
   ▪ 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?  
   ▪ **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.** |
| **4. Tips for career planning** | **In addition to your idea, I can share a few tips and guiding questions to help you come up with a career plan. 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:**  
② 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 |
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 coursework 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 an internship, apprenticeship or volunteering 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.

4. 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:**

1. What is the way forward?
2. How can you counter obstacles that may stand in your way regarding these goals and action steps?

5. **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:**

1. Which of the given advice can you use?
2. Is there any help you need?
3. What resources (people, organizations, etc) are available to provide the help you need?
4. What are the action steps you will take and the goals you will aim for?
5. 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*

---

**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:

1. How did the session go?
2. What kinds of topics came up?
3. What issues or challenges are your scholars facing, and what advice did they ask you?
4. What advice do you need from your PO, YL, or 3rd year mentor in helping scholars deal with challenges?
3.2 Group Mentoring Session Notes

School Name:

<table>
<thead>
<tr>
<th>DATE:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars’ names:</td>
<td>Scholars’ names:</td>
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<td>DATE:</td>
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<td>Scholar’s names:</td>
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</tbody>
</table>
## School Name:

<table>
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<th>DATE:</th>
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<tbody>
<tr>
<td>Scholars’ names:</td>
<td>Scholars’ names:</td>
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</table>

<table>
<thead>
<tr>
<th>DATE:</th>
<th>DATE:</th>
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</thead>
<tbody>
<tr>
<td>Scholar’s names:</td>
<td>Scholars’ names:</td>
</tr>
</tbody>
</table>
3.3 Make up lesson #1- What is the E! Experience?

<table>
<thead>
<tr>
<th>Session overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>• SWBAT describe the 4 components of the Educate! Experience</td>
</tr>
<tr>
<td>• SWBAT brainstorm ideas for Club start up and community day</td>
</tr>
<tr>
<td><strong>Key skills</strong></td>
</tr>
<tr>
<td>Citizenship &amp; collaboration</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Value banners, Visuals Educate! Experience program components, 4 sheets of big paper, markers, masking tape</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td>Come early and work with scholars to mobilize their friends from the registration list</td>
</tr>
<tr>
<td>Pin up the value banners around the room, come</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build (20)</strong></td>
</tr>
<tr>
<td><strong>Welcome</strong></td>
</tr>
</tbody>
</table>
| • 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 |
| **Nick-namers game** |
| • Make two circles. Have everyone say their name and chose one adjective that starts with the same letter to describe them and then say why it fits you as you make your best pose. For example, “Happy Hellen because I love to smile.” or “Gigantic Godfrey because I am tall.”  
  • Note: if one scholar is taking long to mention 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 4 program components, 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.

### Group presentations
- Each group presents their component and the outcome of their task (5 minutes for presentations, 3 for discussion)
- After each presentation invite scholars to comment and answer the following questions:
  - **LEC: Are the proposed rules fair?**
  - Agree on the final rules, be sure to include: safe space, never leave class without permission
  - **Club: How and when could you announce the club launch or information event?**
  - Agree on a final date and activities for club launch event
  - **Peer mentoring: Which of these activity ideas are the best for community day?**
  - Make sure to agree on an idea before the next meeting.
  - **Teacher Association: Is the content of this letter clear to the teacher? Is the tone okay?**
  - Make sure the scholars agree on a teacher who is suitable to be the Club Patron.

### 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
## Session overview

| Objectives | SWBAT apply group decision making procedures in their EI clubs
<table>
<thead>
<tr>
<th></th>
<th>SWBAT write a club constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key skills</td>
<td>Collaboration, Project &amp; Self-management</td>
</tr>
<tr>
<td>Materials</td>
<td>SBC guide, visual island survivor game &amp; group decision making, club building blocks</td>
</tr>
<tr>
<td>Preparation</td>
<td>Pin up the visuals and value banners around the room</td>
</tr>
</tbody>
</table>

## Procedure

### Introduction

- Pass around the attendance sheet and ask everyone to sign it
- **How have your first club meetings gone?**
  - Provide some guidance; emphasize planning and resource mobilization for the community day.
- Share lesson objectives

### Island survivor game

- Set the scene: *Let’s play a game that will teach us important lessons for the SBC. Imagine this, a plane has crashed, and the passengers are stranded on a deserted island. You are among the passengers and you are thinking of how to survive. You are looking for items you can use. Amongst the airplane wreck you find the following 10 items.*

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
<th>Item 7</th>
<th>Item 8</th>
<th>Item 9</th>
<th>Item 10</th>
</tr>
</thead>
</table>

- Use the visual showing the different items and read them out loudly

### 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 pros and cons 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

---

Part 4 | Club support in term 2
Club building game

I 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.

<table>
<thead>
<tr>
<th>Give each team a Building Block &amp; a big piece of paper plus marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group 1 will develop a CLUB VISION</td>
</tr>
<tr>
<td>2. Group 2 will develop a LEADERSHIP structure</td>
</tr>
<tr>
<td>3. Group 3 will develop MEMBERSHIP structures</td>
</tr>
<tr>
<td>4. Group 4 will develop FiNANCE structures</td>
</tr>
<tr>
<td>5. Group 5 will develop MEETING structures</td>
</tr>
</tbody>
</table>

- 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 pros and cons 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

- 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.

问答

- 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.
Part 4) Club support in term 2

IN SHORT

This section includes a guide for club coaching in term 2 2020. This session is aligned to the major milestone of fundraising for club activities.
You can now realize that one of our biggest milestones for this term is to raise funds for our SBC projects.

- How have you been able to raise funds for your SBC projects?
- What challenges have you faced in the process of raising funds for your SBC?
- Given the challenges you’ve already faced so far, why do you think it is even important to fundraise for our projects?
  - After every question, allow them to respond.
- What are some ways through which you think you can raise more funds for your SBCs?
  - Get a volunteer who will list them on a flip chart as they raise them.
  - Possible answers are: Selling items like T-shirts, subscription fees, Car washing, organizing a marathon, specials events like movies, asking for parental support, requesting for Admin support, getting a loan from any willing individual, etc.

After they have listed the different fundraising options, share your own fundraising experience.

- How have you been able to raise funds for your BHP?
- What are the challenges you’ve faced in raising funds for your SBC?
- What have been some of your best practices in dealing with the challenges?

From what we have shared so far, we are now going to choose from the options listed on the flip chart at least one which we are going to use to plan for during this session.

Divide members into groups based on the number of projects they have. Each group should agree on one fundraising option which they will plan for and conduct.

- The groups should then draft a work plan on how they will make it work.
- Each of the groups will then share with the entire club how they hope to raise funds for their project using the fundraising option they have agreed on.

Thank you for coming up with such innovative ways of raising funds for the SBC projects. I'm so impressed!

You are now going to work as a team to implement all these wonderful ideas that the different groups have come up with. You can always reach out to me and (or) even the associate teacher (Patron) in case you need any support. Thank you for coming! Have a great week! Club leaders stay behind for about 10 minutes.