

Goal Be Independent












Entrepreneurship Pathway



The following activities introduce participants to skills and competencies related to finding future employment or starting their own business. Girls and young women make up the majority of the world's 628 million unemployed young people who have neither an education nor vocational training.

Barriers caused by gender inequality and discrimination are preventing girls from going to school and getting the skills they need to access decent work and break out of poverty. Not only is this unjust, it is a huge waste of potential. If adolescent girls and young women do find work, it is often unseen, undervalued, and many times dangerous. Economically empowered adolescent girls and young women have the knowledge and skills they need to achieve their educational and career goals, and thereby create future generations of female leaders who are empowered to make decisions about both their own well-being and that of their families.

Materials

| | | |
|--|---|---|
|  Flip chart (paper) |  Notebook |  Cones |
|  Markers/pens |  Stickynotes |  Soft balls |
|  Paper |  Projector |  Chair |
|  Tape |  Laptop | |

Module

Joint sessions



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Session 1

Welcome



Objectives

- Participants will get to know one another and the facilitator(s).
- Participants will establish a shared group agreement.
- Participants will be introduced to the Employability and Entrepreneurship pathways.

Materials Needed

- flip chart, markers, pens and paper
- laptop and projector
- tape or tack to stick or hang paper on the wall
- cones to mark out playing area
- facilitator resources 1 and 2

Space Needed

classroom space with an area to move freely

Required Preparation

- Set up cones to mark out space for Activity 1.
- Set up a laptop and projector to show the presentations in Activity 2 and Activity 4.



As the first session of Be Independent, the activities in this session are designed to help participants get to know each other and feel comfortable working together. As well as icebreaker activities, this session also involves an introduction to the module and an explanation of the two pathways that participants will choose between: entrepreneurship and employability. A group agreement will be developed to ensure that all participants feel safe and supported.





| Activity | Time |
|--|------------|
| Activity 1: Move and Mingle | 25 minutes |
| Activity 2: Circle Time | 15 minutes |
| Activity 3: Your Own Path | 40 minutes |
| Activity 4: Career Case Studies | 15 minutes |
| Activity 5: Group Agreement | 15 minutes |

Introduction to Participants

Welcome to the first session of Be Independent! In this module, you will be reflecting on your unique skills, and thinking about ways that you can earn money in the future. You will learn practical steps that you can start taking today, which will bring you closer to where you want to be. This first session today will be about getting to know each other and making an agreement about how we want to work together in this space. I will also explain how the module is structured and the different pathways you will be offered later on in the module.

Activity 1

Move and Mingle



This activity will energise participants and help them get to know each other. Use the cones to mark off a space that is large enough for everyone to move around.

Instructions

1. Introduce the activity: *This first activity will help you to warm-up and get ready to learn. You will also get the opportunity to learn more about other participants in the programme and discover what you have in common.*
2. Ask everyone to get into the space and begin to move around.
3. Tell participants to imagine that they are moving in the following ways (allow around 1 minute for participants to try each movement):
 - a. walking through thick mud and trying not to sink
 - b. carrying a heavy basket of food home from the market
 - c. rushing on your way to sport practice
 - d. walking alone at night
 - e. walking without shoes on a very hot day
 - f. walking with a group of friends
 - g. ask the participants for their own suggestions
4. After trying a few different ways of moving around the space, inform the participants that you will be calling out numbers. When you say a number, they must make a group with that many people, without talking to each other (e.g. if “three” is called out, participants have to form groups of three).
 - It does not matter if some participants do not fit in a group, just keep going with the activity and move on to the next movement.
 - Plan it so that the last number called out is four.
If there are any participants not part of a group of four, tell them to join another group
- to create a group of five.
5. Tell participants that they need to find things that they have in common with other members of their group.
 - Give each group a pen and paper.
 - Instruct participants to talk to the other members of their group to find out what they have in common. Tell them to write down what they have in common.
 - Give the groups five minutes to discuss and write their lists.
 - Ask each group to select a speaker who will present their list
6. Bring everyone back together to share what was discussed in their groups.
 - Select one participant to be a note taker and write everyone’s points on the flip chart.
 - Ask the speaker from each group to present their group’s list of things in common. The speaker should first introduce herself and all the members of her group.

Discussion

Once all the speakers have reported back, ask the following reflection questions:

- Is there anything that all participants in the module have in common?
- Did any of the things you have in common with others surprise you?

Activity 2

Circle time



Facilitator Resource 1

After discussing the things that the group have in common, this activity will give participants an opportunity to share more about themselves as individuals: their opinions, experiences and qualities.

Instructions

1. Introduce the activity: *Now that we discovered some of the things that we have in common as a group, let's play a game that will help us get to know each other as individuals, to help us feel comfortable with one another.*
2. Instruct half of the participants to form a small circle, facing outwards. Once they have done this, ask the other half of the participants to form a larger circle around the others, with each person in the larger circle facing someone in the smaller circle.
3. Inform the participants that this activity involves listening and sharing information with different partners.
4. Tell the participants the first topic of conversation (use Facilitator Resource 1 for examples). Also write the topic on the flip chart so participants can see it and refer back to it.
5. Tell participants that they have two minutes to discuss the topic with their partner.
6. At the end of the two minutes, instruct the participants in the outside circle to move clockwise so that they are facing a new partner.
7. Then tell participants the next topic of conversation.
8. Continue this activity for all the conversation topics.
9. After the final conversation is finished, bring the whole group back together for a discussion.

Discussion

Ask the participants the following questions:

- Did you learn anything interesting about one of your partners during this activity?
- How did your partner show that she was listening and interested? What kind of body language did she use?

Activity 3

Your Own Path



This activity encourages participants to think about a map or 'route' that they have taken to get to the session today. Participants can interpret this instruction literally and draw a map of their journey through their neighbourhood from their house, or metaphorically, by mapping out the course of their lives.

Instructions

1. Introduce the activity: *This next activity will help us learn even more about each other. You will be reflecting on how you got here today. Now, this could be how you physically came here; the path you actually took from your house to here. Or you could think about it in a more symbolic way; about the course your life has taken that has brought you here today to participate in this programme.*
2. Ask participants to find someone they haven't been in a group or conversation pair with so far today. In pairs, each participant will take turn asking and answering the following questions:
 - a. What did you have to do to get here today?
 - b. What challenges have you faced in getting here?
 - c. When and how did you decide to participate in the module?
 - d. What other choices did you make that brought you here today?
3. Bring the group back together and explain to them that they will now be drawing the story of their journey here today.
 - First, provide a demonstration. Draw your own journey on the flip chart while you tell the participants your story.
 - Make sure to include a few important events or "landmarks".
4. Then ask participants to draw their own pathways.
 - Provide them each with a piece of flip chart paper and a marker.
 - Inform them that they will have 15 minutes to draw their journeys.
5. After 15 minutes, have each participant hang their flip chart paper on the wall, creating a gallery.
 - Instruct half of the group to stay with their picture, while the other half walks around, looking at the pictures and asking questions. Give them 5-10 minutes and then ask them to switch roles, so that the participants that were walking around stay with their pictures.

Activity 4

Career Case Studies



Facilitator Resource 2

Set up the laptop and projector to show Facilitator Resource 2. This activity will introduce participants to the concepts of entrepreneurship and employability. It will also inform participants of how the module is structured to offer a choice between the entrepreneurship and employability pathways.

Instructions

1. Introduce the activity: *Now we know a bit more about each other and how we came to be here today. In our next activity, we are going to learn more about what we will be learning in this module, and how it will be structured. To help explain this, I am going to tell you two stories about different women.*
2. Read out the first two case studies while showing the slides in Facilitator Resource 2.
3. Ask the participants the following questions
 - a. What did those two women have in common?
 - b. What was different about them?
4. Explain to the group that one of the differences between the two women was the way they worked.
 - The first was employed; she had a job working for someone else.
 - The second woman was an entrepreneur; she owned her own business.
5. Discuss some of the differences between the two. For example, employees have a regular income (salary), while entrepreneurs have a more irregular income (depending on profits).
 - Ask participants if they have any questions, making sure everyone in the group understands these terms before moving forward.
6. Explain to the group that in this module, they will all be learning about both employability and entrepreneurship. They will also be given the opportunity to learn about one of these in more detail. At the end of the fourth session, they will choose between taking the entrepreneurship pathway, where they will learn all about how to start their own business, and the employability pathway, which will help them develop skills to get a job.
7. Read the third case study while showing the final slide in Facilitator Resource 2.
8. Ask the participants the following questions:
 - Was the woman in the case study in employment or an entrepreneur? (She was both at different stages)
 - Why do you think I read this third story?
9. Explain to participants that the choice they make for this module does not mean they have to stay on this path forever. Many people move between these paths throughout the course of their lives.

Activity 5

Group Agreement



This activity will centre on creating a group agreement, which should include a set of agreed upon rules or expectations for the group. This group agreement should be revisited each session.

Instructions

1. Introduce the activity: *Before our last activity today, we will make a group agreement. In making the agreement, we will think about how we would like to behave as a group, to ensure that everyone feels safe and respected.*
2. Divide the participants into groups of four or five, and give each group a pen and piece of flip chart paper.
3. Give the participants 10 minutes to discuss the following questions in their groups:
 - a. What would make this space a good place for learning and working with others?
 - b. What rules could be established to make this a safe and respectful place for everyone?
 - c. What are some behaviours that should be prohibited or limited in this space?
4. Bring all the participants back together, and take turns asking people from different groups to share one idea or rule that their group discussed.
5. As participants share their rules, encourage them to shift away from general statements, like respecting others, towards more concrete rules, such as requiring participants to listen to everyone's ideas and opinions, not interrupting others etc.
6. Write out the rules on a flip chart and, when finished, have everyone sign the bottom of the group agreement.



Session 2

My Vision



Objectives

- Participants will reflect on their identities, including their strengths, roles, skills, and passions.
- Participants will visualise where they want to be in the next few years, by reflecting on their professional and personal objectives.
- Participants will develop individual vision statements, and consider the steps that they can take towards their vision.

Materials Needed

- flip chart, markers, pens
- notebooks
- laptop and projector
- 3 soft balls
- cones to mark out playing area
- at least three chairs
- printed cards from Facilitator Resource 1

Space Needed

classroom space with an area to move freely

Required Preparation

- Set up cones to mark out space for Activity 1
- For Activity 5, facilitators need to provide examples from their own lives. They should reflect on what examples they will be using before the session, and be ready to share these with participants.
- For Activity 5, set up the laptop and projector to show Facilitator Resource 2.



This session helps participants reflect on their unique set of skills, interests and experiences. Participants will think about their vision for the future, and consider the concrete steps they can begin making today that will help to get them there.





| Activity | Time |
|--|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: One Word | 15 minutes |
| Activity 2: Reflection Postcards | 15 minutes |
| Activity 3: Past, Present, Future | 40 minutes |
| Activity 4: Who am I? | 20 minutes |
| Activity 5: My Vision | 30 minutes |

Introduction to Participants

Welcome to the second session of Be Independent! I hope you all enjoyed yourselves last week! Now that we all know each other a little better and have made a group agreement about how we want to work together, today we will reflect on our past, as well as thinking about where we would like to go in the future. We will also explore our strengths, skills and interests, as well as the different roles we have in our lives.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed during the previous session.

- What are some things that you have in common with other people in this programme?
- What were some of the rules we set in the group agreement?
- Does anyone remember some of the differences between employees and entrepreneurs?

Remind participants that at the end of the fourth session, they will have the opportunity to choose between the employability and entrepreneurship pathways to complete the module.

Activity 1

One World



Use the cones to mark off a space that is large enough for everyone to move around. This warm up activity will encourage participants to identify themselves, first by name, then by an attribute, and finally by a role they have in their lives. This will start the process of self-reflection, which is a skill participants will continue to develop throughout this module.

Instructions

Round 1

- Introduce the activity: *This first warm up activity today will help you feel energised and ready to learn.*
- Ask the participants to move around in the designated space.
- Introduce a ball and instruct participants to pass it around to one another.
- Once one participant catches the ball, she has to state her name before throwing it to the next person.
- Add a second ball.
- Play this round for three minutes.

Round 2

- Shout “freeze” to get everyone to stop moving
- Ask the participants to think of a word that they feel describes themselves, such as smart, funny, curious etc. Choose a word for yourself to provide an example to the participants.
- This round, when passed a ball, the participants should state their describing word instead of their name.
- Play this round for three minutes.

Round 3

- Shout “freeze” to get everyone to stop moving.
- Ask the participants think of one word to describe a role that have in their lives, such as daughter, student, employee, etc.
- This round, participants need to state their role when passed the ball.
- Introduce three balls in this round.
- Play this round for three minutes.



Activity 2

Reflection Postcards



Facilitator
Resource 1

Print all the cards in Facilitator Resource 1. This activity provides a reflection on the mapping activity from Session 1.

Instructions

1. Introduce the activity: *Now we are feeling more energised, we can start the next activity. During the last session, we drew pathways that illustrated the journeys we had taken to arrive here. Today, we are going to think about these journeys again as we choose postcards.*
2. Lay out the cards so that the participants can see them all.
3. Instruct the participants to each choose a card that represents one part of their journey to get here.
4. Instruct the participants to walk around the space, showing their cards to others and explaining how it relates to their journey.
5. Let the participants mingle and reflect as a group for 10 minutes.

Activity 3

Past, Present, Future

35
MIN

3x 

This activity requires participants to act out past, present and future moments in their lives. This links the previous activities, that have reflected on the past, to the next few activities, which are focussed on planning for the future.

Instructions

1. Introduce the activity: *Now that we have thought about the journey we have taken to come here today, we are going to also start to think about the next steps in our lives: who and where we might be in the future.*
2. To begin, ask the group if anyone has any examples of where they want to be or what they want to become within the next five years. The facilitator can give an example to start the conversation.
3. Explain that the three chairs represent three specific points in one's life: a point in the past, a point in the present and a point in the future. When thinking about each of these points in their lives, encourage the participants to think not only about what happened, who was there, etc., but why it was important to their development.
4. The 'future' chair is for thinking about what sort of person the participants would like to become – not only career-wise, but also in terms of personal development.
5. Give the participants about 5 minutes to reflect on these points individually.
6. Break the group into pairs.
7. Instruct the participants to share with their partner the three points in their past, present and future that they have chosen.
8. Tell the participants that they need to prepare a performance that demonstrates their points to the rest of the group. They can do this in different ways: by telling a story, acting out a skit, etc. Their performances should be around two minutes long. They can ask their partner to participate in their performance if they wish. Allow participants 10 minutes to practice their performances.
9. Bring the whole group back together, and have the participants take turns in performing. Ask the participants to indicate the time period they are referencing, and why each point is important in their development.

Activity 4

Who Am I?



Participants explore the question 'Who Am I?' by focussing on their personal strengths, interests, skills, and working / volunteer experiences.



Instructions

1. Introduce the activity: *This activity will let us think about our strengths, interests and skills. These can be helpful things to reflect on when we are thinking about our own future, and making choices about possible career paths.*
2. On a flip chart, draw four columns, and title them "strengths", "interests", "skills", and "working experiences".
3. Using yourself as an example, fill in one word/ statement under each column.
4. Instruct participants to copy down these four columns in their notebooks. For each category, participants should think of two or three words/ statements.
5. Break the participants into pairs. Each pair will discuss their responses. Give them 5–10 minutes to do so.



Activity 5

My Vision



Facilitator
Resource 2

In this activity, participants will explore their vision for their future and think about how they will achieve their vision.

Instructions

1. Introduce the activity: *Now that we have reflected on who we are, let's think a bit more about our future. In this activity, you will be exploring visions of your future. Once you have a clearer idea of where you would like to be in the future, you will develop some practical steps that can help you get there.*
2. Using the slides in Facilitator Resource 2, introduce the concept of having a vision for the future.
3. Provide examples of one or two visions that you have for your own future. Write/draw these out on a flip chart.
4. Ask participants to reflect on their own vision. The questions on Slide 3 can support them with this. Instruct them to either draw or write their response down in their notebook. They should leave space in their notebooks, as they may update their vision later on. Give them 10 minutes to complete this task.
5. Show the participants Slide 4 from Facilitator Resource 2, on moving towards your vision.
6. Bring the participants' attention back to your own personal example of a vision. Demonstrate to the participants how you would answer the following questions:
 - a. What steps do I need to take to achieve my vision?
 - b. What support do I need?
 - c. What skills do I need?
 - d. What do I need to learn?
7. Once you have provided your example, direct the participants to look at their own vision and answer the same questions. Give them several minutes to think about and write down their responses in their notebooks. Offer individual support as required.
8. Explain to the participants that having a vision of where they want to be in the future is important to help guide them on their career paths. It may help them to make decisions, such as whether they will take the entrepreneurship or employability pathway in this module. However, creating a future vision is also an on-going process, and something that may change and develop over time. It is important to remember that there is not just one path to their destination; there are many different ways of getting there.




Session 3



The Skills I Need

| | |
|-----------------------------|---|
| Objectives | <ul style="list-style-type: none">• Participants will reflect on the skills they already have.• Participants will reflect on the skills they need, and identify ways to develop these skills.• Participants will recognise that some skills are more important for employees, and others for entrepreneurs. |
| Materials Needed | <ul style="list-style-type: none">• flip chart, markers, pens• notebooks• sticky notes• laptop and projector• copies of Handout 1 for everyone in the group• Facilitator Resource 1 |
| Space Needed | classroom space with an area to move freely |
| Required Preparation | <ul style="list-style-type: none">• For Activity 4: write a list of six diverse professions that are relevant to your community, e.g. musician, school teacher, tailor, supermarket cashier, farmer, factory worker.• Also for Activity 4: Set up the laptop and projector to show Facilitator Resource 1. |

In this session participants will reflect on what skills they currently have, and what skills they need to develop in order to perform different types of work. By the end of the session participants should begin thinking about whether they will select the employability or entrepreneurship pathway. They need to make their decision by the end of the next session.



| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: Group Stand-up | 15 minutes |
| Activity 2: Transferring Skills | 20 minutes |
| Activity 3: Acting out skills in the workplace | 40 minutes |
| Activity 4: Who needs which skills? | 45 minutes |

Introduction to Participants

Welcome to Session 3! Over the last two sessions, we have thought about ourselves, our journey here, and where we might want to go in the future. Today we will take a deeper look at our skills. We will identify the skills that we may have already developed through sports, and how we might be able to use these same skills in the workplace. We will also think about what skills we might still need to develop, to be able to do the types of work that we want.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed during the previous session.

- What were some of your unique skills, interests, or experiences that you identified last session?
- Does everyone remember the vision for the future that they created last session? Would anyone like to share theirs with the group?

Activity 1

Group Stand-Up

15
MIN

This is a warm up activity to get the participants ready to learn. It will also help them think about teamwork, and the skills and attributes that make a good teammate which will be built upon during the next activity.

Instructions

1. Introduce the activity: *Today we will start the session with a fun activity that requires everyone to work together and cooperate as a team.*
2. Instruct the participants to sit in a circle, facing outwards. They should sit close together, so that they are almost touching shoulders.
3. Instruct the participants to link arms with the people sitting on either side of them.
4. Inform the participants that the goal of the game is to get everyone in the group to stand up, while keeping their arms linked together.

Discussion

When you have finished the game, ask everyone to reflect on how it went. Ask them the following questions:

- Do you feel you did well as a team? Why/why not?
- What were some skills that you or your teammates used that helped you achieve the objective?

Activity 2

Transferring Skills



This activity will introduce employability and the idea of skills being transferrable from one setting to another.

Instructions

1. Introduce the activity: *The first activity helped you warm up, but also got you thinking about working together as a team. In this next activity, we will think about the skills that you already have – like being a good teammate – and how these skills can be used in other parts of your lives.*
2. Explain to the participants that everyone has developed lots of different skills during their lives. These skills have developed through different experiences, such as attending school, helping out at home, socialising with friends, and playing sports. Many of the teamwork skills discussed in the previous activity are a good example; they might be useful skills to have when playing group games, but they can also be good skills to have at other times.
3. Share an example and ask participants if they can identify any others (e.g. “co-operation” is also an important skill when working on a group assignment at school).
4. Explain that these are called “transferrable skills”; they may have learnt them in one setting, but they are skills that can be transferred, or used, in a different setting.
5. Tell the participants that they will now work in groups to think about the skills they have learned through playing sport or being part of a school project team, which can also be used in the work-place.
6. Divide participants into groups of 4 or 5.
7. Give each group a piece of flip chart paper and a pen, and instruct them to go through the following questions:
 - a. Why are skills so important in sports or on any sort of team?
 - b. How do we develop skills in sports or being part of a team?
 - c. Which skills can be applied to other areas of our lives?
 - d. Which skills could be important for your future (or current) employment?
8. Bring everyone back together and ask one person from each group to present their answers to question d. Write their responses on the flip chart. Responses may include the following:
 - Co-operation
 - Respect for the rules
 - Leadership
 - How to compete
 - Dealing with failure
 - Taking responsibility
 - Discipline
 - Fair play
 - Resilience
 - Tolerance
 - Communication
 - Problem solving
 - Respecting others

Activity 3

Skills in the Workplace

35
MIN



Flip charts from previous activity

This activity will involve participants working in groups to act out workplace scenarios that demonstrate different skills in action.

Instructions

1. Introduce the activity: *Now that you have had the chance to reflect on the different skills that you have developed through sport, this next activity involves acting out some of these skills.*
2. Divide the participants in groups of four or five.
3. Walk around to each group, and allocate each group two skills from the previous activity.
4. Instruct participants that they have 10 minutes to prepare a skit that demonstrates the two skills being used in a workplace setting. All group members should be involved in the skit and their performance should be under five minutes long.
5. When performing their skits in front of everyone, instruct participants not to say the skills that they are demonstrating.
6. After each group has finished, invite the other participants to guess which skills were demonstrated.



Activity 4

Who Needs Which Skills?



Write a list of six diverse professions that are relevant to your community, such as musician, school teacher, tailor, supermarket cashier, farmer, and factory worker. Set up the laptop and projector to show Facilitator Resource 1. This activity helps participants think about different categories or clusters of skills. This will enable them to identify their strengths and weaknesses, and explore how they can develop skills in areas where they require improvement.

Instructions

Part 1 - Listing Skills

1. Introduce the activity: *During this session we have had the chance to think about the skills that we have developed, and to act out these skills. Now we are going to look at exactly what skills are needed for different types of jobs.*
2. Divide the participants into six groups.
3. Assign a different profession to each group, and provide them with sticky notes.
4. Instruct each group to discuss what skills might be required for the job they have been given, writing each skill on a post-it note. Give them five minutes for this task. Encourage them to think beyond the skills they listed in the previous activity, and include a variety of different skills, such as creativity, attention to detail, public speaking etc.
5. Bring the group back together, and let the participants take turns to come to the front of the room and stick a post-it with a skill that they have identified on the wall. If they think that a skill is the same or similar to another skill that is already on a post-it on the wall, the participant should stick their post-it next to it.

6. Once every skill has been stuck on the wall, there should be several clusters or groupings of skills. Go through each cluster with the participants and, where possible, generate a name for each skill cluster, for example “team work”, “communication” or “problem solving”.

Part 2 - Self-assessment

1. Ask participants to reflect on whether they think they are particularly strong in some skill areas and weaker in others.
2. Show the slide in Facilitator Resource 1 and introduce the self-assessment rating scale. Provide a demonstration of how to use the scale, using an example from your own life.
3. Give each participant a self-assessment tool (Handout 1) and allow 5–10 minutes for participants to rate themselves on the different skills.

Who Needs Which Skills?



Part 3 - How to develop skills

1. Instruct the participants to return to their groups to discuss how they might develop skills in each cluster, for example through apprenticeships, formal schooling etc. Give the groups 10 minutes to discuss.
2. Instruct participants to take out their notebooks and look at what they wrote last week on how they planned to reach their vision for the future. Tell them to update the steps they had identified to reach their vision with more details on the skills they need, and how they will develop these skills.

Part 4 – Skills for an employee or an entrepreneur?

1. When the participants have finishing updating the steps they will take to reach their vision, inform them that you will now start to think about the different skills required for employees and for entrepreneurs. Ask the following questions:
 - a. Do you think that the same skills are important for employees and entrepreneurs? Why / why not?
 - b. Are there some skills that might be important for both?
2. Ask the participants to write down 3 skills that are important for an employee, and 3 different skills that are important for an entrepreneur.
3. When they have done this, give the participants 5 minutes to mingle with the group and share their answers.
4. Bring everyone back together and ask the following questions:
 - a. Did anyone have the same 3 skills for an employee or an entrepreneur as anyone else in the group?
 - b. Did anyone have a skill listed that no one else in the group had?
5. Remind the participants that at the end of next session, they will be choosing whether to take the employability or entrepreneurship pathway. Between now and the next session they should reflect on the skills they have and their vision for the future, and think about which pathway would be best for them.





Session 4

Creative Thinking and Problem Solving

2 HOURS
10 MIN

Objectives

- Participants will practice making decisions quickly.
- Participants will practice thinking creatively.
- Participants will work together to solve problems.
- Participants will learn strategies to help them deal with failure.
- Participants will choose which pathway they will take to complete the module.

Materials Needed

- flip chart, markers, pens
- notebooks
- sticky notes
- tape
- laptop and projector
- tape or cones to mark out two lines for Activity 1
- copies of Handout 1 for everyone in the group
- a print out of Facilitator Resource 1

Space Needed

Enough room for all the participants to stand in a line

Required Preparation

- For Activity 1, use tape or cones to mark out two parallel lines approximately one meter apart, and long enough so that all participants can stand in a single line.
- Set up a laptop and projector to show the presentations in Activity 3 and Activity 5.

This session will encourage participants to think creatively. They will have the opportunity to solve problems faced by people in the workplace. At the end of the session, participants will choose the employability or entrepreneurship pathway to complete the module.



| Activity | Time |
|--|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: On and Off the Bus | 15 minutes |
| Activity 2: Circles of Creativity | 20 minutes |
| Activity 3: Problem Solving | 35 minutes |
| Activity 4: Count to 20 | 15 minutes |
| Activity 5: Responding to Failure | 25 minutes |
| Activity 6: Choosing Pathways | 10 minutes |

Introduction to Participants

Welcome to Session 4! So far in this module you have thought about where you have been in the past, as well as where you want to go in the future. You have also thought about the skills you need to help get you there. Today, you are going to practice your creative thinking and problem solving skills. You are also going to learn some strategies to help you stay positive should things not go as planned. And finally, at the end of the session, you will get to choose whether you want to follow the employability or entrepreneurship pathway for the rest of the module.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session.

- What were some of the skills you have learned through playing sports that you think will be useful in the workplace?
- What is a skill that would be useful for an employee? An entrepreneur? Both?

Activity 1

On and Off the Bus



A print out
of Facilitator
Resource 1

Use tape or cones to mark out two parallel lines approximately one meter apart. The space between the two lines represents an imaginary bus. The lines should be long enough so that all participants can fit on the bus. This activity requires participants to make quick decisions concerning their opinions, identities, and attributes.

Instructions

1. Introduce the activity: *This first game will help us warm-up and get ready to learn. It requires you to make quick decisions about which words best describe you.*
2. Instruct everyone to stand between the lines, and tell them that they are now on the bus.
3. Call out the first pair of words in Facilitator Resource 1, pointing to the left as you say one word and right as you say the other.
4. Participants need to make a quick decision about which word most accurately describes them, and then jump “off the bus” to the corresponding side.
5. After all of the participants have made their decision and jumped “off the bus”, ask them all the get back on the bus
6. Repeat for each word pair.

Discussion

After you have finished all the word pairs, bring the group together and ask the following reflection questions:

- Did you enjoy the game? Why/why not?
- Did anyone have difficulty deciding between word pairs? Which ones?
- Do you think that different words might fit you better in different contexts? For example, you might be messy at home, but organised in school?
- Are there any word pairs you might have responded differently to if you were asked to choose between them five years ago? Do our preferences and perceptions of ourselves change over time?
- How did you feel about the question about being employed or self-employed? Was it easy or hard to choose between them?



Activity 2

Circles of Creativity



A copy of Handout 1 for each participant

This activity requires participants to think quickly and creatively.

Instructions

1. Introduce the activity: *Now that we are warmed up – and have had the chance to think quickly and make some fast decisions – we are going to try to keep our brains thinking fast. This game is all about thinking creatively and coming up with lots of different ideas.*
2. Give every participant a copy of Handout 1.
3. Tell the participants that their objective is to turn as many of the circles into recognisable objects as they can in four minutes.
4. At the end of the four minutes, ask how many people were able to create objects out of 15 circles? Who was able to make objects out of 20 circles? Who made the most objects?
5. Ask the participants to post their sheets on the wall so everyone is able to see them. Give everyone five minutes to walk around and look at the other participants' ideas.

Discussion

Ask the following reflections questions:

- Are there many common designs?
- What were some of your favourite original ideas?
- Did anyone 'break the rules' by combining two or more circles?
- Was it challenging to come up with new ideas?
- What kinds of jobs require creativity? Can anyone think of a job where an employee needs to think creatively? What about an entrepreneur?

Problem Solving



Set up the laptop and projector to show Facilitator Resource 2. This activity will require participants to solve problems relating to the workplace and starting small businesses.

Instructions

1. Introduce the activity: *In this next activity we are going to continue to think creatively. However, this time we are going to think creatively about how to solve problems that could happen when you start your own businesses or work as an employee.*
2. Read out the first scenario to the group while you show them Slide 1 in Facilitator Resource 2.
3. Divide the participants into pairs and discuss what they would do in that situation. Give them five minutes to come up with a solution.
4. Bring the group back together.
5. Ask one pair to demonstrate their solution by acting it out in front of the group. Ask if anyone else has a different solution.
6. Continue until the pairs have demonstrated all of their different solutions.
7. Repeat with all four scenarios.

Discussion

Ask the following reflections questions:

- Did you find it difficult or easy to come up with solutions to the problems?
- Were there any solutions that you thought were particularly clever or creative?
- What are some effective strategies that you can use when you encounter problems?
- Are there any differences between solving problems as a small business owner compared to when you are working for someone else?



Activity 4

Count to 20



This game will give the participants an opportunity to practice some of the problem-solving strategies they discussed in the previous activity. It will also start them thinking of ways to deal with failure, which will prepare them for the next activity.

Instructions

1. Introduce the activity: *In that last activity, you encountered different scenarios where things did not go as planned. But you all thought of solutions and did not give up! This next activity will be about practicing a difficult task. Such a task might become frustrating, but it is important to keep trying until you succeed.*
2. Inform the participants that their task is to count from 1 to 20 aloud, with each group member offering one number at a time. If two people say a number at the same time, the game stops and begins again with 1. Participants cannot count from 1-20 in a circle (if someone says 1 then the person to their right or left cannot say 2 and so on as that would make the game too easy).
3. Explain that anyone can say a number whenever they wish, although they cannot say two numbers in a row.
4. Ask the participants to stand in a circle facing each other and then close their eyes.
5. Tell them to start.
6. Every time two people say a number at the same time, remind them that they have to start back at 1.
7. Once the participants reach 20, they have finished the game.

Discussion

Once the group has achieved their objective, ask the participants the following reflection questions:

- How well do you think you worked together as a group?
- Were you able to use any of the problem solving strategies you discussed in the previous activity to help you complete this game?
- What did it feel like to keep failing and having to start over again?

Activity 5

Responding to Failure



Set up the laptop and projector to show Facilitator Resource 3.

This activity helps participants think about how they can deal with failure in productive ways.

Instructions

1. Introduce the activity: *In the last activity, you had to fail many times, before you finally got it right. This does not just happen with games, this is true in many aspects of our lives, including our working lives. In this next activity we are going to think about how we react when faced with failure.*
2. Show the participants the quote in Facilitator Resource 3.
3. Ask the participants to think about whether or not they agree with the statement.
4. Instruct all participants to stand up and close their eyes.
5. If they agree with the statement they should stay standing, if they disagree they should sit down again.
6. After everyone has either remained standing or sat down, tell them to open their eyes and see how the rest of the group responded.
7. Ask some of the participants to share why they agreed or disagreed with the statement.
8. Inform participants that they now need to think of a time in their lives when they experienced failure. This could be in any situation: at school, on the sports field, or even the game they just played! They should also think about how they responded when this happened. Were they upset and did they lose motivation? Or did it make them more determined?
9. Provide an example from your own life of a time when you experienced failure and your reaction when it happened.
10. Break the participants up into pairs and ask them to talk about their failure and how they reacted to it. Give them 5 minutes to share their experiences with their partner.
11. Bring everyone back together and ask the participants what some of the different reactions were to failure. Make note of these on the flip chart (do not include the failure itself, just the reaction).
12. Once the participants have shared their reactions, go through each response and ask participants if they think the response is “helpful”/ improved the situation, “unhelpful”/ made the situation worse, or “neutral”/ did not have an impact on the situation. Put a circle around all the “helpful” reactions.
13. Ask the participants to write down the “helpful” responses to failure in their notebooks. They can then look back on these helpful strategies if they encounter failures in the future.
14. Show participants the quote from Facilitator Resource 3 again.
15. Get the participants to once again shut their eyes and stand up if they agree with the statement and sit down if they disagree.
16. If any of the participants had changed their mind about the quote, ask them why.

Activity 6

Choosing Pathways



In this final activity, participants will choose whether they will take the employability or entrepreneurship pathway for the rest of the module. They will be encouraged to reflect on everything they have learned about themselves during the last four sessions to help them make their choice.

Instructions

1. Introduce the activity: *Now that we have reached the end of the fourth session, it is time to make a choice about whether you want to take the employability or entrepreneurship pathway for the rest of the module. You can use all of the information you have learned about yourself during the last four sessions to help you make your decision. Remember that the choice you make is just about this module – it does not mean that you necessarily have to stay on this pathway for the rest of your life, or even for the rest of the year!*
2. Ask each participant to write down the pathway they wish to take on a piece of paper and to then bring it up and show you. Tell them they can come up to you at any time, so that those who are less sure have some extra time to make their decision.
3. After everyone has made their decision and told you their choice, congratulate everyone for completing the first part of the module. Explain that the whole group will come back together for the final two sessions in the module, and then they will have the opportunity to tell each other all about what they have learned.
4. Before you finish the session, ensure that participants in both pathways know when and where to meet for their next session!

Materials



Flip chart (paper)



Notebook



Cones



Markers/pens



Stickynotes



Soft balls



Paper



Projector



Chair



Tape



Laptop

Module

Entrepreneurship



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Session 5

New Ideas and Taking Risks

2
HOURS

Objectives

- Participants will learn how to brainstorm.
- Participants will think about the challenges faced by people in their community, and how they can use their own skills to address these challenges.
- Participants will understand more about the risks faced by small businesses and how to analyse these risks.
- Participants will learn how to perform a risk benefit analysis to decide whether or not to pursue their own business ideas.

Materials Needed

- flip chart, markers, pens
- notebooks
- laptop and projector
- 3-4 different objects that are familiar to the participants, for example a stick, an empty bottle, a plastic bag.
- Print out Facilitator Resource 2
- at least two copies of Handout 1 for everyone in the group


Space Needed

Classroom space with an area to move freely

Required Preparation

Set up a laptop and projector to show the presentations in Activity 1 and Activity 2. If a projector is not available, print out the resources to share with the group.

Participants will reflect on the different challenges faced by people in their communities. They will then match these challenges with their own skills to generate business ideas. The second part of the session will focus on risk. Participants will learn about the risks faced by businesses, and how to ask questions to help analyse risk. They will then perform a risk benefit analysis to decide which business idea to continue to develop over the rest of the module. They will have until the next session to make this decision.



| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: The Invention Game | 20 minutes |
| Activity 2: Addressing Challenges in the Community | 40 minutes |
| Activity 3: Risk Taking | 35 minutes |
| Activity 4: Risk Benefit Analysis | 25 minutes |

Introduction to Participants

Welcome to your Session 5, and the first on your chosen pathway: entrepreneurship! The rest of this module will focus on what you need to know to become an entrepreneur. Case studies and practice scenarios will use examples from different small businesses. You will even make a plan for establishing your own business. But remember: the skills you will learn and practice in this programme will be useful in your working lives, even if you do not end up becoming an entrepreneur. The activities today will build on what you have already learned about yourselves, your skills, and your future vision. You will think about the challenges faced by people in your communities, and try to find ways of solving these challenges using your own unique set of skills. You will also learn about how entrepreneurs can deal with risks when starting their own businesses.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous sessions.

- What are two good strategies that you can use when faced with failure?
- During the last session we discussed times when entrepreneurs might need to think creatively. Can anyone remember some examples? (Examples can include: when creating new products, deciding how to market products, differentiating their products from the competition, etc.)

Activity 1

The Invention Game



3-4 different objects that are familiar to the participants, for example a stick, an empty bottle, a plastic bag.

This game encourages participants to think quickly and creatively, and helps to prepare them for the second activity, which involves brainstorming.

Instructions

1. Introduce the activity: *For this activity, we need to think quickly and creatively, just like in the circles activity we did during the last session. This will help get us ready for some more creative work later today.*
2. Together with all of the participants, form a standing circle.
3. Hold up the first object (e.g. a stick) so everyone can see it.
4. Tell the participants that they are going to take turns pretending that the object is not actually what it looks like. They have to pretend it is something else.
5. Demonstrate using the first item (e.g. make the stick into a walking stick) and ask the participants what they think you are doing.
6. Once they have guessed correctly, pass the first object to the person standing next to you in the circle.
7. Once they have acted out their own pretend use for the object, and the group have correctly guessed what they were doing, they will then pass the object on to the next person.
8. Encourage the participants to keep the game moving quickly.
9. Continue until people run out of ideas for the first object, and then introduce the second object.
10. Continue playing the game for another 10 minutes, or until everyone has had a least one turn.

Discussion

After the game ask the participants the following reflection questions.

- a. Did you find it difficult or easy to come up with ideas?
- b. What were some of the best or funniest uses of the objects? Why do you think they were good?
- c. Why do you think I wanted everyone to go quickly? Do you think your responses would be different if you had five minutes to come up with something?
- d. Do you think this type of creative thinking is useful for entrepreneurs? Why?

Activity 2

Addressing Challenges in the Community



Facilitator
resource 1

This activity will use brainstorming to identify challenges faced by people in the local community, and then participants will match their own skills and interests to these challenges. They will then develop business ideas that make use of their specific skills and interests. Set up the laptop and projector to show Facilitator Resource 1.

Instructions

1. Introduce the activity: *Now that everyone is warmed up and is ready to think quickly and creatively, we are going to do some brainstorming on the challenges or problems that are faced by people in our community. Just like in the game, the idea is to think of lots of different ideas quickly. No idea is “silly” or “wrong”.*
2. Using the flip chart, work with the participants to create a list of challenges that people in their community face. You can help them get started by giving some examples.
3. Once everyone has shared all the challenges they can think of, tell the group that the process they have been doing is called “brainstorming”. This is a useful skill for entrepreneurs. They can use it to help them come up with ideas for products, or to solve different problems that they encounter when running a business.
4. Inform the participants that having brainstormed on the different challenges in their community, they are now going to look at how their own unique skills and interests might be used to solve these issues.
5. Instruct the participants to get out their notebooks and look again over the skills, interests, and strengths that they compiled in Session 2, during Activity 4, “Who Am I?”.
6. Show Slide 1 from Facilitator Resource 1.
7. Instruct participants to open a new page in their notebook, and to draw 2 columns as shown on the slide. In one column they should write down their own list of skills/interests, and in the other they should write down some of the challenges in their community they feel they might be able to address.
8. They can then draw lines connecting different skills/interests with the challenges, as demonstrated in the example on the slide. They can add new ideas to the lists as they think of them. Give them 15 min to do this.
9. Explain to participants that business opportunities arise when individuals help people in their community to solve their problems, by providing things people buy (products) or things people pay others to do (services).
10. The participants should now brainstorm individually about business ideas that make use of their specific skills and interests to meet the challenges in the community.
11. Ask the participants to get into pairs, and instruct them to share their lists with their partner. They can then help each other to think of business ideas based on their matched lists.
12. Tell participants that they should generate at least one business idea each and write it down in their notebook. If they have more ideas, they should write them all down. Give the participants 15 minutes to complete this task.

Discussion

Ask the participants the following questions to help them reflect on the activity:

- a. Was it easy or hard to identify challenges in your community? Did the others in the group identify challenges that you had not considered before?
- b. Did you have many skills that matched well with the challenges? What could you do if you found that your skills did not match the challenges?
- c. Was it difficult to generate business ideas? Did it help to talk through your ideas with someone?

Activity 3

Risk Taking



Facilitator
resource 2

This activity introduces the idea of risk and explores the importance of risk in relation to entrepreneurship. Set up the laptop and projector to show Facilitator Resource 2 or use printed out copies.

Instructions

1. Introduce the activity: *So far in this session, you have learned skills that can help you generate business ideas. Another important part of designing your own business is to think about risks. Risks are situations where there is a chance that things might go badly. An example of a risk is an entrepreneur spending money on their business when they are not sure they will make this money back in profits.*
2. Tell the participants that you will be reading out a number of risky scenarios faced by entrepreneurs. If they think that the entrepreneur should take the risk, they should put their thumbs up. If they think that the entrepreneur should not take the risk, then they should put their thumbs down.
3. Read out Scenario 1 in Facilitator Resource 2.
4. Give participants a minute or so to decide whether or not they would take the risk.
5. Ask the participants to close their eyes so they will not be influenced by anyone else, and to then put their thumbs up or down.
6. When everyone has made their choice, ask them to open their eyes and see how everyone else has responded.
7. Ask everyone to close their eyes again, and continue to read out the situations until you have read them all.
8. Show the participants the questions on the final slide in Facilitator Resource 2
9. Instruct the participants to think back to the first scenario. Work with the participants to answer the questions in relation to Scenario 1.
10. When you have finished analysing Scenario 1 as a group, ask the participants to shut their eyes again and indicate if they would take the risk.
11. Tell the participants that they will now break into small groups to take a closer look at the other scenarios, and use the questions to analyse the risks in each scenario.
12. Break the participants into four groups and assign each group one of the remaining scenarios (Scenario 1 has already been analysed as a whole group). Give them a printed copy of their scenario and make sure that the question slide remains displayed on the projector. Give the groups 10 minutes to discuss their responses.
13. Bring everyone back together and ask one person from each group to present their responses. Tell the participants that they should present their responses in a neutral way; they are not trying to convince people to take or not take the risk. Instead, their role is to provide information and let everyone make up their own minds.
14. Once a group has provided the analysis of their scenario, ask everyone to close their eyes again and put their thumbs up or down to indicate whether or not they think the entrepreneur should take the risk related to that scenario.

Discussion

Once all the groups have presented the risk analysis of their scenario, ask the participants the following reflection questions:

- a. Did many people change their minds about whether the entrepreneurs should take the risks? If so, why?
- b. When you are facing risks, do you think it is helpful to ask questions like the ones in the presentation? Why/why not?
- c. Do you think an entrepreneur can avoid taking risks completely? Why/why not?

Activity 4

Risk Benefit Analysis



At least two copies of Handout 1 for each participant

This activity will help participants weigh the relative risks against the benefits of starting a new business.

Instructions

1. Introduce the activity: *Now that we have a better understanding of risk-taking in business, we will now think about risk in relation to the business ideas we came up with earlier. This activity will help us weigh the possible risks against the potential benefits of starting these businesses.*
2. Instruct the participants to think about one of the business ideas they came up with in Activity 2 Addressing Challenges in the Community.
3. Ask the participants to brainstorm and to write down in their notebooks all of the possible risks that they might encounter in starting this business, and then all of the possible benefits.
4. Give a copy of Handout 1 to each participant.
5. Ask them to choose the four most likely risks and the four most likely benefits from the lists they have made in their notebooks, and write them in the boxes on the handout, along with a short summary of their idea at the top of the page.
6. Participants should then look at the scale and decide if the risks of starting the business outweigh the benefits.
7. Offer participants additional copies of Handout 1 in case they would like to consider the risks and benefits of a different idea.
8. Inform the participants that between now and the next session they should reflect on the risks and benefits of their business ideas. By the start of the next session, they should have decided on one business idea that they can continue to develop over the rest of the module.



Session 6

Supply and Demand

2
HOURS

Objectives

- Participants will begin creating their business plans.
- Participants will gain an understanding of the concepts of supply and demand in the market.
- Participants will analyse the demand for their business ideas, and identify potential competition.
- Participants will prepare to conduct their own market research relevant to their business ideas.

Materials Needed

- flip chart, markers, pens
- notebooks
- laptop and projector
- copies of Handout 1 for everyone in the group
- printed copies of Facilitator Resource 1 (Note: If there are more than 15 participants in the group, you can make two copies of some of the consumer cards).
- Six branded products (if possible, in their packaging). For example: soap, soft drink, shoes, rice.


Space Needed

Classroom space with an area to move freely

Required Preparation

- Set up the laptop and projector to show Facilitator Resource 2 for activities 3, 4 and 5.
- If there is no projector or laptop available, print out Facilitator Resource 2 ahead of time for participants

In this session participants will begin creating their business plan, which they will continue to develop throughout the remaining sessions in the module. They will also learn about supply and demand in the market, and prepare to conduct market research in their communities.



| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: Business Plan | 25 minutes |
| Activity 2: The Marketplace | 25 minutes |
| Activity 3: Understanding Demand | 25 minutes |
| Activity 4: Understanding Supply | 25 minutes |
| Activity 5: Market Research | 20 minutes |

Introduction to Participants

Welcome to Session 6 in the entrepreneurship pathway! During the last session you thought about how you could create a new business that used your skills to solve challenges in your community. You also learned about risks in business, and weighed up the potential benefits of starting your new business against the risks you might face. Today, you will have the opportunity to continue to develop your business ideas, you will get started on your business plans, and you will learn about supply and demand in the marketplace.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session:

- What were some of the challenges faced by people in your community that you identified during the last session?
- We also spent a lot of time discussing risk during the last session. How do you feel about taking risks as an entrepreneur? What are some of the questions that you can ask yourself when faced with risks?

Activity 1

Business Plan

A copy of Handout 1
for everyone in the
group

25
MIN



This activity introduces participants to writing a business plan. It is a continuation of the final activity of Session 5, where participants were required to decide on a business idea after weighing the risks against the potential benefits. Participants will continue to build on this business plan throughout this session and the rest of the module. They are always free to go back and change any parts of their plan at a later time.

Instructions

1. Introduce the activity: *During the last session you completed an activity that helped you to think about whether the risks of starting a new business outweighed the benefits. I asked you to decide on a business idea that you think is worth the risk. I hope you all have made your decision, because today we will start to develop this idea into a business plan. In this first activity we will complete the first two sections of the business plan. Throughout this session and during the rest of the module, we will complete the other sections in the plan.*
2. Give a copy of Handout 1 to all participants.
3. Instruct them that they will now only complete the first two sections of the plan: the “business overview” and the section on “risk management”.
4. Tell the participants that the business plan is a working document, so they should feel free to go back and adapt at any time.
5. Read out each question in the first two sections of the plan to the participants and provide examples to demonstrate possible responses.
6. Give the participants 20 minutes to complete the questions, and walk around the room to provide assistance as required.
7. When the 20 minutes are over, tell participants to set their business plans aside and inform them that they will be returning to them later in the session.

Activity 2

The Marketplace



Printed copies of
Facilitator Resource 1
(Note: If there are more
than 15 participants in
the group, you can make
two copies of some of the
consumer cards)

This activity introduces participants to the idea of a marketplace, and encourages them to start thinking about how certain products and services are targeted towards different consumers. This will prepare them for the subsequent activities that focus on supply and demand.

Instructions

1. Introduce the activity: *Now that we have made a start on our own business plans, this next game will get us thinking about buying and selling in the marketplace. When we talk about marketplaces, we might mean an actual market, but a “marketplace” can also be anywhere where there are people who buy (they are called consumers) and people who sell (they are called suppliers).*
2. Using Facilitator Resource 1, give half of the participants each a consumer card and half of them a product/service card each. If there are more than 15 participants, you can use some of the consumer cards twice.
3. Tell the participants with the consumer cards that they will have to act and think like the consumer on their card. For example, a woman with a young child, or an 11-year-old schoolboy. During the game, the consumers will hear about lots of different products and services, and at the end of the game they will be asked to choose three that they want to buy. They must remember to choose what they think the consumer on their card would want.
4. Tell the participants with product and service cards that are going to try to sell that product or service to the consumers. They need to think about which consumers are most likely to buy their product, and they will have to try to convince them to buy their products. The suppliers of products and services should first ask the consumers

to identify themselves, and then decide if this consumer is likely to buy from them.

5. Instruct everyone in the group that will have 10 minutes to move around the space, and when you say “go”, participants with a product/service need to start approaching the consumers.
6. After 10 minutes, bring the group back together.
7. Ask each consumer which 3 products they would buy. Note the products on the flip chart so everyone can see which products were the most popular.

Discussion

When you have finished the game, ask everyone to reflect on how it went. Ask them the following questions:

- a. Which products or services were the easiest to sell to the consumers? Why do you think they were more popular than others?
- b. How did it feel to be a consumer with all the suppliers trying to sell to you at the same time?
- c. How did it feel to be a supplier, having to compete with all the other suppliers?
- d. Was it difficult for the suppliers to decide which consumers they should try to sell to?
- e. Were there some consumers that everyone tried to sell to? Were there other consumers that the suppliers were less interested in?

Activity 3

Understanding Demand



Facilitator Resource 2
Six branded products
(if possible, in their packaging, for example: soap, soft drink, shoes, rice),

This activity requires participants to think more deeply about why consumers purchase particular products and services. They will initially consider this in the context of existing products, before thinking about their own business ideas. They will then complete the next stage of their business plan. Set up the laptop and projector to show Facilitator Resource 2 (or print it out if a projector is not available). Place each product at different points around the room.

Instructions

1. Introduce the activity: *The last activity helped you think about how marketplaces work, with consumers buying and suppliers selling. In this activity we are going to specifically focus on consumers: What do they want and how, where, when and why do they want it? This is known as consumer "demand".*
2. Show the participants Slide 1 in Facilitator Resource 2. Using an example product (not one of the products used in the activity), answer the questions on the slide.
3. Tell the participants that they will now answer these questions about different products that they are familiar with.
4. Instruct the participants to move around the space.
5. When you call out "Stop!", they need to quickly go sit beside one of the products. There should be an even distribution of participants at each product, so if you have six products and 20 participants, there should be three or four participants at each product.
6. Give the small groups five minutes to answer the questions about their product.
7. Repeat steps 4 to 6 three times, so that each participant is involved in the analysis of demand for three different products.
8. Bring the group back together and ask the following questions:
 - a. Why do you think it is important for a supplier to understand the demand for a particular product or service?
 - b. What business decisions do you think can be made based on your knowledge of your consumers? (Example responses: what to sell, where to sell it, how much to charge, where to advertise).
9. Ask participants to work individually to complete the "Demand" section of their business plans. As they may not yet know all the information that they require about their potential customers, they should just complete the responses to the best of their ability. Later in the session they will be able to plan a market research to fill in any information gaps.

Activity 4

Understanding Supply



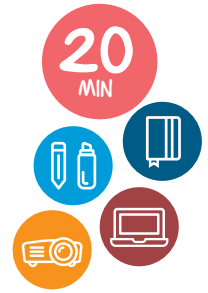
Facilitator Resource 2
and the products used in
the previous activity

This activity requires participants to think about market supply. After performing a supply analysis of an existing product in a small group, participants will then analyse the competition in relation to their own business idea. Set up the laptop and projector to show Facilitator Resource 2 or have printed out versions.

Instructions

1. Introduce the activity: *Now that you have looked at the demand for different products, we will next look at the supply. It is important to not only consider what it is that consumers want or need, we also need to think about who else is trying to fill the same gap in the market.*
2. Show Slide 2 in Facilitator Resource 2. Again, use an example product (not one of the products being used for the activity) to provide example responses to the questions on the slide.
3. Break participants into evenly sized groups and assign each group one product to analyse.
4. Tell the participants that they have 10 minutes to work in their groups to answer the questions on the supply of their assigned product. They should then select a speaker to present their analysis to the rest of the group.
5. After all the groups have presented their analysis, ask them the following questions:
 - a. How important is it for entrepreneurs to think about the competition for their product or service?
 - b. Do you think that this is something an entrepreneur should do only once, when they are starting their business? Or should it be something they do on a regular basis?
6. Working individually, instruct the participants to complete the “Supply” section of their business plan. Again, they may feel that they do not yet know all the information that they require about the market supply and competition.
7. Remind them to just complete the responses to the best of their ability, and the next activity will give them the opportunity to plan a market research to fill in any information gaps.

Market Research



This activity will prepare participants to visit the marketplace to perform market research for their products/services. They may choose to conduct their research at the actual market, the supermarket, the local shopping strip, or anywhere where they could potentially sell their product or where competing products/services are currently sold. Set up the laptop and projector to show Facilitator Resource 2 or have printed out versions.

Instructions

1. Introduce the activity: *Now that we have learned more about supply and demand, in today's final activity we are going to prepare for research to fill in any information gaps we might have regarding the supply and demand of our product. This type of research is called "market research".*
2. Ask the participants if they still have information gaps around the supply and demand for their products. Explain that getting out and conducting some market research can be a great way to fill those information gaps, and it is an important part of starting a business. Even if they feel that they know the market well, it can nonetheless be useful to go out and confirm that what they believe is correct.
3. Show participants Slide 3 in Facilitator Resource 2. Explain that this type of market research involves talking directly with people, as well as watching and observing what is going on.
4. Give participants 5 minutes to write down potential market research questions in their notebooks.
5. Ask participants to think about where they might conduct this research. They can think about where similar products are sold, or places where they could find and speak to potential consumers.
6. Divide the group into pairs, and tell the group to discuss their plan with their partner. Encourage them to provide each other with constructive feedback, to help improve their plans. During this time, you should walk around the group and check each participant's plan. Allow 10 minutes for this task.
7. Bring the group back together and answer any questions they may have about conducting market research.
8. Inform them that during the next session they will be further building on this research and continuing to develop their business plan. Once again remind them that they can always go back to their business plans and make changes based on new information that they have uncovered. For example, they may choose to change the name of their business if they discover that it is too similar to a competitor's name.




Marketing

| | |
|-----------------------------|--|
| Objectives | <ul style="list-style-type: none"> Participants will map where in their local communities their consumers and competitors are located, and determine the best location for their small businesses. Participants will understand and practice persuasive advertising techniques. Participants will gain an awareness of the different low-cost methods of advertising products and services in their local communities. Participants will develop an advertising plan for their own small businesses. |
| Materials Needed | <ul style="list-style-type: none"> flip chart, markers, pens, blank paper laptop and projector participants should bring their business plan from last session a bucket ten examples of local product advertisements (e.g. printed in newspapers or magazines, television commercials, photographs of billboards, ads on Facebook, etc.) |
| Space Needed | Classroom space with an area to move freely |
| Required Preparation | <ul style="list-style-type: none"> Set up the laptop and projector for Activities 1 and 2, or print out the resource ahead of time if a laptop and projector are not available. Participants should have their business plans for the last activity of this session |



This session is focussed on marketing. Participants will have the chance to debrief after their market research, and then they will use the information they gathered to determine the best place to locate their own small businesses. Participants will also learn about persuasive advertising techniques, and develop advertising plans for their businesses.



| Activity | Time |
|--|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: Market Research Debrief and Community Map | 25 minutes |
| Activity 2: Advertising | 20 minutes |
| Activity 3: Make a Commercial | 25 minutes |
| Activity 4: Marketing in Your Local Community | 30 minutes |

Introduction to Participants

Welcome to Session 7 on the entrepreneurship pathway! You have already learned so much about becoming an entrepreneur: how to come up with product ideas, evaluate risk, find out what consumers want, and analyse the competition. Today's session will be focussed on marketing: how to get people to buy your products. We will first debrief after your market research, and think about where in your community you could sell your products. We will then learn about the specific techniques that are used in advertising to convince people to buy things. Finally, you will get the opportunity to work on your own advertising plan for your business idea.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous sessions:

- Why is it important for entrepreneurs to understand the demand for a product or service before they enter the market?
- Why is it important to know your competition?

Activity 1

Market Research Debrief and Community Map



Business plans
from the last
session, Facilitator
Resource 1

The participants will discuss the findings from their market research. They will then use information they learned about the location of their consumers and their competition to decide where to locate their business.

Instructions

1. Introduce the activity: *During the last session, you prepared to undertake market research to better understand the consumer demand and the competition for your product or service. I hope that everyone has had the opportunity to carry out this research. In this activity, you are going to discuss what you found out, and then use the information to determine the best place to sell your product or service.*
2. Read out the questions on slide 1 of Facilitator Resource 1.
3. Divide the participants into pairs and give them 5 minutes to discuss their responses with their partner.
4. Bring the group back together and ask if anyone would like to share some of the new information they learned from their research. Ask if anything that they found out has led them to make changes to their product or service.
5. Inform the participants that they will now draw a map of their community to help them determine the best place to sell their product.
6. Display Slide 2 in Facilitator Resource 1. If a projector is unavailable, then provide printed copies of the slide to the participants.
7. Explain to the participants that this is an example of a community map. It does not have a large amount of detail; it simply shows the key places in the community.
8. Show Slide 3 in Facilitator Resource 1. Inform the participants that this version of the community map demonstrates where the potential consumers of the product spend most of their time, and where the competition is sold.
9. Show Slide 4 in Facilitator Resource 1. Tell the participants that by mapping the information about consumers and competition, it was clear that there was a good opportunity to sell the product in a location much closer to the consumers than any of the competition. Explain to the participants that this will not always be the case and, depending on the product, it can sometimes be better to sell near to the competition, as this will be the location that consumers specifically visit to buy those kinds of products.
10. Instruct the participants that they now have 10 minutes to draw their own community maps. Give each participant a blank piece of paper and coloured markers. They should use the information they obtained from their market research to indicate where their consumers and their competition are located, and then decide where they would like to sell their product or service. Depending on the specifics of their small business, there may be more than one location where they could plan to sell.
11. When the 10 minutes are finished, ask the participants to each complete the “Location” section of their business plans.

Activity 2

Advertising



20
MIN



The participants will reflect on how influential advertising can be, and will learn about some of the persuasive techniques used by advertisers.

Facilitator Resource 2, copies of Handout 1 for all participants.

Ten examples of local product advertisements (e.g. printed in newspapers or magazines, television commercials, photographs of billboards, ads on Facebook, etc.)

Instructions

1. Introduce the activity: *As we just explored in the last activity, picking the location where you sell your product or service is an important decision. Another important decision you need to make is how to advertise your business. Before we look at our own business ideas, we will first think about what successful advertising looks like.* Ask the participants the following questions:
 - a. Where do you see advertising?
 - b. Which specific advertisements do you remember?
 - c. Why do you think you remember some advertisements more than others?
 - d. Do you think that these advertisements have an impact on your personal interests?
2. Explain to the participants that advertisers use several techniques to persuade consumers (their audience) to buy their product or service. This usually happens without their audience realising what is happening.
3. Show Slide 1 from Facilitator Resource 2 and give each participant a copy of Handout 1. Read out each of the persuasive techniques listed on Slide 1 and in Handout 1
4. Instruct the participants that you are going to show them a number of advertisements. They then have to decide which persuasive technique is being used in the advertisement. Inform them that for some of the advertisements, it is possible that more than one technique is being used.
5. Show the participants each of the ten advertisements that you brought for the session.
6. After each advertisement, ask the participants which technique they think is being used. Allow the other participants to disagree and debate the responses.
7. After all the advertisements have been shown, ask the participants the following questions.
 - a. How do you feel about people using persuasive techniques to sell you products?
 - b. Do you think that certain persuasive techniques are best suited for advertising specific products? What are some examples?
 - c. Does knowing more information about the intended consumers make it easier to target them with advertising?

Activity 3

Make a Commercial

25
MIN

Copies of Handout 1
(Note: Participants
should have already
received a copy of
Handout 1 during the
previous activity), a
bucket.

This activity is a fun and engaging way for participants to practice using persuasive techniques when creating advertisements.

Instructions

1. Introduce the activity: *Now that you have seen some of these persuasive techniques being used in advertising, you will have an opportunity to practice using them to create your own television commercials. The only thing is... you will all be advertising the same product: buckets!*
2. Divide the participants into eight groups, and assign each group a persuasive advertising technique listed on Handout 1.
3. Inform the participants that they have 15 minutes to prepare a television commercial to sell a bucket using their persuasive technique. The commercials can be a maximum of two minutes long.
4. After 15 minutes, bring everyone back together and have each group present their bucket commercial.
5. When all of the groups have presented their commercial, ask the participants the following questions.
 - a. Did you enjoy that activity? Why/why not?
 - b. Was it difficult to use the persuasive technique you were assigned to sell a bucket?
 - c. Which advertisement do you think was the most persuasive? Why?



Activity 4

Marketing in Your Local Community



Participants should also have their business plans.

This activity is a fun and engaging way for participants to practice using persuasive techniques when creating advertisements.

Instructions

1. Introduce the activity: *Entrepreneurs starting their first small business don't usually have the budget for making television commercials! So, in this activity we are going to think about the kinds of smaller scale advertising that take place in our local community. After thinking about how other local businesses advertise, you will have the opportunity to make your own advertising plan for your small business.*
2. Divide the participants into groups of four to five members.
3. Ask the participants to work in their groups to brainstorm about the different methods of advertising used in the local community. Inform them that they should think of as many different advertising methods as possible in five minutes.
4. Then give them another five minutes to discuss the benefits and costs of each method.
5. Bring everyone back together and ask the groups to share the different methods of advertising that they thought of during their brainstorm. Write their responses on a flip chart.
6. Ask the participants to also explain where these different types of advertisements are usually located in their community.
7. Ask participants to think about their own product or service. What type of advertising might work well for their business? Where should they advertise?
8. Inform the participants that they can now complete the "Advertising" section of their business plans. Give them ten minutes to complete this task, and tell them that they can continue to work on it at home if they need more time.

Session 8

Profits and Prices

2 HOURS
10 MIN

Objectives

- Participants will learn about one-time and recurring business expenses.
- Participants will practice calculating business expenses.
- Participants will learn how to determine whether a business is making a profit or a loss.
- Participants will learn how to recognise the factors that influence pricing (profit, consumers, competition).
- Participants will set prices for their own products and services.

Materials Needed

- flip chart, markers, pens
- laptop and projector
- printed copies of Facilitator Resources 1 and 3
- Cardboard the size of a piece of paper
- Glue
- Participants also need to have their business plans.

Space Needed

Classroom area with space to move freely

Required Preparation

- For Activity 1: Print off Facilitator Resource 1. If you can, replace the list of professions with ones that are more familiar to participants. Stick the “One-time expense” and “Recurring expense” sheets to either side of a piece of cardboard. Fold or scrunch up the pages that have professions printed on them and put them in a pile.
- For Activity 2: Set up the laptop and projector to show Facilitator Resource 2.

This session teaches participants about the financial aspects of running a small business. Participants will be introduced to different types of expenses, and will have to calculate the expenses for their own small businesses. They will then learn about profits and losses, before thinking about the factors that influence pricing. Finally, they will set the prices for their own products and services.



| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: Types of Expenses | 15 minutes |
| Activity 2: Business Expenses Case Studies | 20 minutes |
| Activity 3: Profit or Loss? | 40 minutes |
| Activity 4: Setting Prices | 35 minutes |

Introduction to Participants

Welcome to Session 8 on the entrepreneurship pathway! During the last session you learned about marketing your products, including the best place to sell your product or service, and how to advertise. Today's session will be focussed on how to know if your business is making money. We will first learn about different types of business expenses, and then look at some case studies and calculate the expenses of small businesses. You will then learn about making a profit with your business, and have the opportunity to set the prices for your own products or services.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous sessions:

- What are some techniques that advertisers use to try to convince people to buy their products or services?
- What are some ways that you can advertise in your local community?

Activity 1

Types of Expenses

25
MIN

This first activity will energise participants and introduce them to the concepts of one-time and recurring expenses. Print copies of Facilitator Resource 1. If you can, replace the list of professions with ones that are more familiar to participants. Glue the “One-time expense” and “Recurring expense” sheets to either side of a piece of cardboard. Fold or scrunch up the pages that have professions printed on them and put them in a pile.

Instructions

1. Introduce the activity: *In today's first activity, we are going to play a game that will help us learn about different types of expenses. The two types of expenses we will be focussed on are one-time and recurring expenses. When an entrepreneur starts a business, they will have one-time expenses. For a tailor, this would be buying a sewing machine. But entrepreneurs also have recurring expenses that they must keep paying over and over again. For the tailor, this would be buying materials and thread.*
2. Divide the participants into two teams, and have each team stand in a line, with the first person at the front of the class.
3. Tell the participants that in this game they have to think of either a one-time or recurring expense that an entrepreneur might have, depending on their profession. One player from each team will have to think at the same time, and the participant that gives a correct answer first earns a point for his team. Once everyone has had a turn, the team with the most points wins the game.
4. Flip the cardboard with “one-time expense” and “recurring expense” on either side into the air, like a coin, so that it lands on one side. Choose a piece of paper with a profession printed on it and read it out. For example, the cardboard might land on “one-time expense” and the profession might be “butcher”.
5. The first participant that correctly names an expense wins a point for their team (for example, a knife). If someone says an incorrect response (for example “a cow” for a one-time expense of a butcher), then the player from the other team can have a turn to give a correct response.
6. Record the scores on a piece of flip chart, and then ask the next two players from each team to come forward.
7. Play the game until everyone has a turn. You can repeat the professions if required, however participants cannot say the same expense twice.



Activity 2

Business Expense Case Studies



Set up the laptop and projector to show Facilitator Resource 2.

Facilitator Resource 2
The participants need to have their business plans.

Instructions

1. Introduce the activity: *Now that we have thought of many examples of one-time and recurring expenses that small businesses might have, in our next activity we will learn how to calculate a business's total expenses. This will help you know how much money you will need to get your own business started!*
2. Read out the first case study, on Slide 1 of Facilitator Resource 2, and ask the participants the following questions. If needed, you can use the flip chart to demonstrate the calculations.
 - a. What were the one-time expenses?
 - b. What were the recurring expenses?
 - c. How much money does Sadi need to start her business, if she needs to pay her aunt two weeks rent in advance?
3. Read out the second case study, on Slide 2 of Facilitator Resource 2 and ask the participants the following questions. If needed, you can use the flip chart to demonstrate the calculations.
 - a. What were the one-time expenses?
 - b. What were the recurring expenses?
 - c. What are Neema's total expenses if she produces 30 cakes? 50 cakes?
4. Read out the third case study on Slide 3 of Facilitator Resource 2 and ask the participants the following questions.
 - a. Does Lakshmi have any one-time expenses?
 - b. Lakshmi wants to have a trial to see if her business is successful. She decides to make 20 sarongs and to then spend one week at the market trying to sell them. How much money does she need to spend to do this?
5. Tell the participants that after thinking about the types of expenses in the case studies, they can now think about their own business. What type of one-time and recurring expenses will they have? Can they work out how much money they need to get their businesses started?
6. Tell participants to complete the "Expenses" section in their business plan. If they do not know the exact costs, they can put in approximate values for now, and check these after the session.

Activity 3

Profit or Loss?



Printed copies of
Facilitator Resource 2

This activity will help participants to understand the difference between making a profit or experiencing a loss when running a small business.

Instructions

1. Introduce the activity: *Now that we have an idea of the expenses of starting these small businesses, we can determine how much money needs to come back into the businesses in order to make a profit. To make a profit, the money coming into a business (called the income) needs to be more than the money going out of business (the expenses). If the business spends more on expenses than it makes in income, then the business is making a loss (or losing money!).*
2. Inform the participants that they will now be given different scenarios relating to the small businesses from the previous activity. In some of the scenarios the business will be making a profit, but in others the businesses will be making a loss.
3. Break the participants into six groups and give each group a scenario (from Facilitator Resource 2).
4. Tell the groups that they have two tasks to do. First they need to calculate whether the business is making a profit or a loss. And second, they need to make up a skit outlining what they think the business owner should do after discovering that they are making a profit or a loss. The skits should be under three minutes.
5. Give the groups 20 minutes to make their calculations and prepare their skits. Walk around the room and provide support as needed.
6. When the time is up, have each group present their skit.

Discussion

After all the groups have presented their skits, ask the group the following reflection questions:

- What did you think about the other groups' skits? Would you have made the same choices about what the small business owners should do next?
- What are some ways a business can try to increase their profits? (Example answers include: reduce expenses, increase their prices, try to increase their sales).
- How long do you think you would continue running a business that isn't making any money?



Activity 4

Setting Prices



Participants should also have their business plans.

This activity will help participants understand how to set the right prices for different products and services, taking multiple factors into consideration.

Instructions

1. Introduce the activity: *In the last activity, we learned about the importance of making a profit with your businesses. An important part of making a profit is setting the right price for your product or service. In this activity, we are going to learn about all of the factors that should be considered when setting the price for your product or service.*
2. Break the participants into pairs, and ask them to spend a few minutes discussing the following question with their partner:
 - a. If a business wants to make a large profit, why don't they just charge a lot of money for their product or service?
3. Bring the participants back together after a couple of minutes, and ask them to share what they discussed.
4. Inform the participants that there are 3 questions they should ask themselves when setting prices (Write each of these questions on a flip chart)
 - a. Will I make a profit?
 - b. How much can my customers afford to spend?
 - c. What do my competitors charge for similar products and services?
5. Tell the participants to think about their own business ideas. Ask them the following questions:
 - a. If you don't have enough information about your expenses, customers or competition to answer these questions, what can you do? (Answer: market research)
 - b. When first starting a business your expenses can sometimes be quite high, so your prices might need to be higher than your competitors to pay for these expenses. Is it sometimes ok to have higher prices than your competitors? How can you make sure that people will still buy from you, even if your prices are higher? (Possible answers include: providing better quality than competitors, in a more convenient location, or offering another unique selling point).
6. Instruct the participants that they should now work individually to complete the "Price" and "Profit" sections of their business plans. Give them 15 minutes to complete this task.
7. When they have finished, ask them to get back into their pairs and share their prices with their partner. They should give each other feedback on whether they have set a fair price.

Discussion

Bring the group back together and ask the following reflection questions

- Was it difficult to set a price for your product or service? Why/why not?
- Does it help to discuss your pricing with someone else?
- Do you think an entrepreneur should change their prices once their business has started making a profit? If yes, how often can they do this?

Session 9

Funding your Business

2 HOURS
20 MIN

Objectives

- Participants will understand the difference between financing businesses through savings, grants, loans and investments.
- Participants will identify local sources of business funding, and become aware of their respective advantages and disadvantages.
- Participants will recognise the qualities that funding providers look for in entrepreneurs.
- Participants will practice writing and delivering a pitch for their own business idea.

Materials Needed

- flip chart, markers, pens, paper
- cones for marking out playing area
- laptop and projector
- tape
- printed copies of Handout 1 for all participants
- print outs of Facilitator Resource 1 and 2


Space Needed

Classroom area with space to move freely

Required Preparation

- For Activity 1: Mark out a large square area using four cones as the corners. Write a label for each cone: "Savings", "Grant", "Loan" and "Investment"
- For Activity 3: Set up the laptop and projector to show Facilitator Resource 3.
- For the Optional Activity: Contact your local bank and ask a loan officer to come and speak to the participants about the application requirements for small business loans.

In this session, participants will learn about different funding providers. The first activity will focus on differentiating between different financing options. Participants will explore different sources of funding in their local communities, and go on to analyse their advantages and disadvantages. They will then write and practice their business pitches, which they will present to the entire group during the next session. There is also an optional activity, which involves inviting a loan officer from a local bank to speak to the participants about accessing small business loans.



| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: Savings, Grants, Loans and Investments | 15 minutes |
| Activity 2: Finding Funding | 45 minutes |
| Activity 3: Appealing to Funding Providers | 30 minutes |
| Activity 4: Preparing your Pitch | 30 minutes |
| Optional Activity: Visit from a Bank Loan Officer | 20 minutes |

Introduction to Participants

Welcome to Session 9 on the entrepreneurship pathway! During the last session you learned about business expenses, and how to price your products to ensure profits. In this session we will look at how to obtain the funding you need to get your businesses started. First, we will learn about the different ways entrepreneurs can fund their businesses. Second, we will explore the advantages and disadvantages of sourcing funds through different providers. Third, we will think about what characteristics these funding providers want to see in the people they give money to. And finally, we will have some time to prepare our business pitches.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous sessions:

- What is the difference between one-off and recurring expenses? Can you give me an example of each?
- If a small business is running at a loss, what can they try to do to increase their

profits? (Potential answers include: reduce expenses, increase their prices, try to increase their sales).

- What are the three main factors you should consider when setting prices for your product or service? (Potential answers include: profits, what consumers can afford, competing prices).

Activity 1



Printed copies
of Facilitator
Resource 1

Savings, Grants, Loans and Investments

This is an energiser activity that will also teach participants about the different ways of financing small businesses. Mark out a large square area using four cones as the corners. Label each cone: “Savings”, “Grant”, “Loan” and “Investment”.

Instructions

1. Introduce the game: *This first activity will get us energised, while also helping us learn about the different ways to get money, or finance, in order to start a business.*
2. Provide the participants with the definitions of the different financing options they will be learning about below. Read out the following, or write on a piece of flip chart paper:
 - a. Savings - when an entrepreneur uses their own money
 - b. Grants - when an entrepreneur is given money by an organisation which they do not have to pay back
 - c. Loans - when an entrepreneur borrows money which they must pay back, usually with interest (extra money on top of the amount that they borrowed)
 - d. Investment- when someone invests money in a business. If the business makes money, they get a share of the profits. But if the business loses money, then they get nothing.
3. Inform the participants that each of the cones represents a different way of financing small businesses.
4. Tell the participants that you are going to read out several short stories about entrepreneurs (located in Facilitator Resource 1), and they must decide what type of financing the entrepreneur is using for their business and run to the corresponding cone. Before getting started, confirm with the participants that everyone understands the definitions of “savings”, “grants”, “loans” and “investment”.
5. Read out the first story. When the participants have gathered at the cones, tell them the correct answer. Everyone who was standing in the correct corner can stay in the game. All the other participants are ‘out’, but can sit and watch the rest of the game.
6. Continue reading out the short stories until there is only one player left in the game, or there are no more stories left.

Discussion

After the game, bring everyone back together and ask the following discussion questions:

- Do you think some of these financing options are better than others? Which ones are better? Why?
- What do you think might happen if an entrepreneur takes out a loan to start a business, but the business does not make any money?



Finding Funding

In this activity participants learn about the advantages and disadvantages of different sources of funding.

Instructions

1. Introduce the activity: *Now you are all energised, and have learned about the different ways of financing small businesses. In this next activity, we will continue to look at financing, by exploring where entrepreneurs can obtain financing to start their businesses.*
2. Ask the participants to brainstorm about the different sources of funding to support a small business. Do this in plenary, and write the responses on a flip chart. The sources of funding may include the following;
 - a. Self
 - b. Banks
 - c. Cooperatives
 - d. Friends/family
 - e. NGOs
 - f. Microfinance institutions
 - g. Loan sharks
3. When the brainstorming is finished, ask the participants which of the fundraising sources would they most likely use. Hold a vote to determine the five most likely sources.
4. Split the participants into five evenly numbered groups, and assign each group one of the five most likely funding sources. For example, one group has “banks”, while another could have “friends/family”.
5. Tell the participants that in their groups their first task is to list the advantages and the disadvantages of their funding source. For example, one advantage of banks is that they have large amounts of money, but a disadvantage is that banks may have high interest rates and it is difficult to be approved for a loan. Give the groups five minutes for this task.
6. Inform the groups that they will present the advantages and disadvantages of their funding source, and that they can choose how to do this. They may wish to perform a role-play, read out a story, or give a presentation. Their performance should be under 5 minutes long and they have 10 minutes to prepare.
7. After each group has performed, ask the participants the following questions:
 - a. Can you think of any other advantages or disadvantages of using this type of funding for a business?
 - b. Has anyone changed their mind about seeking this type of funding for their business after hearing the advantages and disadvantages?

Activity 3

Appealing to Funding Providers



Print out of
Facilitator
Resource 2

This activity requires participants to draw a self-portrait, and explore the qualities that funding providers look for in entrepreneurs. Set up the laptop and projector to show Facilitator Resource 3.

Instructions

1. Introduce the activity: *Now that you know more about the different ways to source funding for your small business, in this activity we will think about what qualities funding providers look for in entrepreneurs.*
2. Read out the two case studies from Facilitator Resource 2. The case studies tell the stories of girls trying to source money to start their small businesses.
3. Show Slide 1 from Facilitator Resource 3, and ask the participants to raise their hands to show which entrepreneur they think will receive the grant.
4. Split the participants into pairs to discuss what qualities they believe funding providers look for in entrepreneurs.
5. Move to Slide 2 in Facilitator Resource 3, and hand out flip chart paper and markers to the participants.
6. Explain to the participants that they are now going to work individually to draw a self-portrait. This portrait should reflect themselves as they would like to be seen by a person who might invest in their business, or loan/grant them funding. In addition to drawing, they can also write down on the portrait the qualities they want to be viewed as having. Give the participants 15 minutes to complete their self-portraits.
7. Instruct the participants to stick their portraits on the wall. Then give them 5 minutes to walk around the room looking at everyone else's portraits.

Discussion

After the participants have looked at each other's portraits, bring everyone back together and ask them the following questions:

- Is it hard or easy to know what funding providers are looking for in entrepreneurs?
- Do you think it is more difficult for young women to source funding to start small businesses compared to other people? If so, why?



Activity 4

Preparing Your Pitch



Printed copies of
Handout 1 for all
participants

In this activity, participants will start to prepare their business pitches.

Instructions

1. Introduce the activity: *Now that you have learned about different funding sources for small businesses, and thought about how you would like to be seen by potential funders, in this next activity you will prepare a pitch for your own business. A pitch is a short, pre-prepared speech that explains your business idea: what it is and why it will work. You will begin working on your pitch today. During the next session, you will deliver your pitch in front of the whole group.*
2. Give each participant a copy of Handout 1.
3. Inform the participants that they have 15 minutes to prepare their pitch.
4. Divide the participants into pairs, and tell them to take turns delivering their pitches. Each participant has five minutes to give their pitch and receive feedback from their partner before they swap roles.
5. Inform the participants that they should continue practicing their pitch at home, and remind them that they will present their pitches to the group during the next session.

Optional Activity: Visit from Loan Officer

If your local bank has agreed to send a loan officer to join this session, ask the loan officer to explain the application requirements

for small business loans to the participants. Ensure that there is enough time for the participants to ask questions.

Session 10

Business Pitch

2
HOURS

Objectives

- Participants will review the content covered throughout the entrepreneurship pathway.
- Participants will practice delivering their business pitches in front of an audience.
- Participants will learn how to perform a SWOT analysis, and will complete a SWOT analysis of their own business idea.

Materials Needed

- Flip chart, markers, pens
- business plans from previous sessions

Space Needed

Classroom area with space to move freely

Required Preparation

- If you feel that it is appropriate, ask guests to attend part of the session to watch the business pitches. You could invite business owners or staff from the local bank.
- Make sure you remind participants to bring their business pitches from the last session.

The final session in the entrepreneurship pathway is an opportunity for participants to bring together the skills they have learned and the knowledge they have gained throughout the programme. Targeted review questions will help them to reflect on the content of previous sessions. They will then have the opportunity to deliver their business pitches in front of an audience. Where possible, and if you feel it is appropriate, you can invite guests from the community to watch the pitches and provide feedback. In this session participants will also finalise their business plans, which involves performing an analysis of the business's strengths, weaknesses, opportunities and threats. Finally, the session will end with a fun and interactive game that highlights the strong relationships that have been built throughout the programme.

| Activity | Time |
|---------------------------------------|------------|
| Review of Previous Session | 15 minutes |
| Activity 1: Group Storytelling | 10 minutes |
| Activity 2: Making the Pitch | 45 minutes |
| Activity 3: SWOT Analysis | 35 minutes |
| Activity 4: Human Knot | 15 minutes |

Introduction to Participants

Welcome to Session 10 – the last on the entrepreneurship pathway! At the next session we will re-join the group that followed the employability pathway. So, in this session, we will bring together all of the different things we have learned about becoming entrepreneurs during the last five sessions.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous sessions on entrepreneurship.

- The first session on the entrepreneurship pathway was about coming up with a business idea and taking risks.
 - Why is creative thinking useful for entrepreneurs?
 - Do entrepreneurs have to take more risks than people who are employed? If so, why?
- Session 6 focused on supply and demand in the market.
 - Why is it important for entrepreneurs to know a lot about competitors that are selling similar products or services?
 - Should entrepreneurs try to find out information about their potential customers before they start their business? If so, why?
- In Session 7, you learned about marketing your small business.
 - What are some techniques used by advertisers to convince people to buy their products or services?
 - What are some of the ways that you can advertise in your local community?
- We looked at profits and prices during Session 8.
 - We learned about one-time and recurring expenses. If a small business has to pay rent every month, is this a one-time or recurring expense?
 - If a business wants to make a large profit, why don't they simply increase their prices?
- And in the last session, you learned how to find funding to start your small business.
 - What is the difference between being loaned money and having someone invest in your business?
 - Who can tell me three sources that provide funding to entrepreneurs to start their businesses?

Activity 1

Group Storytelling

10
MIN

This group storytelling activity will energise the participants and give them the opportunity to practice speaking in front of the group. This will prepare them for the activity later in the session when they will be delivering their pitches.

Instructions

1. Introduce the activity: *This first activity is a fun way to get us ready to deliver our business pitches. We will be telling a story as a group. Each person will say a few lines before the next person takes over telling the story. The aim is to tell a story that is not only creative, but also makes sense. So in this game there are no "wrong" or "bad" ideas; you just need to have a go, and try to keep the story moving as fast as possible. Make sure you listen carefully to what everyone else says... you might have to be the next storyteller!*
2. Stand in the middle of the space and ask the participants to stand in a circle around you.
3. Ask the participants to suggest ideas for the setting for the story.
4. Once there is agreement on the setting, point to the first participant and ask her to start the story.
5. When she has spoken for 10-15 seconds, point to the next person, and ask them to continue the same story.
6. Continue moving the story along, pointing to different participants. Make sure that every participant has at least one turn.
7. The story will probably come to a natural ending. If it doesn't, you can provide an ending.
8. If the first story was short, ask participants to suggest a setting for a second story, and repeat the activity.

Discussion

Ask the participants to reflect on the activity by asking them the following questions:

- Did you find it difficult to add to the story?
- Were you prepared to speak when it was your turn?
- What strategies did you use to help you to tell your part of the story?

Activity 2

Making the Pitch

45
MIN

All of the participants have the opportunity to deliver their business pitch in front of an audience. This will help them to gain confidence in speaking about their business.

Instructions

1. Introduce the activity: *During the last session you had the opportunity to prepare your pitch. Today, you will get to deliver your pitch to the rest of the group (and to any additional people who may also be present). This is a good opportunity to practice your pitch in front of an audience of new people. It doesn't need to be perfect today. After each pitch, the audience will be asked what they liked about your pitch, and to suggest ways that it could be improved.*
2. Remind the participants that their pitches should be less than two minutes long.
3. Invite each participant to deliver their pitch. Encourage the audience to ask questions if they want to know more about the business being pitched.
4. After each participant has finished their pitch and answered any questions, invite the audience to provide feedback on the pitch by asking:
 - a. What did you like about that pitch?
 - b. Can you think of any suggestions to improve the pitch?

Discussion

After the pitches have been delivered and all feedback has been given, ask the following reflection questions:

- Did you enjoy delivering your business pitch?
- Was it difficult to speak about your business in front of so many people?
- Did anyone use the same strategies as in the last activity to help them to speak confidently? Did you use any other strategies?

Activity 3

SWOT Analysis



Business plans
from previous
sessions

In this activity participants will complete the final part of their business plans: conducting an analysis of their business's strengths, weaknesses, opportunities, and threats.

Instructions

1. Introduce the activity: *Now that you have practiced delivering your business pitch, in this next activity you will complete your business plan. The final part of the plan requires you to consider your business's strengths and weaknesses, as well as any opportunities that could be available, and threats that it might face. This exercise is called a SWOT analysis. We are going to first practice doing a SWOT analysis together.*
2. On the flip chart, draw a cross so that the paper is divided into 4 squares. Write in each square "Strengths", "Weaknesses", "Opportunities" and "Threats"
3. Decide on the topic for the group SWOT analysis with the participants. It should be a topic that everyone is familiar with, e.g. a famous sports-woman or a local sports team.
4. Work with the participants to fill the flip chart with the strengths, weaknesses, opportunities and strengths of your chosen topic. You can ask the participants specific questions to help generate ideas. For example, if you are performing a SWOT analysis of the local sports team, you could ask the participants the following guiding questions:
 - a. **Strengths**
 - What is this team good at?
 - Do they have certain players that are very talented?
 - What can they do better than other teams?
 - b. **Weaknesses**
 - In what areas do they need more practice?
 - What causes them to lose games?
 - c. **Opportunities**
 - Are there any young players in the team that are likely to get better with experience?
 - Do they have any big games or tournaments coming up?
 - d. **Threats**
 - Are there other, competing teams that might become better?
 - Are some players at risk of injury?
 - What will happen when the oldest players retire?
5. After the group completes the SWOT analysis, instruct the participants to get out their business plans.
6. Ask them to spend 20 minutes working individually to complete the SWOT analysis in their business plan. Remind them that if they do not have time to complete the analysis, they can finish it at home.
7. Bring the group back together and ask them to share some of the strengths, weaknesses, opportunities, and threats that they identified in their analysis.
8. Inform the participants that they have now finished their business plan. Now that they know the structure of a business plan, and have practiced writing one, they can write a plan for any future business idea. Remind them that a business plan is a good tool to help explain their business to potential funding providers, and they should bring it along to any meetings. Depending on their audience, they may choose to condense the plan and only include the most important sections.

Activity 4

Human Knot



Business plans
from previous
sessions

This is a fun, final activity that requires the participants to work together cooperatively. It may also help them to think about the relationships that they have formed during this programme, and how these bonds will continue after the sessions have finished.

Instructions

1. Introduce the activity: *Now that you have finished your business plans, let's celebrate the end of our entrepreneurship sessions with a fun game.*
2. Ask the participants to form a tight circle, standing shoulder-to-shoulder.
3. Tell the participants to each place a hand in the middle of the circle, and to grab another person's hand. They cannot hold hands with the participants standing on either side of them.
4. Then tell the participants to place their other hand in the middle, and take someone else's hand. They must keep holding hands and not go.
5. Explain that the aim of the game is to untangle themselves, without letting go of each other's hands, and to return to standing in a circle.
6. Usually it will take the participants several minutes to untie the knot. If they are very fast, tell them to try it again. If around ten minutes have gone by and the participants are still struggling to untie their knot, tell them that one pair of hands can let go. They need to discuss and decide which pair should let go of their hands.

Discussion

Ask the participants the following questions to guide reflection on the activity;

- How well did you think you worked together as a group?
- Do you think it was easier to work together because you know each other?
- Do you feel that you have developed strong bonds with people in this group?
- When you are an entrepreneur, why do you think it might be important to have a strong network of support? **Note:** Encourage the participants to think about both practical and emotional kinds of support.

Session 11



My Mentors

Objectives

- Participants will strengthen their networking and presentation skills.
- Participants are introduced to the different forms of support that will continue after the module has finished.
- Participants will understand the importance of having a mentor or mentors who can support them while they search for employment or build a business.

Materials Needed

- Flip chart paper (enough to be able to give each participant a sheet)
- Notebooks, markers and pens

Space Needed

Classroom and outdoor space to move and run around in

Notes for Facilitators

Printed copies for each participant of Handouts 1 and 2



In this session, participants will have the opportunity to further practice their presentation skills for pitching their business ideas or marketing their skills and experience. Participants will also explore the importance of finding the right mentors to support their goals of finding employment or becoming an entrepreneur.





| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: Why Should You Hire Me or Buy From Me? | 45 minutes |
| Activity 2: Circles of Influence | 45 minutes |
| Activity 3: Be My Mentor | 30 minutes |
| Next Session Preparation for Participants | 5 minutes |

Introduction to Participants

Welcome to Session 11!

Review of Previous Session

Before starting the activities below, ask participants from each pathway to share something about what they did during their pathway, asking some of the following questions:

- What skills did you explore and learn more about in your pathway?
- Why are they important if we want to be an entrepreneur and start our own business, or gain employment with a company or organisation?

Activity 1

Why Should You Hire Me or Buy From Me?



This activity will give participants the opportunity to reflect on what they have learned throughout the module, as well as the chance to practice their presentation skills.

Instructions

1. Introduce the activity: *In this activity, we will practice our presentation skills by trying to convince others that they should buy a product from us or hire us. This activity will also help us reflect on the past sessions.*
2. Put the following question to the group: *Why should someone buy a product/service from you, or hire you?*
3. Explain that each participant should create a two-minute presentation of their own answer to that question. The presentations should reflect what they have learned over the course of the module and be engaging and fun. Encourage the participants to not just read from a paper script.
4. Give them 15 minutes to write down their ideas and prepare their presentations.
5. Once they are finished, the participants will each take turns presenting their answers to the rest of the group.
6. After each person presents, ensure that the group gives them a large round of applause.

Discussion

After the final presentation, ask the participants the following discussion questions:

- How did it feel to give a presentation? Was it easier this time, compared to the first time you gave a presentation in this module? Why or why not?
- How did it feel to watch the presentations of your fellow participants? Was it exciting? Why or why not?
- Presentation skills are very important for both getting a job and starting your own business. How can you continue practicing them?

Activity 2

Circles of Influence



This activity will give participants the opportunity to identify the connections that will help them to achieve their goals. This will help them to expand their networks and to turn their ideas into concrete action plans.

Instructions

1. Introduce this activity: *In this activity, you will get the opportunity to identify connections that will help you achieve your goals and expand your networks.*
2. Hand out one piece of flip chart paper to each participant. Explain to them that they should cut the paper in half.
3. At the top of both pieces of paper, ask the participants to write down their main goal or objective (e.g. finding a job that involves sales, or starting a jewellery making business etc.).
4. Instruct them to write the phrase “Support for Specific Activities” in the middle of one of the pages, and draw a circle around it. Around the circle, they should then write the names of people they know who can help them to fulfil their goal or objective, and to also indicate how exactly they might be able to help. For example:
 - a. Mr. John can help me find less expensive raw materials for my jewellery because he goes to a large market in another city on a weekly basis.
 - b. Mrs. Sarah can help me find customers for my jewellery because she works in a very busy hair salon.
 - c. Mrs. Kisha can help me write my cover letter because she is a teacher and writes very well.
5. Give participants 15 minutes for this part of the activity.
6. When the 15 minutes are up, ask participants to write the word ‘Mentors’ in the middle of their second piece of paper, and then draw a circle around it.
7. This time participants will write down the names of the people in their lives that will help to guide and support them; not necessarily with specific activities, but throughout their whole journey towards achieving their objectives. These people can be local, or based in another city or country. For example:
 - a. Someone who participants can call or email anytime for advice on a particular problem.
 - b. Someone who can give general guidance or support.
 - c. Someone they can meet with on a weekly or monthly basis.
8. Give participants another 15 minutes to identify people in this category.
9. Tell participants that they can add to these groups as they progress towards their objective. Also explain also that there could be overlap and it is possible for someone to fit in both categories.
10. Once the allotted time has passed, ask for several volunteers to share their lists with the group.

Activity 3



Handout 1 and 2

Be My Mentor

This activity will introduce participants to ways of asking people in their network to be their mentor. Participants will explore the steps they need to take to ask someone for an initial meeting and reflect on the responsibilities of being a mentee. Finally, they will practice writing an initial contact email/letter to a potential mentor.

Instructions

1. Now that participants have an initial list of people who they think would be a good mentor, it is time to explore some important tips on how to ask someone to be a mentor.
2. Remind participants that potential mentors can be very busy and, if they do agree, they would be offering time that could be spent doing something else. It is therefore the responsibility of mentees to do their research, be clear about their needs, value their mentors' time, and always follow up.
3. Give copies of Handout 1 to each participant. This outlines important steps for asking someone to be a mentor. Read through the steps as everyone follows along.
4. Next, pass out copies of Handout 2, which provides a sample email or letter asking a potential mentor for an initial meeting.
5. Ask participants to pick one person from the list of potential mentors they made in the previous activity, and then draft a sample email/letter to them.
6. Give participants 15 minutes to do this, and then ask them to share their letters with the whole group.
7. Explain to the group that they can also use these letters as a script if the only way to make initial contact is face-to-face or over the phone.
8. Finally, tell participants that before the next session, they must try to reach out to at least one potential mentor. They might even consider inviting them to their last session or graduation.

Reminders for the next session

Remind participants to reach out to at least one potential mentor, as discussed in Activity 3. They can do this through email, by phone, or face-to-face.

Session 12

Reflecting on My Journey



Objectives

- Participants will reflect on the module and on what they have learned.
- Participants will identify their next steps, based on their individual goals.
- Participants will explore the importance of supporting each other and the network that they have created together over the course of the module.

Materials Needed

- Notebooks and pens
- Post-it notes or notecards (enough to be able to give 10 to each participant)
- Flip chart paper
- Small speaker and some fun music


Space Needed

Classroom and outdoor space to move and run around in

Notes for Facilitators

- For Activity 1: Write the reflection questions on pieces of flip chart paper, and tape them up around the room.
- For Activity 2: Print enough copies of Handout 1 for each participant. Complete one template with an example of a goal and some examples of action points.

In this session, participants will be able to reflect on their thoughts and opinions about the module, and share with both their peers and the facilitator. In addition, participants will create their own action plans, and leave with solid next steps to take in order to pursue their goals of entrepreneurship or employability. Finally, participants will explore the connections they have made with each other, and how they can use their own network to gain strength and confidence, and support each other in achieving their goals.



| Activity | Time |
|---|------------|
| Review of Previous Session | 10 minutes |
| Activity 1: My Thoughts and Opinions | 30 minutes |
| Activity 2: My Next Steps | 45 minutes |
| Activity 3: I Am Here to Help! | 45 minutes |
| Activity 3: Planning the Graduation | 20 minutes |

Introduction to Participants

Welcome to Session 12, the last session of Be Independent! It has been a long journey but we have made it at last. In this last session, you will give us feedback on your experience of the module, create an action plan for your next steps, learn more about how you can support one another, and start planning your graduation celebration!

Review of Previous Session

Before starting the activities below, ask participants to share what they learned during the previous session, by asking them the following questions:

- Do you think you are ready to present yourself and your goals to others in the community? Why or why not?
- Do you feel confident that you have a strong group of mentors or people who will support you? Why is that important for an entrepreneur or someone looking for a job?

Activity 1

My Thoughts and Opinions

Pieces of flip chart paper with the reflection questions put up around the room.



This activity will give participants an opportunity to reflect on the module, their experiences, and what they have learned.

Instructions

1. Hand out a small stack of post-it notes (or note cards) to each participant, and tell them that if they need more during the activity, they can raise their hands.
2. Explain that there are flip chart papers up around the room, each posing a different question.
3. Read the questions one by one. Feel free to use all of them or only the ones that seem most relevant. After reading a question, ask participants to write their answer to it on one of their post-it notes (or notecards) and then stick the post-it on the paper with that question. The questions are:
 - a. What were your expectations for this module, and how did the sessions meet or fail to meet your expectations?
 - b. Which session and activities did you enjoy the most and why?
 - c. How would you describe this module to someone who may be interested in participating? Would you recommend it? Why or why not?
 - d. What did you appreciate about this module?
 - e. If you could extend the module, by adding another session, what additional topics or themes would you include?
 - f. What was your favourite thing about learning as a group?
 - g. Looking ahead, which skills do you want to improve?
 - h. How have you changed during this module?
4. After each question, discuss the answers as a group, and ask participants why they felt the way they did. Explain that participants should not be afraid to answer truthfully as this is meant to provide feedback about the module as well as help the facilitator support the group with next steps.

Activity 2

Printed copies of Handout 1 for each participant, sample action plan.

My Next Steps



This activity will help participants to think about their immediate next steps in their job search or in starting their own business.

Instructions

1. Pass out copies of Handout 1 to each participant. Share your action plan as an example.
2. Reiterate that this template should be used to identify the immediate next steps they will take after graduating from this programme.
3. Ask participants to brainstorm individually for 20 minutes on their next steps, and to fill in the action plan in Handout 1.
4. After 20 minutes, ask the participants to get into pairs to share their action plans.
5. When the allotted time is up, ask for some volunteers to share their plans with the whole group.
6. While participants are filling in their action plans, play some music in the background to keep the atmosphere relaxed and fun.



Activity 3



Cloths to use
as blindfolds

I Am Here to Help

This activity will illustrate to participants that, in order to better overcome the obstacles that we will face as we move forward in our lives, we need each other, and we need to support each other.

Instructions

1. Create a circle of cones with a 15m diameter. Ask the participants to get into pairs and to find a spot on the perimeter of the circle facing the middle.
2. One participant in the pair must climb onto the back of their partner and hold on. The participant who is carrying her partner on her back must then be blindfolded with a piece of cloth. The participant being carried must keep her eyes open.
3. When you blow the whistle, each participant carrying her partner must walk through the circle to the other side, being guided by her partner on her back. The objective is for each pair to get across the circle without touching another pair.
4. If they do, they must go back to the outside the circle and start again.
5. Play one round and then switch so that the participant carrying her partner is now the one being carried. When the second round is finished, gather everyone together for a final discussion.

Discussion

Ask the participants the following questions:

- How did it feel to be the one carrying your partner and not being able to see?
- How did it feel to be the one being carried and seeing everything?
- When you were blindfolded and carrying your partner, how did your partner guide you? How did they use their voice? Their bodies? Were they loud or quiet, calm or nervous, negative or positive?
- What were the most effective ways to lead your blindfolded partner through the circle?
- How do you think this activity relates to moving forward after this module? What is the message that this game is trying to teach us about the network we have created together during this experience?
- Why is it important to support one another as we continue on our own journeys?
- Can we overcome obstacles alone? Why or why not?

Activity 4

Planning the Celebration



This last activity will allow participants to help the facilitator and the organisation to plan a fun graduation celebration.

Instructions

1. Ask the participants to get into small groups of 4 or 5 and brainstorm ideas for a fun graduation celebration. Ask the groups to think about who they want to invite, what the invitations should say, and what the ceremony should look like.
2. Give the small groups about 10 minutes to think of ideas.
3. Ask a representative from each small group to share their ideas with everyone.
4. Decide on a game plan together with the whole group. Try to ensure that each participant has a role or responsibility for a certain aspect of the planning and preparations for the graduation.



