



Learning for Life

My Business Module

Facilitator's Guide

YiA+ UGANDA VERSION
April 2020

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Note to Facilitators

The My Business module is designed to help youth develop a business plan for a viable business in their community. This module has been designed to *simplify* business concepts so that youth gain confidence in working with and applying them. Running a business is presented in basic terms. The word 'business' is used to represent small-scale income-generating activities, which are first steps for many of the youth in the YIA program.

This module is also designed as one component of a gender transformative approach for girls' and boys' entrepreneurship and self-employment development, by building girls' and boys' critical consciousness and awareness of gender inequalities, power imbalances and discriminatory norms related to starting a business and productive and build girls' and boys' strategies to address such gender-based barriers as they design a business plan. Key gender concepts integrated into this module include:

- Gender roles and responsibilities and the inequitable household division of labour
- Decision-making power and girls' limited control over decisions regarding household economic assets and community resources, particularly land
- Violence against women related to child marriage, transactional and coercive sex, limited mobility
- Girls' and boys' positive self-concept

All basic business and gender concepts are introduced through participatory and simulated learning experiences. Facilitation techniques used throughout this module include:

- Storytelling & Character Examples
- Youth Charts
- Games
- Coaching & Group Work
- Reviewing & Discussion

Storytelling & Character Examples

Business and gender concepts are first introduced to youth through 5 key characters – Maria, Musoki, Joseph, Mugisa & Winnie. The module uses these characters' experiences as examples of the real gender-based obstacles and opportunities for girls and boys in building a business. The characters and their businesses are designed in such a way to be easily adapted to the context in where a program is implemented. The names, background stories and types of businesses that the characters pursue can be adapted to the context and the value chains which exist for youth in their community.





The characters' stories as they develop their businesses are used as an example throughout the My Business module. In each session, Facilitators will present their stories and scenarios to discuss important concepts for a Business Plan. Together with youth, Facilitators will use these stories to work out all the decisions and calculations that the characters need to make for their businesses. In the process girls and boys create their own business plans as they learn. For Uganda the characters have the following businesses:

- Mugisa – Women and men's tailor
- Musoki – Fruit producer and juice vendor
- Joseph – Poultry raiser and vendor selling eggs and roast chicken
- Maria – Bee keeper & honey producer
- Winnie – Repair woman

Youth Charts

This module includes specially designed charts to record the many decisions and calculations that girls and boys will make in developing their business plan. These charts have been created to help break down and simplify each task in a business plan. They involve simple basic words and extra writing space for youth with low literacy skills. Youth are introduced to the charts by first working with chart samples from the 5 characters' businesses as a group before attempting to complete their own chart for their individual or group business.

These Youth Charts also provide a clear method for documenting results. From this, you will see what type of businesses youth are looking to establish and can inform the Project Staff. Facilitators will also see how youth are learning - their successes and areas of improvement. If youth are having difficulty completing a chart, they may need additional support from Facilitators outside of the sessions.

The charts are included in the Resource Materials. It is recommended to print out all of the charts and staple or bind them together for each youth prior to starting the training. This will make it easier to distribute and make sure all of the charts are together and intact during the training. The 21 Charts are as follows:

- | | |
|-------------|--|
| Session 1: | Chart #1: My Personal Goal |
| Session 5: | Chart #2: My Business Ideas |
| Session 6: | Chart #3: My Business Skills |
| Session 7: | Chart #4: My Business Roles & Responsibilities |
| Session 9: | Chart #5: My Market Survey |
| Session 10: | Chart #6: My Business Calendar |
| Session 11: | Chart #7: My Customers |

	Chart #8: My Business Location
Session 12:	Chart #9: How Would I Attract Customers?
Session 13:	Chart #10: My Living Costs & Wants Chart #11: My One-Time Costs Chart #12: My Operating Costs
Session 14:	Chart #13: My Start-Up Costs Chart #14: My Start-Up Items Chart #15: My Money Sources
Session 15:	Chart #16: My Profit
Session 16:	Chart #17: My Budget
Session 17:	Chart #18: My Business Goal Chart #19: My Business Activities
Session 18:	Chart #20: My Business Dangers
Session 20:	Chart #21: My Business Plans

IMPORTANT NOTE:

The last chart, **CHART #21: My Business Plan** is a summary of all of the charts from 1-20.

All of the charts combined equal a youth's business plan for their business idea.

This is a realistic example of a business plan for a youth in the YIA program.

Games

For both adults and youth alike, games have proven to be excellent tools for team-building, introducing new course topics, boosting youth's energy and increasing their concentration. Games have been incorporated regularly throughout the My Business module. Some of the longer activities have been divided into parts (Part 1, Part 2, etc.) to indicate natural breaks, at which point a break or energizer may be needed to re-energize the group.

In Session 20 – Business Planning, youth also will play the BUSINESS ACTION! Game to review all of the concepts learned throughout the course.

Coaching & Group Work

An essential part of this module is providing one-to-one support for youth throughout each session as well as within many of the activities. This one-to-one support is referred to as 'coaching'. As a Facilitator or Co-Facilitator, you will play the role of a coach. Coaching can include:

- Reviewing calculation errors or incomplete responses
- Encouraging youth themselves to make necessary corrections or additions
- Creating gender-safe space for all girls and boys to share their thoughts and ask questions
- Encouraging youth to make discoveries of their own
- Providing references and referrals to other safe adolescent and youth services related to their health, protection, education and participation in the community.

Throughout this module, youth will also work in assigned Work Groups to learn from youth peers. These Work Groups will be designated in Session 1 and allow youth with different literacy and numeracy levels to work together.

Reviewing & Discussions

At the beginning of every session in the 'Welcome, Objectives & Agenda' activities youth have an opportunity to review what they learned in the past session through an energizer review game. After most activities, youth will also review and reflect on what they have learned and discuss how

what they have learned will impact their own lives and businesses. Reviewing is a chance for open discussion. Instead of YIA Facilitators summarizing everything that has happened in the session, you will guide youth in summarizing the session for themselves using open-ended questions such as:

- How can we apply what we have learned to our business?
- How can we practice these new skills?

Open-ended questions are those that do not have a “yes” or “no” answer. They encourage youth to share their thoughts freely without a concern of being wrong or right. This enables full participation and inclusive discussion. Examples of open-ended questions are included at the end of each game, story or activity to help youth, **reflect**, **connect** and **apply** what they have learned to their own business idea. YIA Facilitators are encouraged to use other open-ended questions from your own experiences in the training as well.

At the end of every session youth will also have time to writing in their journals in the ‘Journaling & Closing’ activity. There are specific questions designed which youth are encouraged to write or draw about in their journals that relate directly to the session just completed. This allows for further reflection and an opportunity for youth the work on their literacy skills.

Advanced Preparations

Preparing for each activity can be just as important as the activities themselves. In order to present each session effectively and provide sufficient coaching for youth, all preparations of flip charts and other materials need to be completed in advance. The first page of each session lists all of the necessary preparations required. The preparations are also repeated in each activity. Some examples of advance preparations include:

- Creating flip chart versions of the charts from the Resource Materials
- Photocopying the Youth Charts, Stories and Info Cards for each youth from the Resource Materials

In addition to the regular advanced preparations, additional research gathering outside of this module may be required. A key component of any business training is that the training needs to be realistic and grounded in what business opportunities exist in a youth’s community.

As a Facilitator you play an essential role in making the training relevant to youth in their communities. The advanced preparations and information are indicated at the beginning of each session. Your support team (program staff) can help you with this preparation as well.

Learning for Life Curriculum

The My Business module builds off of the lessons learned from the previous modules reviewed – Myself, My Family, and My Community. Youth will use key learnings from the other modules to:

- Select their business idea;
- Review resources and sources of funding available in the community;
- Identify customers and suppliers; and
- Develop a budget and save money for their business.

Prior to starting this module, it is important for Facilitators to review these sessions to make sure you are familiar with what youth have already learned and how to use this module to enhance and build on that knowledge.

Support for youth with low literacy levels

This adapted version of the My Business module does not focus on building young people's literacy; however, the activities and materials have been designed to accommodate young people with low literacy levels.

- Youth are organized into work groups which are to include a mix of high, medium and low literacy levels, as assessed in the Selection Phase of the program. Youth are encouraged to support each other in the required reading and writing activities.
- Youth charts have large spaces for youth to practice their writing. However, if youth are unable to fill in the chart with words, Facilitators can encourage youth to draw their ideas and answers.
- For all charts and visuals, facilitators prepare a flipchart version to present in the front of the room and read aloud all written parts of the charts or visuals.
- For all stories, youth receive a copy of the story and encouraged to follow along with the words as the facilitator reads the story aloud.

NOTE: In the My Business Module, it is suggested for youth to be organized into mixed work groups with an equal number of girls and boys in each group. This will allow for girls and boys to think about the realistic female/male interactions in business. However, if it is not contextually acceptable for girls and boys to be working together, gender-separated work groups is acceptable.

Sessions at a Glance

Session	Objectives
TOPIC 1: You, Your Business & Working with People	
1. Beginning the My Business Journey	Youth understand the learning objectives of the My Business module and how youth will develop a business plan for an income-generating activity in their community. Youth identify money-making goals for themselves.
2. Exploring Value Chains	Youth understand what is an agriculture value chain. Youth identify ways businesses are linked to together and different value-add opportunities for a business in a value chain. Youth review and breakdown stereotypes of different typical female and male types of businesses in their community.
3. Exploring the Market (Part 1)	Youth participants will be able to articulate questions to ask local female and male market vendors about their work and prepare for the market visit. Youth understand the value of getting perspectives of both female and male vendors when doing market research.
4. Exploring the Market (Part 2)	Youth will interview female and male market vendors to understand their different gendered perspectives working in the market. Youth will identify agro business opportunities and gaps in the market to give them a new perspective and inform their decisions in types of businesses to pursue in the program.
5. Exploring the Market (Part 3)	Youth identify different types of businesses and how they operate and understand how businesses connect together in their community. Youth review and discuss different types of businesses typical for women and men and breakdown gender stereotypes that exist for women and men's work. Youth develop criteria to decide on two businesses that are viable, safe and that they are interested in running.
6. Developing Business Skills	Youth identify what business and technical skills are needed for their business and identify skills they have or need to learn to start their business. Youth understand and breakdown gender stereotypes that exist about girls' and boys' capabilities and abilities to learn new skills. Youth identify different ways they can build their skills and list what support they could get from peers, family and other positive female and male business mentors and role models in their community who have such skills.
7. Working Together	Youth compare individual and group businesses and determine if they want to work individually or in a group. Youth review the different roles in a business and different perceptions of women's and men's roles in business. Youth develop rules and responsibilities required if they decide to start a group business.
8. Overcoming Group Challenges	Youth understand the importance of trust and creating a common understanding for a group business. Youth reflect on the process of building trust with others who are different themselves, including gender. Youth learn

	how to create a business agreement and strategies to resolving conflicts and negotiating.
TOPIC 2: Your Business & the Market	
9. Observing the Market	Youth understand the concepts of demand and competition and observe demand and competition for their business idea in the market as market research.
10. Understanding the Market	Youth analyze their market research and determine if there is demand and competition for their business idea. Youth develop seasonal calendars for their business to understand how their business demand, prices and activities can change from season to season. Youth identify strategies to save money or find other ways to make money when their business is less profitable based on the season.
11. Meeting Customers' Needs	Youth describe their customers and determine good locations for their business ideas. Youth identify the issues with violence, particularly against women and girls, in their communities and markets, and the effects of violence on girls' rights and business opportunities.
12. Attracting Customers	Youth determine ways to attract customers to their business and develop strategies to negotiate prices with customers. Youth develop strategies to negotiate prices with customers. Youth learn the importance of assertive communication for their business and compare aggressive and submissive/timid communications. Youth identify techniques to be assertive in their business.
TOPIC 3: Your Business Income & Expenses	
13. Calculating Costs	Youth determine their living costs, one-time and operating costs to start their business. Youth review how household costs are divided in the household and who typically spends money between women/girls and men/boys and recognize the value of equitable decision-making related to household expenses.
14. Sourcing Start-Up Items	Youth calculate their total business start-up costs and determine different ways to reduce their costs if they do not have enough money. Youth identify places where they can purchase or get their start-up items by thinking about people and organizations who can support them in the community with their business, in particular female mentors and women-led organizations for young women. Girls and boys identify the challenges as young women and young men in seeking support and identify possible solutions.
15. Making Profit	Youth understand the concepts of sales, profit and forecasting for the future and determine how much profit their businesses could earn at different times of the year. Youth recognize that both girls and boys can equally make profit and be successful in business.
16. Budgeting Profit	Youth determine how much profit their businesses could earn and ensure their businesses can earn enough money to cover their living costs and operating costs. Youth consider different ways to increase the amount of money their businesses could earn and explore different ways to spend their profit. Youth examine different

	roles and power dynamics in households related to budgeting money.
TOPIC 4: Your Business Plans	
17. Work Planning	Youth develop a business goal for the future and plan activities to achieve that goal. Youth recognize that both girls and boys can all have the ability to make business goals and develop actions to achieve those goals. Youth develop a 3 month work plan and learn how to use the YIA My Business Tracker to help them track their weekly sales and expenses.
18. Staying Safe in Business	Youth identify possible gender-based risks in their business and learn how to stay healthy and safe in their businesses. Youth understand what community services are available and how to access them if they need help with various issues including – SRHR clinics, child protection helplines and services, GBV counselling, etc. Youth understand important safety and protection rights in work required for any young person's business.
19. Problem-Solving in Business	Youth identify gender-based problems related to their business and build problem-solving skills and self-efficacy to run their business. Youth build empathy skills and awareness of boys' and girls' perspectives and problems in business to help them take action when they see inequalities against their peers and others in the community
20. Business Planning	Youth review all of the business concepts learned in the My Business module and develop a business plan for their business.

Glossary of Terms

Budgeting: The skill of deciding how to spend and save money.

Business Plan: A summary of how to implement a business idea so that it will be feasible and gain enough profit.

Charts: Specially designed tables to record the many decisions and calculations that participants make in order to assess the feasibility of their business ideas. These charts are labelled: CHART #1, CHART #2, throughout the module.

Coaching: Method by which Facilitators provide guidance and encouragement so that youth themselves can make any necessary corrections or additions. When coaching, facilitators create an opportunity for participants to share their thoughts and ask questions without hesitation or fear of being wrong.

Competition or Competitors: Other businesses that are offering the same services or products to the same customers. Youth will have to 'compete' with these businesses and their prices and quality of products to be successful. If there are many competitors of a specific service or product, it may not be a strong business idea for youth. Youth will have to think of ways to make their product or service different than their competitors. This may include decreasing the price, creating unique quality, looking at different customers, etc.

Customers: The people who want or need a product or services and are willing to pay a certain price for it. It is important for youth to understand who their customers are and how to attract and promote their products or services to their customers.

Business or Enterprise: A business is the activity of making and selling products or services to earn money. The word is used to represent small-scale income generating activities for youth. Business and enterprise may be used interchangeably throughout this module.

Business Agreement: The rules or bylaws established at the beginning of a group business for each member to follow, including roles and responsibilities, how to manage money and records, etc. to ensure there are no conflicts in running the group business.

Business Partners: The people who have the same goals and objectives to run a business, who you would like to enter into a group business with. These partners will sign the Business Agreement and work together taking on different roles and responsibilities for the business.

Business Skills: Skills required to start and maintain a business. They may be both general and specific (i.e. decision-making skills, numeracy skills, problem-solving skills, budgeting skills, carpentry skills, bicycle repair skills, animal raising skills, etc.)

Business Supporters: People or organizations in the community who can provide financial resources, technical advice or emotional guidance to youth as they start and run their business. These could be NGOs, CBOs, MFIs, government offices, associations, etc.

Group Business: A group of people who join all of their resources to run a business together and share all of the costs, risk and profits.

Harmful Businesses that YIA will not support or provide grant money to, if the youth or any person under 18 is involved in such business. Harmful activities include:

- Could put youth in harm of physical, emotional or sexual abuse or exploitation, such as sex for money;

- Are underground, under water, at high heights or in tiny spaces;
- Use dangerous machinery, equipment and tools, or that involves the handling or transporting of heavy loads by a youth;
- Involve harmful materials (poisons, chemicals), temperatures (too hot or too cold), activities, noise levels or vibrations that can damage a youth's health;
- Have difficult conditions such as working for long hours or all night, or work that does not allow the youth to return home each day.
- Work that is unsafe to access because of long distances, unsafe roads, etc.

Living Costs: The cost for all of a person's needs and household expenses that is essential for living. This includes items like food, rent, blankets, clothes, medicine, etc. Youth will need to look at both their individual costs as well as the household costs that they contribute to for their family.

Mentor: A business person who has experience in solving business problems and who can provide support to youth in setting up their business as needed. They may be able to provide technical and/or emotional guidance for a youth's business. In the program, we encourage female mentors be matched with female participants to encourage positive role modelling and understanding of female-specific challenges.

One-Time Costs: The total cost of items that a business owner needs to buy only once in order to start a small business. These costs are typically purchased in the first month that youth start their business.

Operating Costs: The total cost of items that a business owner needs to buy regularly (i.e. every week or every month) in order to continue running his or her business.

Price: The amount of money that a business owner sets for their product or service. The price set must be realistic and based around what competitors' prices for the same products or services are and may vary based on the season. Price may be one of the places that a business uses to draw in more customers (i.e. having a lower price) but business owners must be careful not to set the profit too low and that they can still make profit.

Profit: The total amount of money gained from running a business (i.e. sales – operating costs).

Sales: The total amount of money that a business owner receives from the customers who buy his or her products or services (i.e. price x number of items sold)

Savings: Money that is set aside to pay for something at a later time. For this module, we specifically look at the importance of saving for our business.

Start-Up Costs: The total amount of money that a business owner needs to start a business (i.e. one-time costs + operating costs).

Technical Skills: 'Hard skills' that youth will need to start a specific business. For example, this may involve learning how to care for bees and how to build a bee hive for a Bee Keeping Business. These technical skills will be taught by external mentors and experts recruited for the program.

Wants: Items that we buy or save money for that are not essential for living (i.e. radios, candy, football, etc.)

GENDER RELATED GLOSSARY

Signs and Symbols

This guide uses signs and symbols to help facilitators understand some of the lessons. The signs and symbols you will see include:

Sign/Symbol

When you see this sign...



Youth should be working in pairs.



It should be quiet in the room. Or, if you have been doing a noisy activity, you will need to get the youth quiet again.



This activity requires a lot of people to speak at the same time, so the room should be NOISY!



Youth should be working in groups. When they are working in groups, you should hear talking, so there should be noise in the room.



Remember to add an energizer here!

Advance Preparation Required for Each Session

Facilitators should make sure they are prepared for each session with the following:

- Sign-in sheets
- Markers or chalk
- Flip chart paper or chalkboard
- Tape
- Objective and Agenda written on flip chart or blackboard. Example Objective and Agenda:

Objective: Youth will have an overall understanding of the work that we will be doing in this program and why we are doing that work.

Agenda

1. Introduction & Sign-in explanation	10:00-10:10
2. Why are we here?	10:10-10:50
<i>Break</i>	<i>10:50-11:00</i>
3. Timing	11:00-11:30
4. Questions and concerns	11:30-11:45
5. Closing	11:45-11:55

- Review Resource Materials, stories and calculations required for session.
- Create flip chart versions of Youth Charts and all resources required for session
- Photocopy Youth Charts required for the session for each youth
- Photocopy Youth Version of stories for the session for each youth

TOPIC 1: Me, My Business & Working with People in My Community

Session 1: Beginning the My Business Journey

Overall Objective: Youth understand the learning objectives of the My Business module and how youth will develop a business plan for an income-generating activity in their community. Youth identify money-making goals for themselves.

Session Overview: Session 1 sets the tone and atmosphere for the Journey ahead. Youth are introduced to the My Business module and reflect on their interests in small business. In this session, the story “Mugisa’s New Friends” introduces five characters and their reasons to start a business. These characters and their stories are used to explore key business concept in each of the sessions that follow.

Materials:

Objective and agenda on flip chart
Flip chart paper
Markers
Tape
14 Small pieces of paper
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of Sign-in sheets
- ✓ List of new mixed Work Groups of maximum five youth per group
- ✓ Put list of new mixed Work Groups on the wall, to be up for entire training
- ✓ Create flip chart versions of the following resource materials:
 - **SI.1 VISUAL: My Business Learning Map**
 - **SI.3 CHART #1: My Money Making Goals**
- ✓ Photocopy the following resource materials for each youth:
 - **SI.2 STORY: Mugisa’s New Friends**
 - **SI.3 CHART #1: My Money Making Goals**

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth sign-in and are introduced to the new module My Business.	40 minutes
2. Work Groups	Youth are organized in new mixed Work Groups for the My Business module and discuss experiences with business.	50 minutes
3. Reasons to Start a Business	Youth become familiar with characters in the story “Mugisa’s New Friends” and discuss why some young people may want to run a business to achieve their money making goals.	75 minutes
4. Journaling & Closing	Youth reflect on what they have learned and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 40 minutes

Materials:

- Sign in sheet and pen
- Flip chart paper
- Markers
- Objective and agenda written on flip chart paper/chalkboard
- A flip chart version of **SI.1 VISUAL: My Business Learning Map**
- Tape

Objective: Youth are welcomed and introduced to the new module My Business.

Activity Overview: During this activity, the facilitators and youth introduce themselves in an energizer and go through the objectives and agenda for the day. Youth discover all of the sessions in the My Business module and understand what skills youth will build.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session.	1 min
✓ Step 2	Introduce yourself. Tell participants your name, how long you have been working as a facilitator and why your work is important to you. Keep your introduction short and simple.	3 min
✓ Step 3	Present the day's objective and agenda.	2 min
✓ Step 4	<p>Explain to participants, it will take some time to get to know each other before starting to talk about business concepts.</p> <p>Play 1 or 2 Introduction Energizers, like the Circle Name Game.</p> <p><i>The Circle Name Game:</i></p> <ul style="list-style-type: none"> - Have participants stand in a large circle. - Explain that each participant is responsible for remembering the name of the person to the left and to the right of them. - Give everyone 2 minutes to introduce themselves to their neighbour. - Explain that now we are going to get into a line as fast as we can based on the alphabet. People with names starting with the letter 'A' will be at the front and people with the letter 'Z' will be at the back. 	10 min



Steps	What?	How long?
	<ul style="list-style-type: none"> - Yell “Go!” and time how long it takes for people to get into a line. - Help any participants (youth or guardians) who may not know the alphabet. - Now, explain to participants they have to go back into the same circle which they started from as fast as they can. - Yell “Go!” and time how long it takes for people to get back into the circle. 	
✓ Step 5	<p>Explain to the group:</p> <ul style="list-style-type: none"> • Today we will begin a new training called My Business to build our business skills and create a business plan for a business we could start in our community to make money. • Even if you do not want to start a business in the program, these skills can help you think about businesses in your community to make money in the future. 	3 min
✓ Step 6	<p>Lead a discussion using the following questions and write answers on the flip chart paper:</p> <ul style="list-style-type: none"> • What are the main things you want to learn about business? • What are you most excited to learn about? • What do you think will be challenging in creating a business plan? • What do you think is involved in a business plan? • Why do you think this is important to have when starting a business? 	10 min
✓ Step 7	<p>Display the flip chart version of the VISUAL: My Business Learning Map so everyone can see it.</p> <p>Discuss all of the sessions indicated on the My Business Journey Map.</p> <p>Encourage participants to ask questions. Take time to ensure that they understand what to expect from the My Business module.</p> <p>Tape the My Business Journey Map to the wall. This should remain on the wall for the entire training.</p> <p>Explain that as we go through each of the Sessions to complete our My Business journey!</p>	10 min
✓ Step 8	<p>Congratulate youth for their work reviewing the sessions and activities in the My Business module.</p>	1 min

Activity 2: My Business Work Groups

Timeframe: 50 minutes

Materials:

- Flip chart paper
- Markers
- List of new mixed Work Groups of maximum four youth
- Post list on wall (to remain up throughout entire training course)


Advanced Preparations:

- Identify 2-3 successful businesses in the community led by women
- Identify 2-3 successful businesses in the community led by men
- Identify what makes these businesses successful, not focusing on gender

Objective: Youth are organized in new mixed Work Groups for the My Business module and discuss different and similar experiences for businesses led by women and led by men.

Activity Overview: Youth review the value of learning in groups and are organized into new mixed Work Groups. Youth have an opportunity to discuss their experiences with businesses and what they see in the community, comparing differences and similarities between women-led businesses and men-led businesses.

Steps	What?	How long?
✓ Step 1	To begin, lead a discussion using the following questions: <ul style="list-style-type: none">• Why do you think that working in groups is important?• Have you ever been in a group where you have been able to help someone who did not know what to do? How did that feel?• Have you ever been in a group or team where you needed help and someone helped you? How did that feel?	5 min
✓ Step 2	Explain to all participants: <ul style="list-style-type: none">• As we learn how to plan a business, we will take part in many activities.• During these activities we will interact together in Work Groups of 4-5 people to hear new ideas from other peers.• These Work Groups have been determined to help those with good reading and writing skills work with those who may need help with reading and writing.• Why do you think it is important to help each other and work with other peers? Read the lists of the new mixed work groups and ask the youth to sit with their new groups.	5 min
✓ Step 3	Have each Work Group play the Team-Builder Energizer: Human Knot	10 min

Steps	What?	How long?
	<p><i>Human Knot:</i></p> <ul style="list-style-type: none"> • Have each Work Group form a circle. • Each participant puts their left hand in the middle of the circle and finds another participant's hand to hold. • Then, each participant puts their right hand in the middle of the circle and finds another participant's hand to hold. • The objective is for the Work Group to work together to untangle themselves and form a circle. • Explain that the first Work Group to get untangled wins! <p><i>NOTE: Please be aware of any gender-sensitivities to this energizer. If it is not appropriate for girls and boys to be doing together, do a different team-building energizer.</i></p> 	
✓ Step 4	<p>Ask youth to sit down together in their Work Groups in a circle.</p> <p>Explain to all of the Work Groups:</p> <ul style="list-style-type: none"> • We are now going to discuss together in our groups our experiences in business. • I am going to ask some questions and in your Work Groups, you can discuss together. 	3 min
✓ Step 5	<p>Use the following questions to lead the discussions for each Work Group. The questions are organized into five parts.</p> <p>Ask the questions for Part 1 and have youth discuss in their Work Groups for 5 minutes. As youth are discussing, visit each group to help guide their discussion.</p> <p>After 5 minutes, have groups share back and have a plenary discussion for 5 minutes. During the plenary discussions, provide examples of successful businesses led by women and men to help guide youth and emphasize the following key points related gender differences and similarities:</p> <p>Repeat the same thing for Parts 2-5. Each part should take 5 minutes to discuss in total. If youth are tired/bored, do 1-2 quick energizers before starting the next part of questions.</p> <p>DISCUSSION QUESTIONS: PART 1 –</p> <ul style="list-style-type: none"> • What experiences do you have making money? • What do you imagine when you think of the word 'business'? 	25 min

Steps	What?	How long?
	<ul style="list-style-type: none"> What types of successful businesses do you see around in your community? <p>PART 2 –</p> <ul style="list-style-type: none"> What are typical businesses led by men? What are typical businesses led by women? What are the similarities between businesses led by men and businesses led by women? What makes them similar? <p>PART 3 –</p> <ul style="list-style-type: none"> What do you think makes a business successful? Do you have any examples of successful businesses run by men? What about successful business run by women? <p>PART 4 –</p> <ul style="list-style-type: none"> Do you think that a young man can run a successful business? Why or why not? Do you think that a young woman can run a successful business? Why or why not? <p>PART 5 –</p> <ul style="list-style-type: none"> What do you think are the main challenges that women face when starting and running a business? What the main challenges for men in a business? How are the challenges for men and women different or the same? <div> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>It is important in the discussions to emphasize the following points:</i></p> <ul style="list-style-type: none"> Both women and men can run and operate successful businesses Because working for money is typically seen as a male's role, we may not see a lot of successful women's businesses as men's but that does not mean women cannot be successful in business. We also may not see a lot of women's businesses because of the challenges women face, just because they are women. For instance: <ul style="list-style-type: none"> Issues with safety and violence against women can prevent women from owning a business for fear of getting physically or sexually assaulted. There are also attitudes of what is seen as acceptable and unacceptable for a woman to do in the community which may stop her from starting a business. Women are typically the sole caregivers for children and house workers which does not give her a lot of time for starting a business If women own businesses they may be home-based to accommodate such challenges, however this limits the size and money-making opportunities of their business. If we all help share the household work and make our communities safe </div>	

Steps	What?	How long?
✓ Step 6	Congratulate all participants for their discussions and reflections about making money.	2 min

Activity 3: Reasons to Start a Business

Timeframe: 75 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart version of **SI.3 CHART #1: My Money Making Goals**
- Photocopies of the following resource materials for each youth:
 - **SI.2 STORY: Mugisa's New Friends**
 - **SI.3 CHART #1: My Money Making Goals**

Objective: Youth become familiar with characters in the story “Mugisa’s New Friends” and discuss why some young women and men may want to run a business to achieve their money making goals.

Activity Overview: This activity includes the storytelling of “Mugisa’s New Friends.” The story is about five young people who pursue starting their own businesses. It is specifically designed to describe similar young women and men who have had success in business and to demonstrate the obstacles they had to overcome. It also encourages youth to think about their own situations. Youth review their own money making goals and how these goals are related to business and earning money.

Steps	What?	How long?
PART A: Story		
✓ Step 1	Explain to the group: <ul style="list-style-type: none"> • We will be reading together as a group the story Mugisa’s New Friends • The story is about five youth who have started their own businesses in order to support themselves and their families. 	1 min
✓ Step 2	Ask 5 volunteers to play the 5 characters in the story – Maria, Mugisa, Musoki, Winnie and Joseph. Hand out copies of STORY: Mugisa’s New Friends and ask youth to follow along as you read. Read the story STORY: Mugisa’s New Friends to the group. Create sounds effects and different voices for the characters. Elevate your voice to build tension and excitement.	15 min

Steps	What?	How long?
✓ Step 3	<p>After reading the story, use the following questions to lead a discussion about the story:</p> <ul style="list-style-type: none"> • What did you think about the story? • Why did the young people want to start a business? • Which of the characters did you like best? Why? • Do you know people like Mugisa and his friends? What are they doing? • Do you think it is possible for young people to be successful in business? Why or why not? 	8 min
✓ Step 4	<p>Divide youth into their Work Groups.</p> <p>Ask each Work Group to choose a character from the story and discuss within their group why their chosen character wanted to have a business.</p> <p>Ask each Work Group to write down as many reasons as they can for why their character wanted to start a business in their notebooks.</p>	2 min
✓ Step 5	<p>Have Work Groups discuss.</p> <p>Visit each Work Group as they discuss. Guide them through the activity. Ensure that all participants have a chance to share their ideas.</p>	10 min
✓ Step 6	<p>Bring the groups back together.</p> <p>Ask groups to present briefly the list they made during their discussion.</p> <p>Write on a flip chart paper at the front of the room, separating the female characters and the male characters.</p> <p>After all groups have made their presentations, display their written lists on the wall and read the sentences aloud. Encourage members from other groups to add to the list.</p>	5 min
✓ Step 7	<p>Next, lead a discussion with the group to compare the similarities and differences between why young women want to earn money and why young men want to earn money.</p> <p>DISCUSSION QUESTIONS:</p> <ul style="list-style-type: none"> • Why do young women want to start a business? • What do young women spend their earnings on? • Why do young men want to start a business? 	10 min

Steps	What?	How long?
	<ul style="list-style-type: none"> What do young men spend their earnings on? <div style="background-color: #00FFFF; padding: 10px; border: 1px solid black;"> <p>KEY GENDER POINTS</p> <ul style="list-style-type: none"> It is valuable for both young men and women to have equal opportunities to make money to support themselves and their families. Everyone can have their own individual reason to want to start a business and make money. It is important to respect everyone's own reasons whether they are a young woman or young man and support them to have equal opportunities. Young men may feel pressure to earn money because they are males and expected to be the main provider for the family. They can be stressful for young men if they are not earning a lot of money. Young women may want to earn money to access and control resources but feel they are not given opportunities to make money because they are expected to be caregivers and houseworkers in the family, or because they will be married into another family. This can be discouraging and limit their livelihoods for the long term and financial security. </div>	
PART B: Chart		
✓ Step 8	<p>Hand out CHART #1: My Money Making Goals.</p> <p>Display the flip chart version of CHART #1: My Money Making Goals so all participants can see it clearly.</p> <p>As a group, read the statement at the top of the chart: "I want to earn money because..."</p> <p>Ask youth to complete the sentence using one or several of their own reasons. Youth can also show their goals using pictures instead of in writing.</p>	4 min
✓ Step 9	<p>Have youth work in their Work Groups to fill in CHART #1: My Money Making Goals</p> <p>Visit each Working Group and provide assistance as needed.</p>	10 min
✓ Step 10	<p>Conclude the activity by asking youth, what are some other reasons for running a business other than to earn money. Discuss youth's answers. <i>Answers may include:</i></p> <ul style="list-style-type: none"> > <i>To feel good about ourselves</i> > <i>To feel useful</i> > <i>To contribute to the community</i> 	10 min

Steps	What?	How long?
	<ul style="list-style-type: none"> > To feel part of the community > To build a support network <p>Congratulate youth for their work in developing personal goals and thinking about reasons to start a business!</p>	

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Activity Overview: Youth reflect on what they have learned today about the My Business module and spend 10 minutes writing in their journals.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Review of the My Business module • Our Business Work Groups • Reasons to start a business • Our money making goals <p>Ask the group to discuss what the important things they learned from the session. Take responses.</p>	2 min
✓ Step 2	<p>Explain to youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in those journals, they are private. You can draw or write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Positive reasons to start a business • Challenges that may come up when starting a business and how I will overcome them • The character from Mugisa's New Friends story who is most like me is.... Because.... • Something about business that I am interested to know more about. 	2 min
✓ Step 3	Have youth spend 10 minutes writing or drawing in their journals.	10 min
✓ Step 4	<p>Ask youth to put their journals away.</p> <p>Congratulate youth for their work completing Session 1.</p>	1 min

Session 2: Exploring Value Chains

Overall Objective: Youth understand what is an agriculture value chain. Youth identify ways businesses are linked to together and different value-add opportunities for a business in a value chain. Youth review and breakdown stereotypes of different typical female and male types of businesses in their community.

Session Overview: Youth will listen to a story of 'YiA District Peer Visit' and identify the different agro businesses. Following this activity, they will be introduced to the concept of Agriculture Value Chain and will use the 'maize value chain' visual to fully understand this concept. Youth will then work in groups to identify one agriculture product and map the different businesses that may be aligned to its value chain using a youth-friendly value chain chart. Youth will begin to think of agro-business ideas they would like to engage in their community.

Advance Preparation Required

- ✓ Photocopy Sign-in sheets
- ✓ Photocopy the following resource materials for each youth:
 - **S2.1 STORY: YiA Peer Exchange Visit**
 - **S2.2 VISUAL: Maize Value Chain**

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Ball of string
Sign-in Sheets

Timeframe: 2 hours

Activity	Description	Timeframe
1. Welcome, Objectives, and Agenda	Youth sign in and are introduced to the session and review what they learned in the last session.	15 minutes
2. YIA Peer Exchange Visit	Youth listen to the story about the district peer exchange visit and discuss the different agriculture businesses in the story.	25 minutes
3. Identifying Agricultural Value Chains in our Community	Youth learn the term 'Agriculture Value Chain' and are divided into group to review and create a value chain chart for a local product in their community. Youth begin to think about agro-businesses they could engage.	65 minutes
4. Journaling & Closing	Youth reflect on what they have learned and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Mingle Mingle Mingle to review the previous session.</p>  <p><i>Mingle, Mingle, Mingle</i></p> <ul style="list-style-type: none"> • Have youth stand and dance/move around the room singing 'Mingle, Mingle, Mingle'. • Explain that when they hear a number called out, youth have to form a group of that many people as fast as they can. • Any group that does not have the correct amount of people has to answer a question from the last session. • Questions to ask youth to review the session are listed below. • Encourage youth to help each other if groups do not know the answers to the questions. <p>Review questions include:</p> <ul style="list-style-type: none"> • Who are the 5 characters from the story Mugisa's New Friends and what are their businesses? • What are 3 reasons to start a business? • What are 2 successful businesses you know of in your community? Why are they successful? 	8 min
✓ Step 5	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p>	4 min

Steps	What?	How long?
	Explain to youth that today we will explore business ideas we can pursue and select one!	

Activity 2: YiA Peer Exchange Visit

Time: 25 minutes

Materials:

- Flip chart paper
- Markers
- Photocopies of the resource material: **S2.1 STORY: YiA Peer Exchange Visit**

Objective: Youth review different agro-businesses.

Activity overview: Youth listen to the story about the district peer exchange visit and discuss the different agriculture businesses in the story.

Steps	What?	How long?
PART A: Story		
✓ Step 1	<p>Invite youth to sit in a circle to listen to the story about the district peer exchange visit.</p> <p>The story is meant to surface different viable agricultural enterprises that may exist in the community. Read out loud STORY: YiA Peer Exchange Visit</p>	12 min
✓ Step 2	<p>Invite participants to identify the different Agricultural activities that are mentioned in the story.</p> <p>Ask youth: What types of agriculture enterprises are mentioned by the friends in the story?</p>	8 min
✓ Step 3	<p>Write participants' answers on flip chart paper. As participants share the different types of agriculture enterprises, you can add with the following answers:</p> <ul style="list-style-type: none"> > Cocoa growing > Hiring cocoa gardens > Selling Nonperishable food stuff > Coffee growing > Buying and selling coffee > Buying and selling beans and ground nuts > Hiring coffee gardens 	5 min

Activity 3: Agricultural Value Chains

Timeframe: 65 minutes

Materials:

- Flip chart paper
- Markers
- Ball of string
- A flip chart version of **S2.2 VISUAL: Maize Value Chain**
- Drawing materials

Objective: Youth understand the term ‘agriculture value chain’. Youth can create a value chain for a local product in their community. **Youth review and breakdown stereotypes of different typical female and male types of businesses in their community.**

Activity overview: Youth learn the term ‘Agriculture Value Chain’ and are divided into group to review and create a value chain chart for a local product in their community. Youth begin to think about agro-businesses they could engage.

Steps	What?	How long?
✓ Step 1	<p>Have participants sit in a circle.</p> <p>Show participants a ball of string. Explain to youth:</p> <ul style="list-style-type: none">• You will hold onto the end of the string and then throw the ball to someone in the group.• The person who catches the ball of string must name one business they know of in the community.• This person then takes hold of the part of the string that is closest to him or her and throws the ball across to someone else.• Participants cannot pass the ball of string to a person beside them. Also, participants cannot repeat the same businesses. <p>NOTE: if you do not have a ball of string, obtain permission to draw on the floor with chalk or mark the floor by rolling a wet ball.</p>	2 min
✓ Step 2	<p>Play the game and continue the activity until the ball of string has been completely unraveled or until everyone has named a business. The result is a web created between youth.</p>	10 min
✓ Step 3	<p>Have youth hold on to the string.</p>	2 min

	Take some time and have youth observe the web that they have created. Explain to the group that each youth represents a business and that all the businesses are connected to each other by the string.	
✓ Step 4	<p>Lead a discussion by asking youth:</p> <ul style="list-style-type: none"> • How do you think businesses are connected to each other within the community? • To whom do businesses sell to? • From whom do businesses buy from? • What happens to the businesses in a community if one business closes down? <i>Answers include:</i> <ul style="list-style-type: none"> > <i>It can impact the other businesses around it.</i> • What happens if there are too many of the same type of business? <i>Answers include:</i> <ul style="list-style-type: none"> > <i>A business may not be success because customers may go to another business</i> > <i>You may have to lower your prices to attract people to buy from her and make not make enough money.</i> <p>End the discussion by emphasizing that businesses are connected to each other in many ways. They often influence each other's survival and success.</p>	4 min
✓ Step 5	<p>Explain to youth:</p> <ul style="list-style-type: none"> • You have seen that agriculture enterprises are those earning activities that are tied to farming/ agriculture value chain. • Agriculture value chain refers to a range of activities that are necessary for an agricultural product to move from the farm to the final consumer. • We are going to review the diagram below to identify and explore the different business opportunities along the maize value chain. 	4 min
✓ Step 6	<p>Divide the participants in 5 'fruit 'groups (Mango, banana, papaya, orange and Avocado).</p> <p>Give each group a copy of the VISUAL: Maize Value Chain.</p> <p>As a group go through the visual and read out the different businesses and map how they are aligned on the value chain.</p> <p>As a group ask youth:</p>	15 min

- Which types of businesses are typically male businesses and which types of businesses in the chain are typically female businesses?
- Why do we think that is?

Explain to youth:

- Females and males can do all of the different jobs on this value chain, if they are given equal support and opportunities in their household and from the people around them.

GENDER NOTES FOR FACILITATORS

In the discussions, we want girls and boys to explore all types of business opportunities and not feel they are limited to only typical work that females do and typical work that males do. This limits equal opportunities.

It is important to explain to youth that there can be negative attitudes and perceptions about what type of work is acceptable for females and what type of work is acceptable for males. Many of these perceptions are rooted in what we see or have seen in the past. Females have typically done work that is closer to their home so they can complete domestic chores and take care of children. But this creates an extra burden on them and does not allow their work to be as profitable. They are not able to pursue different types of value chains that give more profits. But this does not mean females cannot do all types of work. If girls and boys are given equal support and opportunities in their household and from the people around them.

Encourage girls and boys to support each other in thinking of different types of businesses that interest them, regardless of if it is a typical male business or female business. It is important note to judge but to stand up for each other.

✓ Step 7

Explain to youth that now we are going to create our own chains of products you see growing around the community.

Split youth into 4-5 groups based.

For example groups could be arranged as follows:

- Group 1: fruit farmers, fruit trading and juice vendors
- Group 2: animal raising
- Group 3: bee keepers
- Group 4: carpenters, metal and tin work and repair services

NOTE: For some business ideas there may be a clear connection and other times businesses may not be similar. The idea is to try and have youth work together who have similar businesses if possible.

Hand out one piece of flip chart paper to each group.

2 min

✓ Step 8	<p>Have each group create a value chain and draw other businesses that connect.</p> <p>Visit each group and provide assistance where needed. Make sure youth think about:</p> <ul style="list-style-type: none"> • What businesses or people their business idea sells to • What businesses or people they buy from • How many businesses exist that are similar to their business idea • From the businesses on the value chain, which types of businesses would individual youth be most interested for themselves. Why? 	15 min
✓ Step 9	<p>Have one or two groups present their value chains to the group.</p> <p>Lead a discussion with youth with the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences between each group's value chains? • Do you think that business you want to start would fit into the community? • Why do you think your business idea would or would not fit into the community? <p><i>Answers for why a business <u>would fit</u> may include:</i></p> <ul style="list-style-type: none"> > <i>There are not many businesses like the one that I want to start</i> > <i>I would offer a service that currently does not exist in my community</i> > <i>People can afford to buy what I have to offer</i> > <i>The materials I need is available in my community</i> <div data-bbox="373 1375 1294 1977" style="border: 1px solid black; background-color: #00FFFF; padding: 10px;"> <p>GENDER NOTES FOR FACILITATORS</p> <ul style="list-style-type: none"> • Youth may think that a reason why a business may <u>not</u> fit is because the business is traditionally a male type of business, where a girl may not think she can or should do it. She might think she will get shunned in the community or not have the skills because she does not see other females doing similar businesses. • Or, there may be a traditionally female type of business, where a boy does not think he can or should do it. He may think he will get laughed at in the community for going girls' work. • As a facilitator, it is important to encourage girls and boys to think about and pursue all types of businesses that interest them. Girls can be successful in traditionally male types of businesses and boys can be successful in traditionally female types of businesses. • We know that such businesses can be successful if it is a good business idea and well planned. • It is very courageous to step out of the box. </div>	10 min

	<ul style="list-style-type: none"> • We need to support and encourage all who do to make this world an equal place with equal opportunities. • As a facilitator, provide examples of females who are successful in male dominant types of work and males who are successful in female dominant types of work. 	
✓ Step 10	<p>Congratulate youth on their work in developing their business idea and determining the products or services they will sell!</p> <p>Provide coaching to those participants who feel they may need to change their business idea.</p>	1 min

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Activity Overview: Youth reflect on what they have learned today about the My Business module and spend 10 minutes writing in their journals.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Value chains • Equal opportunities for girls and boys in value chains <p>Ask the group to discuss what the important things they learned from the session. Take responses.</p>	3 min
✓ Step 2	<p>Explain to youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in those journals, they are private. You can draw or write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • A story of you running a business idea • A story of a women in a typical male-led business and the challenges she overcame to make her business successful • Skills you want to learn for your business 	1 min
✓ Step 3	Have youth spend 10 minutes writing or drawing in their journals.	10 min
✓ Step 4	<p>Ask youth to put their journals away.</p> <p>Congratulate youth for their work completing the session.</p>	1 min

Session 3: Exploring the Market (Part I)

Overall Objective: Youth participants will be able to articulate questions to ask local female and male market vendors about their work and prepare for the market visit. Youth understand the value of getting perspectives of both female and male vendors when doing market research.

Session Overview: Youth will start preparing for their market visit. Youth will be organized in 5 groups and play a 'Market Game' where youth are divided into market vendors and buyers and act out a 'pretend market'. The buyers will ask market vendors a series of pre-developed questions related to a SWOT – Strengths, Weaknesses, Opportunities, Threats - Analysis. Youth will then be given an opportunity to add on additional questions they will use in the actual local market visit and are informed how the market visit will be organized for the next session.

NOTE TO FACILITATORS:

Understanding market visits:

The purpose of a visit the market is to help youth see the market in new perspectives and give them a real world experience to better apply the lessons from the session. The market visit is all about learning. So, every market visit must have three parts:

- **Part One:** Young people prepare to learn. They must go to the market with a clear idea of what they are hoping to learn (Session 3).
- **Part Two:** Young people visit the market. While they are there they use a tool or journal to actively keep track of what they are seeing, hearing and feeling (Session 4).
- **Part Three:** After the market visit, there is a reflection period that allows young people to discuss their experience. This will help young people make sense of their experience and apply their lessons to their own enterprise (Session 5).

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in Sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Space and objects for a pretend market game
- ✓ A flip chart version of the resource material - **S3.I VISUAL: Question to ask vendors in the market visit**
- ✓ Photocopy the resource material for each youth - **S3.I VISUAL: Question to ask vendors in the market visit**

Timeframe: 2 hours

Activity	Description	Timeframe
1. Welcome, Objectives, and Agenda	Youth sign in and are introduced to the session and review what they learned in the last session.	15 minutes
2. Pretend Market Game	Youth play a 'Market Game' to practice buying and selling and act out questions to ask vendors following a SWOT - Strengths, Weaknesses, Opportunities, Threats - Analysis.	50 minutes
3. Preparing for the Market Visit	Youth understand how businesses are influenced by what is happening in the community around them. Youth identify ways that their business idea connects to the community.	40 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Mingle Mingle Mingle to review the previous session.</p> <p><i>Mingle, Mingle, Mingle</i></p> <ul style="list-style-type: none"> • Have youth stand and dance/move around the room singing 'Mingle, Mingle, Mingle'. • Explain that when they hear a number called out, youth have to form a group of that many people as fast as they can. • Any group that does not have the correct amount of people has to answer a question from the last session. 	8 min



Steps	What?	How long?
	<ul style="list-style-type: none"> Questions to ask youth to review the session are listed below. Encourage youth to help each other if groups do not know the answers to the questions. <p>Review questions include:</p> <ul style="list-style-type: none"> What is a value chain? What are three businesses in the coffee bean value chain? What is an example of a female who is doing a male type of business? Why may some people not think it is acceptable? What can we do to support girls and boys in any business they want to pursue, whether it is a typical male business or female business? 	
✓ Step 5	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will prepare for our market visit and think through what strategic questions we will ask.</p>	4 min

Activity 2: Market Game

Timeframe: 50 minutes

Materials:

- Flip chart paper
- Markers
- Space and objects for a pretend market game

Objective: Youth participants understand and can articulate questions to ask local market vendors about their work

Activity overview: Youth play a 'Market Game' to practice buying and selling and act out questions to ask vendors following a SWOT - Strengths, Weaknesses, Opportunities, Threats - Analysis.

Steps	What?	How long?
✓ Step 1	<p>Invite young people to think about the market place.</p> <p>Divide youth into 5 'animal groups' based on five different types of animals – <i>Gorilla, Lion, Monkey, Elephant, Zebra</i></p>	3 min
✓ Step 2	Explain to youth:	7 min

	<ul style="list-style-type: none"> • The <i>lion group</i> to be the youth visiting the market • The rest of the group will pretend to be vendors in the market. They will pretend to set up stall and be selling something to the <i>lion group</i>. <p>Ask the <i>lion group</i> to spend 10 minutes preparing important questions they would ask in the pretend market to learn about the other groups businesses.</p> <p>Ask the rest of the groups to spend 5 minutes thinking about what they would sell and another 5 minutes setting up their stalls. If groups are unsure about what items they will sell in the pretend market, ask them to think about what female and male businesses they have seen in the market and whether that is an idea they would use.</p>	
✓ Step 3	<p>Give each of the groups time to prepare for their pretend market visit. Visit each group and give support where needed.</p> <p>To the lion group, ask them to think about questions related to Strengths, Weaknesses, Opportunities and Threats that vendors have. This can be a helpful way to organize their questions.</p>	15 min
✓ Step 4	<p>Once the groups are ready, invite them to play the market game and pretend to sell to the lion group.</p>	25 min

Activity 3: Market Visit Preparations

Timeframe: 40 minutes

Materials:

- Flip chart paper
- Markers
- A flip chart version of **S3.1 VISUAL: Question to ask vendors in the market visit**

Objective: Youth participants understand and can articulate questions to ask local female and male market vendors about their work. Youth understand the value of getting perspectives of both female and male vendors when doing market research. Youth understand how the market visit will be conducted and prepare

Activity overview: Youth prepare questions they will ask to vendors and go through the logistics for the market visit in the next session.

Steps	What?	How long?
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✓ Step 1	Explain to youth that the questions they used in the “pretend market game” in the last activity are the same ones they can ask vendors in the real market visit.	2 min
✓ Step 2	Invite the <i>lion</i> group to share the questions they asked.	6 min
✓ Step 3	<p>Post the flip chart version of VISUAL: Question to ask vendors in the market visit at the front of the room.</p> <p>Go through the questions. Explain to youth that this is a SWOT Analysis that helps to frame our questions to vendors. It helps us to guide our questions around Strengths (S); Weaknesses (W); Opportunities (O) and Threats (T).</p>	10 min
✓ Step 4	<p>Ask if youth have other questions they would like to ask vendors. Questions we may want to add for them include questions:</p> <ul style="list-style-type: none"> > What does a young women/young men need to know to do what you do? > How did you start working in the market? > If you needed to learn something, who did you learn it from? > How much do you earn daily/weekly/monthly doing this work? > How do you determine the price for your products? <p>Explain to youth youth that when identifying vendors to interview they should also think about interviewing female vendors and male vendors to get different perspectives of how female vendors and male vendors organize their businesses. Getting perspectives of different vendors similar and different to ourselves can help us be better business people and make our businesses more successful.</p>	8 min
✓ Step 5	Explain to youth that they should share with their parents, siblings or family member’s questions to ask during the market visit.	4 min
✓ Step 6	<p>Next, go through the details of the next session and the market visit plans. Explain to youth where to meet, the time they will be in the market and any safety precautions they need to take.</p> <p>Remember to select five young people that will lead the 5 groups during the market visit. These youth group leaders should be a mix of girl and boy participants.</p>	10 min

Session 4: Exploring the Market (Part 2)

Overall Objective: Youth will interview female and male market vendors to understand their different gendered perspectives working in the market. Youth will identify agro business opportunities and gaps in the market to give them a new perspective and inform their decisions in types of businesses to pursue in the program.

Session Overview: Participating youth will all gather in one agreed place with the facilitators plus the chaperones from the community before heading to the market. The facilitator and the youth will take off time to review the questions that will be asked the market vendors. Youth will be divided into 5 groups to interview 5 already identified vendors in the market. After the interviews, youth, facilitators and chaperones will meet in one place before leaving the market.

NOTE TO FACILITATORS:

In this session youth will visit the market. It is a good idea to spend 45 minutes to one hour in the market. This will give young people an opportunity to explore the different parts of the market and talk to different business owners.

Announcing the Market Visit

Use the following questions to help prepare the market visit for youth. These questions should be answered 2-3 days before the market visit. If you need support, reach out to the program staff.

1. Which market will provide youth with an opportunity to see different types of businesses along the agriculture value chain?
2. What day is most appropriate to take youth for a market visit?
3. What time of day is most appropriate to take youth for a market visit?
4. Will your group meet in the market or somewhere outside the market?
5. How will your group get to the market?
6. What other community members should join the market visit to make it a more safe, enjoyable and valuable learning experience?
7. What other community members (including parents) need to be informed about the market visit?
8. When will they be informed?

Finalizing Plans for the Market Visit

Make the following preparations:

1. Recruit the support of additional 4 chaperones (2 males and 2 females) to help groups of youth explore the market.

2. Plan the route the group will take to walk to the market and back.
3. Plan a route through the market. This route should show youth a range of businesses, including female and male businesses.
4. Alert people in the market about the youth market visit.
5. Identify a series of different female and male vendors to be interviewed. Explain the questions youth will ask and confirm they are comfortable with the interviews.

Materials:

Objective and agenda on flip chart
 Flip chart paper/Chalkboard and Markers/Chalk
 Tape
 Sign-in Sheets

Advance Preparation Required

- ✓ Photocopy Sign-in sheets
- ✓ A flip chart version of the resource material **S3.1 VISUAL: Question to ask vendors in the market visit** (from the past session)
- ✓ NOTE: The market visit will require at least 1 day of preparation in advance to:
 - Identify in advance an equal number of female and male vendors in the market
 - Confirm the time for the market visit with vendors and young people
 - Organize transportation with program staff
 - Confirm the youth group leaders from the previous session
 - Finalize all plans for the market visit. Read and answer the questions and complete all tasks:
 - “Announcing the Market Visit”
 - “Finalizing Plans for the Market Visit”
- ✓ Participants should have papers and pens where to make notes

Timeframe: 2+ hours

Activity	Description	Timeframe
1. Welcome, Objectives, and Agenda	Youth sign in and are introduced to the session and review what they learned in the last session.	15 minutes
2. Gathering for the Market Visit	Youth will review questions that they put together for the market visit. Youth are organized in groups to explore the market and assigned a chaperone to accompany each group and ensure that the young people are safe.	30 minutes

Activity	Description	Timeframe
3. Market Visit & Youth Interviews	Youth are accompanied by their chaperones to start interviewing female and male market vendors and other peers.	60+ minutes
4. Closing	Once the youth have completed their interviews, youth meet with their chaperones and the facilitator thanks them for participating. Youth are asked to keep the notes they have made to be reviewed in the next session.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Mingle Mingle Mingle to review the previous session.</p>  <p><i>Mingle, Mingle, Mingle</i></p> <ul style="list-style-type: none"> • Have youth stand and dance/move around the room singing 'Mingle, Mingle, Mingle'. • Explain that when they hear a number called out, youth have to form a group of that many people as fast as they can. • Any group that does not have the correct amount of people has to answer a question from the last session. • Questions to ask youth to review the session are listed below. • Encourage youth to help each other if groups do not know the answers to the questions. <p>Review questions include:</p> <ul style="list-style-type: none"> • What are key questions to ask vendors for the market visit? • What are business strengths & weaknesses? 	8 min

Steps	What?	How long?
	<ul style="list-style-type: none"> What are business opportunities & threats? Why is it important to interview female vendors and male vendors? 	
✓ Step 5	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will complete the market visit and interview female and male vendors to explore business ideas in our community.</p>	4 min

Activity 2: Market Gathering

Timeframe: 30 minutes

Materials:

- Flip chart paper
- Markers
- Pens and paper for each youth
- A flip chart version of **S3.1 VISUAL: Question to ask vendors in the market visit** (from the previous session)

Objective: Youth review the questions discussed in the past session and understand how the market visit will be organized, including knowing their groups and their assigned chaperone.

Activity overview: Youth will review questions that they put together for the market visit. Youth are organized in groups to explore the market and assigned a chaperone to accompany each group and ensure that the young people are safe.

Steps	What?	How long?
✓ Step 1	<p>Post the flipchart version of VISUAL: Question to ask vendors in the market visit (from the previous session) on the wall for all to see.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> Let's recall the questions we had prepared for the market vendors and young people working in the market. Are there some questions from our families that we would wish to add on the list? Think back to the questions we discussed in the last session and then we will write them down before we go. 	10 min
✓ Step 2	Hand out paper and pens to write and finalize the questions they will ask.	15 min

✓ Step 3	Divide participants into the groups they will be in to explore the market and assign a chaperone to accompany each group and ensure that the young people are safe.	5 min
✓ Step 4	Assign each group to one of the 5 young people who are already selected to lead the groups. Announce the time the groups should gather after walking through the market and finally allow the groups to explore the market.	5 min

Activity 3: Market Visit & Youth Interviews

Timeframe: 60+ minutes

Objective: Youth practice conducting interviews with vendors in a market visit to begin identifying business opportunities and ideas.

Activity overview: Youth are accompanied by their chaperones to start interviewing market vendors and other peers.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> We will be meeting at the entry to the market and each team will have a chaperone. We will leave each team with a vendor or young person working in the market. We have arranged this time with vendors and young people so please interview only them. You have 20 minutes for your interviews. 	5 min
✓ Step 2	Conduct the market visit.	60 min+

Activity 4: Closing

Timeframe: 15 minutes

Activity Overview: Youth reflect on what they have learned today about the My Business module and spend 10 minutes writing in their journals.

Steps	What?	How long?
✓ Step 1	Once the groups have completed their interviews, be sure to thank each of the vendors or young people before leaving the market.	3 min

<i>Steps</i>	<i>What?</i>	<i>How long?</i>
✓ Step 2	Invite the young people to gather in one place and thank them for participating in the market visit.	5 min
✓ Step 3	Ask youth to share back 1-2 interesting things they learned in the market.	5 min
✓ Step 4	Ask the leaders of the groups to keep the notes they made during the visit to be reviewed during the next session.	1 min
✓ Step 5	Congratulate youth for completing the market visit.	1 min

Session 5: Exploring the Market (Part 3)

Overall Objective: Youth identify different types of businesses and how they operate and understand how businesses connect together in their community. Youth review and discuss different types of businesses typical for women and men and breakdown gender stereotypes that exist for women and men's work. Youth develop criteria to decide on two businesses that are viable, safe and that they are interested in running.

Session Overview: Youth reflect on the market visit experience, share learning from the market visit and assess agri-business opportunities. Using the story of "Musoki's Business Idea" youth think about their own criteria to assess agri-business opportunities as a girl or a boy. Youth identify different types of products and services, production and trade businesses and reflect on the stereotypes of types of businesses of women and men. Youth select two business ideas they want to pursue for the YiA program.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in Sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ A flip chart version of the following resource materials:
 - **S5.1 VISUAL: Question to Debrief the Market Visit**
 - **S5.2 VISUAL: Value Chain Opportunities Chart**
 - **S5.4 CHART #2: My Business Ideas**
- ✓ Photocopy the following resource materials for each youth:
 - **S5.3 STORY: Musoki's Business Idea**
 - **S5.4 CHART #2: My Business Ideas**
- ✓ Interview notes from the youth group leaders
- ✓ Prepare a list of community services with contact information, including:
 - Save the Children contact information
 - Sexual reproductive and health services
 - GBV and protection services
 - Other referral services/programs for youth who may have experienced sexual abuse or sexual exploitation
- ✓ A flip chart version of local sexual reproductive and health services and GBV/protection services

Timeframe: 3 hours

Activity	Description	Timeframe
I. Welcome, Objectives, & Agenda	Youth sign in and are introduced to the session and review what they learned in the last session.	15 minutes

Activity	Description	Timeframe
2. Market Visit Reflections	Youth share their memorable moments during the market visit using a game called “ Tell Us More ”. Youth group leaders present findings from the interviews in the market.	60 minutes
3. Business Ideas	Youth identify different types of products and services, production and trade businesses. Youth review and discuss different types of businesses typical for women and men and breakdown gender stereotypes. Youth develop criteria to decide on two businesses that are viable, safe and that they are interested in running.	90 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Mingle Mingle to review the previous session.</p>  <p><i>Mingle, Mingle, Mingle</i></p> <ul style="list-style-type: none"> • Have youth stand and dance/move around the room singing 'Mingle, Mingle, Mingle'. • Explain that when they hear a number called out, youth have to form a group of that many people as fast as they can. • Any group that does not have the correct amount of people has to answer a question from the last session. • Questions to ask youth to review the session are listed below. • Encourage youth to help each other if groups do not know the answers to the questions. <p>Review questions include:</p> <ul style="list-style-type: none"> • Who were two of the business vendors you interviewed in the market visit? • What was one question you asked to the vendors? • What is the value of a market visit in our business planning? • What was one memorable thing from the market visit? 	8 min
✓ Step 5	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p>	4 min

Steps	What?	How long?
	Explain to youth that today we will reflect on our market visit and explore business ideas we can pursue and select one!	

Activity 2: Market Visit Reflections

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers
- Flipchart version of the resource materials:
 - **S5.1 VISUAL: Question to Debrief the Market Visit**
 - **S5.2 VISUAL: Value Chain Opportunity Chart**

Objective: Youth reflect on their market visit.

Activity overview: Youth share their memorable moments during the market visit using a game called “**Tell Us More**”. Group leaders stand in different areas of the room and/or outside and all the participants move around and listen to the presentations by the 5 group leaders. The presentations should be according to the questions that were asked in the market.

Steps	What?	How long?
PART A: Debriefing the market visit		
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • During the last gathering, we made a visit to the market. I will like some of you to share with us your memorable moment during the visit. • This is how we shall do it: Let’s stand in a circle, when the first young person has shared his/ her memorable moment, she/he will face another young person in the circle and say ‘Tell us more.’ • That youth will also tell us his / her memorable moment and turn to another youth and say ‘Tell us more.’ • We shall continue in this way until I stop you. 	2 min
✓ Step 2	Have youth stand in a circle and play the Tell us more game. Let the game continue until 7-10 participants have shared their memorable moments.	10 min
✓ Step 3	Next, post the flipchart version VISUAL: Question to Debrief the Market Visit on the wall for everyone to see. Read the questions aloud.	2 min

	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now we are going to hear presentations from the youth group leaders. Using these questions, they will prepare brief presentations to share learnings from the market visit. • The leaders will be in different locations around the room. In your groups you will move around to each location and listen to their experiences. 	
✓ Step 4	Have the leaders set up in different locations around the room (and/or outside). Give them some time to prepare their presentations.	2 min
✓ Step 5	Have the groups visit two to three leader, rotating to the next group after 5-6 minutes.	18 min
PART B: Value chain assessment		
✓ Step 6	<p>Next, bring youth back together.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • Now we are doing to think about an agro-business we would like to engage in. • It could be a business their family is involved in, or a business idea they saw in the market. It could also be something they have always dreamed of doing. 	3 min
✓ Step 7	<p>Post the flipchart version VISUAL: Value Chain Opportunity Chart on the wall for everyone to see.</p> <p>Give each youth a copy of VISUAL: Value Chain Opportunity Chart</p> <p>Read each part of the chart and discuss the example provided.</p>	2 min
✓ Step 8	<p>Have youth work in groups to complete the chart to identify some of the gaps and opportunities they observed in the market visit.</p> <p>Visit each group and provide support and ideas as needed.</p>	15 min
✓ Step 9	Bring youth back together and ask one-two group to present back their chart and discuss.	6 min

Activity 3: Business Ideas

Timeframe: 90 minutes

Materials:

- Flip chart paper
- Markers
- Photocopies of the following resource materials for each youth:
 - **S5.3 STORY: Musoki's Business Idea**
 - **S5.4 CHART #2: My Business Ideas** for each youth
- A flip chart version of **S5.3 CHART #2: My Business Ideas**
- A flip chart version of local sexual reproductive and health services and GBV/protection services

Advanced Preparations:

- Prepare a list of community services with contact information, including:
 - Save the Children contact information
 - Sexual reproductive and health services
 - GBV and protection services
 - Other referral services/programs for youth who may have experienced sexual abuse or sexual exploitation

Objective: Youth identify different types of products and services, production and trade businesses. Youth review and discuss different types of businesses typical for women and men and breakdown gender stereotypes. Youth develop criteria to decide on two businesses that are viable, safe and that they are interested in running.

Activity overview: Youth often have a business idea before beginning this training. Some may have experience earning money for their families or running their own business. This activity uses the story of Musoki to demonstrate how people chose a business idea. The purpose of this activity is to have youth decide on two businesses they are most interested in running. During the course, youth examine and work with their first business idea. However, if the idea appears not to be feasible, youth can work with their second idea instead.

Steps	What?	How long?
PART A: Story		
✓ Step 1	Explain to youth: <ul style="list-style-type: none"> • The first step in planning a business is to decide the type of business you want. • Let's read a story about how Musoki chose her business idea. 	1 min
✓ Step 2	Hand out copies of STORY: Musoki's Business Idea and ask youth to follow along as you read. Read STORY: Musoki's Business Idea out loud while youth follow along.	10 min

	<p>This story talks about the different businesses Musoki considered before deciding a business idea that was right for her.</p>	
<p>✓ Step 3</p>	<p>Ask youth the following questions. Discuss each question before moving to the next question:</p> <ul style="list-style-type: none"> What were the choices for making money that Musoki had in this story? Responses should include: <ul style="list-style-type: none"> > Selling scrap metal > Using sex > Farming fruit > Making juice Why was making Juice a good decision for Musoki? Guide youth in thinking of the following answers: <ul style="list-style-type: none"> > She could get fruit from her family; > She did not like farming; > She would be able to talk to people at the market, which she liked doing; > A lot of people like to drink juice so she can find customers and make money, > She has the skills to make juice > It is a safe business Have you ever heard of someone in your life making money in one of those ways? Ask one or two volunteers to talk about someone they know who makes money in one of these ways. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>Sex for money can be a sensitive topic, which may get brought up in the discussion and story of Musoki. If youth do share stories of sex for money, either from personal examples or examples of people they know, this can raise issues of abuse and exploitation.</i></p> <p><i>Facilitators should be equipped with information about local health and sexual reproductive services and protection services, as well as other referral services to support girls who need further support.</i></p> </div> <ul style="list-style-type: none"> Have you ever seen girls or young women being taken advantage of asked to have sex for money or to pay for goods? Lead a discussion using the following questions: <ul style="list-style-type: none"> Why does sex for money or sex for goods happen in our community? What are the risks for young women and young men who engage in sex for money or goods? How can we protect ourselves and make sure it does not happen to us? 	10 min

	<ul style="list-style-type: none"> • If we see others or know of others who are taken advantage of, what can we do and what services are available for both young women and men? <p>Post the flipchart paper of list of all referral services and contact information at the front of the room. Read the services and information and explain to youth these details. Explain that you are there to support both young women and young men one-on-one if they have any questions or want to discuss further.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • Sex for money or sex for goods is a form of sexual abuse and exploitation. • Often times men can take advantage of girls who are in vulnerable situations and in need of money, i.e. asking for sex to pay for a girls' school fees, asking for sex to drive someone to a market • Risks for girls and boys who pursue sex for money or goods can include: <ul style="list-style-type: none"> • Getting into an unsafe situation with an unknown partner who could cause more violence and make you do things you do not want to do • May be pushed or forced not to use a condom or protection • Pregnancy if not using a contraception or protection • Getting a sexually transmitted disease like HIV/AIDs by not using protection • It is best to only enter into a relationship with someone you know and who you care about and who cares about you and your well-being. It is always important to always use contraception in any intimate relationships, like condoms to protect yourself from unwanted pregnancies and diseases. • If you or someone you know needs support key information of services are available. 	
✓ Step 4	<p>Explain to youth that like Musoki, you will have to think about different businesses you would like to start. Like Musoki you should think about:</p> <ul style="list-style-type: none"> • What you enjoy doing • What kinds of things you have access to (Musoki was able to get fruit from her family) • What people may want to pay for • What business is safe and not dangerous <p>Explain that in the next activity we will begin to think about all of these things.</p>	2 min
PART B: Business Type Game		

✓ Step 5	<p>Explain to everyone we are going to play a short game. Two participants will each act out a type of business without speaking. The other participants will guess what they are acting out.</p> <p>Ask two volunteers to come to the front of the room and give each a business to act out.</p> <p>Without anybody hearing, give each of the volunteers one of the two businesses:</p> <ul style="list-style-type: none"> • Hair Dresser • Picking and selling Mangoes <p>Have each volunteer act out their business and have the group guess their business.</p> <p>Ask youth:</p> <ul style="list-style-type: none"> • Which business is where a person is selling something to a customer? <i>Answer: Selling and pick Mangoes</i> • Which business is where a person is doing something for a customer? <i>Answer: Hairdresser</i> • Are these typically female or male dominated types of businesses? Why? Can males be hairdressers? Why or why not? <i>Let youth discuss and add on with the following points:</i> <ul style="list-style-type: none"> > There can be specific types of businesses that women typically do or that men typically do. > That does not mean that women and men cannot do such businesses. > Males can be hairdressers and women can be bricklayers. 	8 min
✓ Step 6	<p>Explain to youth that there are 2 different types of businesses:</p> <ul style="list-style-type: none"> • Services where you are doing something for someone, like hairdressing • Products where you are making or selling something or selling something that grows, like picking and selling mangoes. 	2 min
✓ Step 7	<p>Ask youth to think of some services that they know of in the community. List their responses on the chalkboard or on flip chart paper. <i>Responses may include:</i></p> <ul style="list-style-type: none"> > Taxi or bus drivers > Transporting products to the market > Building houses > Delivering products to families > Hairdressing > Plumbing > Mechanic – repairing cars and bicycles 	6 min

	<ul style="list-style-type: none"> > Tailoring > Nurses > Veterinarians > Painters <p>After you have a list of 5-10 services, ask youth what they would need to start a service business. Responses may include:</p> <ul style="list-style-type: none"> > You need to know how to do the service (skills) > You need materials or equipment and know where to buy them > You need to make sure it is a service that people will pay for 	
✓ Step 8	<p>Ask youth to think of some products that they know of in the community. List responses on the chalkboard or on flip chart paper. Responses may include:</p> <ul style="list-style-type: none"> > Corn > Mangoes > Tomatoes > Cookies > Bread > Shoes > Bricks > Oil > Pans <p>After you have a list of 5-10 products, ask youth what they would need to start a product business. Responses may include:</p> <ul style="list-style-type: none"> > Money to buy things beforehand to make or grow the product > You need to have the skills to make or grow the product > You need to know the cost of items needed to make or grow the product and where to buy them <p>Ask youth in the story “Mugisa’s New Friends” from the first Session, which of the youth had service businesses and which had product businesses? Answers:</p> <ul style="list-style-type: none"> > Mugisa – Women & men’s tailor (service) > Musoki – Juice Maker (product) > Joseph – Poultry Raiser + Selling eggs and roasted chickens (product) > Maria – Honey producer (product) > Winnie – Repair Woman (service) 	5 min
✓ Step 9	<p>Ask two new volunteers to come to the front of the room and give them each a new business to act out:</p> <ul style="list-style-type: none"> • Buying potatoes from a farmer and selling to a large potato business • Building furniture (carpenter) 	8 min

	<p>Have each volunteer act out their business and have the group guess their business.</p> <p>Ask youth:</p> <ul style="list-style-type: none"> • Are these two businesses product or service businesses? <i>Guide youth in understanding they are both product businesses.</i> • Which business is where a person makes something to sell to customers? <i>Answer: Building furniture (carpenter)</i> • Which business is where a person is buying and selling an item? <i>Answer: Buying and selling potatoes</i> 	
✓ Step 10	<p>Explain to youth that there are 2 different types of businesses:</p> <ul style="list-style-type: none"> • Trading Products is where you buy a product and resell it to someone at a higher cost. This is called trading. • Making Products is where you make something to sell to someone, like making farming tools. 	5 min
✓ Step 11	<p>Ask youth to think of some products that are <u>made</u> or <u>grown</u> in their community. List responses on the chalkboard or on flip chart paper.</p> <p>Ask youth to think of some products that are <u>traded</u> in their community. List responses on the chalkboard or on flip chart paper.</p> <p>As a group examine the two lists. Look at the similarities and differences.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • Some of the products made and grown can also be traded. • A product business may involve making and trading, or you could focus on only making a product or only trading a product. • It depends on what will help you be successful. 	5 min
✓ Step 12	<p>Use the following questions to lead a discussion. Let youth come up with their own answers, and guide youth to consider the following points in italics, if they are not brought up in the discussion:</p> <p>What are some things you need to think about if you start a business where you make a product? <i>Responses may include:</i></p> <ul style="list-style-type: none"> > <i>You need to spend time and energy making something different</i> > <i>You need the skills to make or grow the product</i> 	5 min

- > *How your product can be unique and different from others and you could charge more*

What are some things you need to think about if you start a trading business? Responses may include:

- > *You need to have a good person to buy from*
- > *Why a person would want to buy from you instead of someone else*
- > *You need to be able to move around in the community.*

Explain to youth:

- Both young women and young men are capable to start any type of business they chose, but they could face challenges because they are male or because they are female.
- Sometimes it can be difficult for young people, particularly young women to move freely in the community. There can be risks of violence in public spaces, or there movement can be limited because of other responsibilities in the home.
- This is why to ensure equal opportunities for young women and young men in work, we need to:
 - Share household responsibilities to give young women the options to move around in the community.
 - Step up when we see violence against others or when we see things which may make young women or young men unsafe.

For a trading business, why would someone buy a product at a higher cost when they could get it for a cheaper price? Responses why a person may pay the higher price may be because:

- > *It is more convenient and easy for them*
- > *They do not have access to the same buyers*
- > *They are loyal or like buying from the seller*
- > *The seller provides other products they want to buy too*

PART C: Chart

GENDER NOTES FOR FACILITATORS

Encourage youth to think about any and all types of businesses they may be interested in. This includes businesses that are male-dominated, which young women could enter to make money and female-dominated businesses that young men could pursue.

✓ Step 13

Have youth close their ideas and imagine themselves running the types of businesses that they are most interested in and that they can make money doing.

As youth are thinking, explain:

- It is not fair that girls' and boys' dreams may be limited just because they are a girl or a boy.

5 min

	<ul style="list-style-type: none"> • If young women have a good business idea that aligns with their interests, they should be able to pursue it. The same is with young men. • We want to provide equal opportunities for young women and men, both to learn and to work. <p>Ask them to imagine what they are doing specifically to run these businesses.</p> <p>Ask them is it a service or product business? Is it a production or trading business?</p>	
✓ Step 14	<p>Hand out CHART #2: My Business Ideas to each youth.</p> <p>Display the flipchart version of CHART #2: My Business Ideas so that everyone can see it clearly. Read each part of the chart out loud and point to each section so youth follow along.</p>	1 min
✓ Step 15	<p>Refer to the story of Musoki and how she chose her business.</p> <p>Remind participants about the factors that she needed to consider when choosing her business:</p> <ul style="list-style-type: none"> • Do I have the skills? If I do not have the skills, can I learn them? • Can I make money? • Is it safe? • Will I enjoy doing this everyday? <p>Ask youth to think about these questions when thinking about their own business ideas.</p>	2 min
✓ Step 16	<p>Explain to youth:</p> <ul style="list-style-type: none"> • In the “Business Idea #1” box, describe the business you imagine yourself doing. • In the “Business Idea #2” box, describe another business you are interested in. 	1 min
✓ Step 17	<p>Have youth work in their Work Groups to fill in their charts.</p> <p>Visit each youth as they are filling out their charts and provide assistance as needed. Guide youth in focusing on appropriate small businesses. Make sure that their choices are realistic and that they can start in their local community.</p> <p>Encourage youth to start with smaller, rather than larger businesses. That will make it easier for them to attain their goals.</p>	10 min

✓ Step 18	<p>Explain to youth:</p> <ul style="list-style-type: none"> • For the rest of the course we will be exploring our “Business Ideas #1” • However, if at some point in the training you discover that this idea may not be practical, you can switch to “Business Idea #2.” 	1 min
✓ Step 19	<p>Conclude the activity by asking youth to share their two ideas with the group.</p> <p>Congratulate youth for their work in identifying different business types and thinking about a business idea they may want to pursue!</p>	3 min

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Activity Overview: Youth reflect on what they have learned today about the My Business module and spend 10 minutes writing in their journals.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Types of businesses – services, product, trading • What to think about when selecting a business idea • Encouraging non-traditional business ideas • Business webs <p>Ask the group to discuss what the important things they learned from the session. Take responses.</p>	3 min
✓ Step 2	<p>Explain to youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in those journals, they are private. You can draw or write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • A story of you running your business idea • What challenges you see running your business idea and how you can overcome them • A story of a women in a typical male-led business and the challenges she overcame to make her business successful • Skills you want to learn for your business 	1 min

<i>Steps</i>	<i>What?</i>	<i>How long?</i>
✓ Step 3	Have youth spend 10 minutes writing or drawing in their journals.	10 min
✓ Step 4	Ask youth to put their journals away. Congratulate youth for their work completing Session 2.	1 min

Session 6: Developing Business Skills

Overall Objective: Youth identify what business and technical skills are needed for their business and identify skills they have or need to learn to start their business. Youth understand and breakdown gender stereotypes that exist about girls' and boys' capabilities and abilities to learn new skills. Youth identify different ways they can build their skills and list what support they could get from peers, family and other positive female and male business mentors and role models in their community who have such skills.

Session Overview: Now that youth have a business idea in mind, they will determine if that is a realistic business based on what skills and knowledge is required for their business idea to be successful. In Session 6, youth then brainstorm what generic business skills are needed for all businesses and what technical skills are specific to their business. If youth have gaps in their skills required for their business idea, they begin to think about pathways and the role of Business Mentors in the community to build their skills.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ A flip chart version of the resource material **S6.1 CHART #3: My Business Skills**
- ✓ Photocopy the resource materials **S6.1 CHART #3: My Business Skills** for each youth
- ✓ A flipchart of Facilitator and Save the Children contact information to report any challenges, including challenges with mentors

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives, & Agenda	Youth sign in and are introduced to the session and review what they learned in the last session.	15 minutes
2. Business Skills	Youth list the skills they need to run their business and decide whether or not they have the skills needed to run their business. If they do not, youth think about how they could learn them. Youth discuss different gender stereotypes about girls and boys capabilities and abilities to learn new skills.	100 minutes
3. Business Mentors	Youth understand the importance of a good business mentor and begin identifying possible positive female and	50 minutes

Activity	Description	Timeframe
	male business mentors and role models in their community.	
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Mingle Mingle Mingle to review the previous session.</p> <p>ENERGISER !</p> <p><i>Mingle, Mingle, Mingle</i></p> <ul style="list-style-type: none"> • Have youth stand and dance/move around the room singing 'Mingle, Mingle, Mingle'. • Explain that when they hear a number called out, youth have to form a group of that many people as fast as they can. • Any group that does not have the correct amount has to answer a question from the last session. • Questions to ask youth to review the session are listed below. <p>Review questions include:</p> <ul style="list-style-type: none"> • What is the difference between a service and a product? • What is criteria to use to determine if a business idea is right for you? • What is a business idea you want to pursue and why? 	8 min

Steps	What?	How long?
✓ Step 5	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will explore business skills required for our business ideas!</p>	4 min

Activity 2: Business Skills

Timeframe: 100 minutes

Materials:

- Flip chart paper
- Markers
- Photocopies of **S6.1 CHART #3: My Business Skills** for each youth
- A flip chart version of **S6.1 CHART #3: My Business Skills**

Objective: Youth understand that both girls and boys can learn skills for any type of job. Youth list the skills they need to run their business and decide whether or not they have the skills needed. If they do not, youth think about how they could learn them and promote equal learning opportunities for girls and boys equally.

Activity overview: From the previous session, youth identified a business idea they wanted to pursue to earn money. Now youth will look at what people have to do to run their businesses. Youth identify what skills they need to run their own business. If they do not have the necessary skills for their first business idea, they made decide to acquire or improve these skills. They may also choose to explore their second business idea instead.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now that we have a business idea to help us make money, we are going to think about things that we will need to do to run these businesses and the skills we will need to be successful. • When we are in the market, at farms, or on the road we may see people doing activities for their business. 	1 min
✓ Step 2	<p>Ask youth to work in groups of two to think about their business ideas and a male person and a female person who owns a business in their community that relates to their business idea. Use the following questions to help youth discuss:</p> <ul style="list-style-type: none"> • What are people doing to run those businesses? • What skills do they have to do those things? 	5 min

	Have youth work in pairs to discuss the answers to the questions.	
✓ Step 3	<p>As a group lead a discussion on what activities and skills youth have identified for their business idea. Write youth's answers on a new piece of flip chart paper, on the left-hand side. <i>Guide youth in thinking about the following activities and add to the list:</i></p> <ul style="list-style-type: none"> > Keeping track of their money > Being honest with customers > Saving money > Purchasing goods to make their products or provide their services > Making their product (harvesting, building, feeding animals, etc.) > Selling their product (to individual customers or to wholesalers) <p>Ask youth to think about Mugisa and his tailoring business and describe activities that Mugisa will need to do for his business. <i>Guide youth in thinking about the following possible activities:</i></p> <ul style="list-style-type: none"> > Sewing garments > Maintaining a sewing machine > Hand sewing > Cutting patterns and materials > Measuring clients > Designing garments > Selecting colours and patterns > Attracting customers > Handling money and budgeting > Meeting deadlines for clients 	15 min
✓ Step 4	<p>Draw two columns on the right of the list. Give the first column the heading "All Businesses." Give the second column the heading "Some Businesses."</p> <p>Look at the list on the flip chart paper. For each item, ask youth:</p> <ul style="list-style-type: none"> • Does this task need to be done by all businesses or by only some? <p>Place a check mark in the appropriate column for each item. Youth may feel that some items could belong in either category. If so, discuss youth's opinions. Then place a check mark in both columns.</p>	3 min
✓ Step 5	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now we are going to look at the key activities we will do to start and run our business. • As we determine activities we need to do we may realize some tasks we know how to do and some we do not. 	3 min

	<ul style="list-style-type: none"> In this session we will also look at people in our community who can help us build the skills needed to do our business! <p>Split groups into their Work Groups.</p> <p>Display a flip chart version of CHART #3: My Business Skills at the front of the room for everyone to see clearly.</p> <p>Hand out copies of CHART #3: My Business Skills for each youth.</p>	
✓ Step 6	<p>Read the first part on the chart: “My Business Idea:”</p> <p>Write “Tailor Business” as an example. Have participants write their first business idea on their own chart.</p>	2 min
✓ Step 7	<p>Read out loud and point to the next section in the chart: “What general things do I need to do for my business?” Clarify this question by asking youth:</p> <ul style="list-style-type: none"> What things do all businesses have to do, including yours? Point out the items on the list that youth identified which all businesses have to do. 	3 min
✓ Step 8	<p>Have youth work in their Work Groups to fill in the chart for the general things they need to do for their businesses.</p> <p>Visit each Work Group and provide assistance as needed.</p>	15 min
✓ Step 9	<p>Read out loud and point to the next section in the chart: “What specific things do I need to do for my business?” Point out examples of specific things that only some businesses do.</p> <p>Explain that these tasks are related to a specific type of business.</p>	2 min
✓ Step 10	<p>Ask youth work in their Work Groups to fill in the chart for specific things they would need to do to run their businesses.</p> <p>Visit each Work Group and provide assistance as needed.</p>	15 min
✓ Step 11	<p>Remind youth that in order to run their businesses, they must have the skills to do all of the things they have listed.</p> <p>As a group, read out and point to the last section on the right side of the chart: “Can I do this activity?”</p>	10 min

	<p>Explain to youth that it is important to ask ourselves, is this something I can do or do I need extra help and training to complete this activity? Go through and discuss each of the different answers and what it means:</p> <ul style="list-style-type: none"> • Yes = I already know how to do the activity and can do it right now. I do not need any other training. • Maybe = I know a little bit about how to do it, but before I start I would like a bit of training and help. • No = I do not know how to do this activity at all. I need training and help to do this. <p>Explain to youth that we will think about all of the skills we have listed and put a checkmark in the box that relates to you. It is important to be as honest as possible to help us achieve our goals.</p> <div style="border: 1px solid black; background-color: #00FFFF; padding: 10px;"> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>As facilitators, it is important to understand and communicate to youth that that girls and boys are both equally capable of learning new skills. However, girls and boys should understand that identifying and building new skills may be different for young women and men.</i></p> <p><i>Also, all young people regardless of their gender learn at different paces.</i></p> <p><i>As a facilitator it is important to build a supportive environment for young women and men and create equal opportunities for exposing girls and boys to new skills and ways they can learn them for their businesses.</i></p> </div>	
✓ Step 12	<p>Have youth work in their Work Groups to fill in the section “Can I do this activity?”</p> <p>Visit each group and provide assistance as needed.</p> <p>Remind youth to be as honest as possible when filling out this section. Some youth may find it difficult to admit they do not have certain skills. Youth may also not know or think about certain skills.</p> <p>Encourage youth to think about all possible skills and provide examples of types of skills youth may not identify.</p> <p>Ask youth to think about whether they would like to learn these new skills and how they would do that.</p>	5 min



Next, read out loud and point to the last section of the chart:
“Where can I learn how to do this activity?”

Explain to youth:

- There are always things we can learn more to help us succeed in our businesses and money making activities.
- It is important to remember that girls and boys can equally learn new skills and grow. We all have the power to learn.
- Sometimes our past experiences as girls and boys may make us feel unconfident in our abilities to learn.

Ask young people to discuss their own experiences in learning and reasons why girls and boys may feel unconfident in learning. Add to the discussion with the following points:

- For girls, many times they have to focus on house and care work over school and learning in their family which has not allowed them to keep up.
- For boys, they may have had pressure to prioritize work and earning money over school and learning which has not allowed them to keep up.
- There can also be certain types of skills that wrongly appear to be more ‘female’ or more ‘male’. For instance, mathematics and numeracy skills can be seen as a ‘male’ skill which is not true. However this can stop girls from wanting to learn such skills or pursue work with numbers and money. It can also make boys feel bad about themselves if they are not strong in such skills because they are expected to be.

Ask youth if there are other skills and knowledge which are deemed as more ‘female’ or more ‘male’ and why they think that is.

Explain to youth:

- All girls and boys can learn all skills. We all have different skills that we are good at and skills that we can improve upon. Some people may be better at certain skills than others, but it is not because they are a female or a male.
- Let’s look at some of the skills for our business that we need help with. We will look at the “Maybe” and “No” columns from our charts.
- From our work in My Family and My Community, we have learned about people and places that we can learn more.

✓ Step 13

5 min

✓ Step 14	<p>First, ask youth to think about family members (siblings, mothers, fathers, aunties, uncles, etc.) that could help them learn and build the skills they identified in the “Maybe” and “No” columns. Have youth write the names of their family members beside the business skills.</p> <p>Visit youth are they are filling in their charts and provided assistance as needed.</p>	4 min
✓ Step 15	<p>Next, ask participants to think about people in their communities that could help them learn and build these skills? <i>People could include:</i></p> <ul style="list-style-type: none"> > <i>Neighbours</i> > <i>Peers</i> > <i>Business owners with same businesses</i> > <i>Government agriculture or business officers</i> > <i>Vocational Schools</i> > <i>Local artisans</i> <p>Have youth write the names of community members and organizations beside the business skills they have identified on their charts.</p> <p>Visit youth are they are filling in their charts and provide assistance as needed. Explain to youth that it is okay to have more than one person or place to help learn these skills.</p>	5 min
✓ Step 16	<p>Have one or two youth volunteer to present the people and places they identified.</p> <p>Lead a discussion asking youth:</p> <ul style="list-style-type: none"> • What are other ways that we could start a business if we do not have all of the skills? <i>Answers could include:</i> <ul style="list-style-type: none"> > <i>Start a group business with other peers who have skills</i> > <i>Interview business owners with similar businesses</i> > <i>“Shadow” of follow a business owners work for a day or period of time</i> > <i>Do an apprenticeship to gain on-the-job skills and work in a business</i> > <i>Do a local vocational training if available</i> 	6 min
✓ Step 17	<p>Congratulate youth for their hard work identifying the skills they have and skills they will learn for their business.</p> <p>Explain that in the next session we will at group businesses and how this can be a strategy for youth.</p>	1 min

Activity 3: Business Mentors

Timeframe: 50 minutes

Materials:

- Flip chart paper
- Markers
- If possible, obtain blindfolds for each pair of youth
- Determine what objects you will use for obstacles
- A flipchart of Facilitator and Save the Children contact information to report any challenges, including challenges with mentors

Objective: Youth understand the importance of a good business mentor and begin identifying possible positive female and male business mentors and role models in their community.

Activity overview: At times, running a business can be challenging. Youth may wish to have a business mentor whom they can trust for support and motivation. A business person who has experience in solving business problems can be very valuable to youth. They can feel that they have someone to turn to when they need help. The game in this activity introduces the concept of mentorship. As a group, youth discuss this concept.

Steps	What?	How long?
✓ Step 1	<p>Invite youth to play a game.</p> <p>Explain to youth that they will work in pairs. One person in each pair will be the sound maker. The other will be blindfolded. If blindfolds are not available youth can simply close their eyes.</p>	2 min
✓ Step 2	<p>Explain to youth how the game works:</p> <ul style="list-style-type: none"> • The blindfolded youth will be asked to walk across the room through a set of obstacles. • Their only guidance will be their sound maker partners. • By walking ahead, their partners will try to guide them safely across the room by making special sounds. • Each sound maker will have a unique sound. • Blindfolded youth should listen carefully and walk toward their individual partners' sound. <p>Make sure all youth understand the game before proceeding.</p>	2 min
✓ Step 3	<p>Have youth chose partners. Ask each pair to decide who will be blindfolded and who will be the sound maker.</p>	3 min

	Go around the room and ask sound makers to demonstrate the noises they will make. For example, they can use sounds such as whistles, clicks, hums, bird calls, animal noises, etc. Ensure that each noise is different.	
✓ Step 4	Explain to youth that if the blindfolded youth bumps into an obstacle, they must go back three steps. The sound makers cannot stand closer than three steps in front of their partners.	1 min
✓ Step 5	Demonstrate quickly the game to youth using a volunteer from the group as the blindfolded person and you as the sound maker.	2 min
✓ Step 6	Have all pairs go to one side of the room. Ask youth to put on their blindfolds so they cannot see.	1 min
✓ Step 7	<p>Set up obstacles using available objects. For example, chairs, t-shirts on the floor, shoes, branches from trees, etc.</p> <p>Be sure that the obstacles are not too challenging or unsafe.</p> <p>Make sure the blindfolded people are not cheating!</p>	2 min
✓ Step 8	<p>Have youth play the game. Have the sound makers begin to guide their partners across the room with their chosen sounds.</p> <p>Watch the partners. If blindfolded youth become confused, remind them to stop, listen for their partner's sounds and only move in that direction.</p>	10 min
✓ Step 9	Once everyone is on the other side, ask each pair to switch roles and repeat the game.	10 min
✓ Step 10	<p>Bring youth back together and lead a discussion with youth about the game, using the following questions:</p> <ul style="list-style-type: none"> • How did it feel to be blindfolded? • What did you do to try to get to the other side? 	3 min
✓ Step 11	Explain to youth that sometimes, when trying to run a business, you might feel "blindfolded" or in the dark, just as you were in the game. You may have many questions and not be sure what to do next. You may try to find guidance or support as you encounter different	2 min

	challenges and obstacles when running a business, just as you did from your sound making partners.	
✓ Step 12	<p>Lead a discussion with youth, using the following questions:</p> <ul style="list-style-type: none"> • Have you ever received help or guidance from someone? How did it feel? • What did you gain from speaking with them? • What did they do or say that was helpful? <p>Remind youth of the business webs they created from the last session when they were thinking of their business ideas. Ask youth:</p> <ul style="list-style-type: none"> • From the businesses we see in the market, is there anybody who could support and guide us in our business if we encounter challenges? • How could they help you with your business? Are there female business owners that girls could speak to? <div style="background-color: #00FFFF; padding: 10px;"> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>It is important to guide youth in thinking about positive female and male role models in their community.</i></p> <p><i>It is important for girls to think about female mentors and boys to think about male mentors as they may be able to understand and provide support to the issues that girls and boys face respectively from their own experiences and be people girls and boys respectively aspire to be and as they get older.</i></p> <p><i>However, many times there are not as many female business owners in the community for girls. At the same time, it can be valuable for girls and boys to see positive mentors of the opposite sex, where having a male mentor for girls can be suitable too.</i></p> <p><i>As a facilitator, it is of value to have examples of female and male role models in the community who encourage, support and provide guidance for girls and boys respectively in the community. These mentors need to be mentors who are trusted and will not take advantage of girls and boys who they are mentoring. They should support gender equality and girls' and boys' equal opportunities in work.</i></p> <p><i>It is important to recognize that mentors are in a position of power over girls and boys. If mentors are not mentoring for the right reasons, they could be taking advantage or cause physical and/or emotional harm to girls and boys. As a facilitator it is important to monitor mentors and ensure girls and boys are safe in the mentorship.</i></p> </div>	5 min
✓ Step 13	Using youth's answers help youth to understand that it is important to find someone who can offer guidance and support when they are running their own businesses.	4 min

	<p>Explain to youth:</p> <ul style="list-style-type: none"> • A key thing about a mentor, is you should feel safe and comfortable asking mentors questions and seeking support from them in your business. • If for any reasons you do not feel safe with your mentor, it is important to let the facilitator and Save the Children know so action can be taken to change the situation. <p>Provide information on flipchart paper of who girls and boys can contact if they do not feel safe with their mentor.</p> <p>Explain to youth that a business person who can provide guidance and support is called a “mentor.” Write the word “mentor” on flip chart paper. Explain that a mentor is a person chosen by the youth to provide guidance and support as they start their own business.</p>	
✓ Step 14	<p>Ask youth:</p> <ul style="list-style-type: none"> • Does anyone have a mentor right now that they turn to for support? It could be a mentor for business but it could also just be a mentor for your life and personal relationships. • Does anyone have any ideas of who could be a business mentor for their business? Review youth’s ideas and discuss. <p>Congratulate youth for their work in thinking about Business Mentors.</p>	3 min

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Activity Overview: Youth reflect on what they have learned today about the My Business module and spend 10 minutes writing in their journals.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Business skills that apply to all businesses • Business skills that are specific to my business • People and places who can help me build skills • Business experiences in our community <p>Ask the group to discuss what the important things they learned from the session. Take responses.</p>	3 min

<i>Steps</i>	<i>What?</i>	<i>How long?</i>
✓ Step 2	<p>Explain to youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in those journals, they are private. You can draw or write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • The top skills you think are important to learn and why • A story of you in 5 years with the skills you will have learned to run your business • A map of people and places who can help you learn more businesses • Questions you want to ask other female and male business owners to learn more 	1 min
✓ Step 3	Have youth spend 10 minutes writing or drawing in their journals.	10 min
✓ Step 4	<p>Ask youth to put their journals away.</p> <p>Congratulate youth for their work completing the session.</p>	1 min

Session 7: Working Together

Overall Objective: Youth compare individual and group businesses and determine if they want to work individually or in a group. Youth review the different roles in a business and different perceptions of women's and men's roles in business. Youth develop rules and responsibilities required if they decide to start a group business.

Session Overview: This session helps youth identify if a group or individual business is right for them. Youth first look at the positives and negative of both individual and group businesses and ways to overcome these challenges. Youth review the roles and responsibilities of running a business and learn how to develop business agreements for a group business. In the end, youth consider who amongst their peers, family members or other community members they could and may consider partnering with in their business.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Masking Tape
10-15 Balloons (or taped up bags and paper)
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ Create a flip chart version of the following resource materials:
 - **S7.1 VISUAL: Group & Individual Business Options**
 - **S7.2 VISUAL: Four Business Roles**
 - **S7.3 CHART #4: My Business Roles & Responsibilities**
 - **S7.4 VISUAL: Business Partner versus Friend**
- ✓ Photocopy the following resource materials for each youth:
 - **S7.3 CHART #4: My Business Roles & Responsibilities**
- ✓ One small piece of paper for each youth, with one of four roles (Leader, Treasurer, Operator, Seller) written on each of the pieces
- ✓ One small piece of paper for each youth with different body parts written on each piece (e.g. head, knee, stomach, elbow, back, shoulder, etc.)

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives, and Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Group & Individual Businesses	Youth identify the advantages and disadvantages of both a group business and individual business. Youth recognize the importance and challenges around equal decision-making in group businesses for girls and boys and determine the best option for their business.	60 minutes

Activity	Description	Timeframe
3. Business Roles & Responsibilities	Youth identify roles and responsibilities involved in running a business and understand the perceptions of females and males related to these roles. Youth decide what roles they would like to take on and where they will need help.	60 minutes
4. Business Partners	Youth understand the importance of partnerships and the difference between friends and business partners.	30 minutes
5. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Fruit Salad to review the previous session.</p> <p>ENERGISER !</p> <p><i>Fruit Salad:</i></p> <ul style="list-style-type: none"> - Have youth sit in a chair in a circle and stand in the middle - Have youth shout out 4 different types of fruit - Give each youth one of the types of fruit. Give yourself a fruit too. - Explain that you will call out one of the fruits. People with that fruit have to stand up and run to a new chair. The last person standing has to answer a review question. - That person then calls out a fruit and people with that fruit stand and run to a new chair. 	8 min

Steps	What?	How long?
	<ul style="list-style-type: none"> - Explain that you can also call “Fruit Salad” where everybody has to get up and find a new chair. <p>NOTE: if no chairs are available, you can also mark spots with tape in a circle.</p> <p>Use the following review questions:</p> <ul style="list-style-type: none"> • What are three skills you have to help you run your business? • What are two skills you want to improve or learn for your business? • What are different ways you can build your skills? • What is a mentor? 	
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at working with other people in our businesses.</p>	4 min

Activity 2: Group & Individual Businesses

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers
- Masking tape or chalk
- A flip chart version of: **S7.1 VISUAL: Group & Individual Business Options**

Objective: Youth identify the advantages and disadvantages of both a group business and individual business. Youth recognize the importance and challenges around equal decision-making in group businesses for girls and boys and determine the best option for their business.

Activity overview: In this activity, youth play a team-building game to look at the differences between working independently and in a group. Youth compare individual and group businesses and begin to strategize ways to overcome some of the challenges of both group and individual businesses.

<i>Steps</i>	<i>What?</i>	<i>How long?</i>
PART A: Team-Building Activity		
✓ Step 1	<p>Create a large 4x4 square grid on the ground made out of masking. Each square should be approximately 60cms in length and width, large enough for a youth to step through.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • If you have a lot of youth, make two grids and have a competition between the two groups. • If masking tape is not available, you could also use chalk to make grid. • If you are unable to make a grid on the ground, you could also make the grid on the chalkboard. <p>Draw a mini version of the grid on a piece of paper and draw a secret path through it.</p>	2 min
✓ Step 2	<p>Have youth stand at one corner of the grid.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • This is a maze that represents us starting our business. • I have a secret pathway from one corner of the maze to the other corner. Our starting point represents us right now. The end point is a successful business. • One youth at a time will go through the maze. Each time you take a step into a square, I will tell you if you are on the right path. • If you step off the path, you have to stop and go back to the beginning and a new person will try. 	2 min
✓ Step 3	<p>Play the game, and let youth try to figure out the path independently. This should be very difficult.</p> <p>Then, have youth work together to figure out and memorize the path to the other side of the maze.</p>	8 min
✓ Step 4	<p>Once everybody has gone through the right path, bring everyone back together.</p> <p>Use the following questions to lead a discussion:</p> <ul style="list-style-type: none"> • Was it difficult to get across the maze by yourself? Why? • How did the activity get easier when you worked as a group? • What is the advantage of working in a group versus working on your own? 	4 min

	<ul style="list-style-type: none"> • Have you ever worked in a group before? How did it go? • How could working in a group be helpful when starting a business? • When might it be best to work independently in a business? • What is important when working in a group? 	
PART B: Group & Individual Business Comparison		
✓ Step 5	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now that we have our business ideas, it is important to think about how you will work with other people in our community. • For some of us, a group business may be a great way to share the work, costs and split up your skills to be successful. • For some of us an individual business may be the best option because you like to work independently and you have the skills and the support you need. 	2 min
✓ Step 6	<p>Split youth in their Work Groups.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • There are positives and negatives about having a group business and having an individual business. • We are going to brainstorm positives and negatives parts about these two options. • Each group will have 10 minutes to discuss and come up with 3 positives and 3 negatives for each of the two different options. You can use your notebooks to write or draw ideas. 	4 min
✓ Step 7	<p>Have youth work together in their Work Groups to discuss the advantages and disadvantages of the two different types of businesses.</p> <p>Visit each group and provide assistance as needed.</p>	8 min
✓ Step 8	<p>Display the flip chart version of VISUAL: Group & Individual Business Options at the front of the room for everyone to see.</p> <p>Ask 1-2 Work Groups to present their advantages and disadvantages to the group.</p> <p>Write their answers on the chart and discuss together.</p>	15 min

Those that do not present, ask if they have additional advantages or disadvantages to add and write down.

GENDER NOTES FOR FACILITATORS

From a gender equality perspective, there could be disadvantages that arise in a group business, particularly for girls.

In group businesses, there is a need for trust and equal decision-making between group members, including how money is spent and distributed. Sometimes girls' voices may not get heard about the decision-making processes. This is because decision-making is typically a male role. Girls and boys may not see many girls making decisions in their community, which can make girls not speak out when decisions are being made and can make boys not provide opportunities for girls' equal input. Also, boys may not want to listen to girls because they may think they will appear weak if they are listening and following a girl's suggestion.

In a group business, it is important for girls and boys to recognize that there needs to be equal say and equal decision-making power for all members.

Lead a discussion with youth regarding some disadvantages that could arise for girls:

- In our community, do girls and boys typically make equal decisions in business? Why and why not?
- Who typically makes decisions in group businesses – males or females?

Let girls and boys discuss. Add to the discussion with the following points:

- Sometimes in some situations, there can be disadvantages in group businesses, particularly for girls.
- In group businesses, there is a need for trust and equal decision-making between group members, including how money is spent and distributed.
- Sometimes girls' voices may not get heard about the decision-making processes. This is because decision-making is typically a male role. Girls are typically and incorrectly taught to be silent.
- Because decision-making is typically a male's job, boys may also not want to listen to girls or take their side, because it could make them appear weak.
- Girls and boys may not see many girls making decisions in their community, which can make girls not feel they should speak out when decisions are being made. It can also make boys not think to provide opportunities for girls' equal input.

Ask girls:

- Have you ever been in a situation where you didn't feel comfortable raising your voice when a decision was being made? How did it make you feel?

Ask boys and girls:

- How can you make sure that girls and boys are equally heard?

Explain to all youth:

- In a group business, it is important for there to be equal say and equal decision-making power for all members. Everybody's opinions and ideas matter.
- Sometimes group businesses can work best if they are female-only businesses or male-only businesses. But businesses can also work well if they are mixed businesses. When girls and boys are equally making decisions in a group business, it can be beneficial to the business and help it succeed. Girls and boys may bring different insights to the business. For example, decisions about where and how to sell to customers, girls may know better how female customers act and behave and what they are looking for which can increase sales for the business.
- When deciding what type of group business to engage in, it is important to think about our own individual business ideas and the people who are involved. You should trust them to listen to your voice and make decisions together, if not, you may want to look at other options.

Explain to youth that now we see the advantages and disadvantages, let's think about solutions to overcoming the disadvantages for each option.

Ask youth, if you are in a group business, what are some ways you could overcome these disadvantages? Write youth's answers on flip chart paper. *Possible answers could be:*

- > *Create rules for each member of the group to follow, including rules for distributing money earned from the business*
- > *Create consequences if the member does not follow the rules*
- > *Set roles and responsibilities for each member*
- > *Have each member contribute money or something to the business to show they value and will work hard so the business succeeds*
- > *Work with people who have the same goals and ideas as you. You may want to work with friends because it could be fun, but sometimes working with friends can be*

✓ Step 9

10 min

	<p>difficult. It is best to work with people who share the same business goals.</p> <ul style="list-style-type: none"> > Work with people who you trust and who listen to your opinion and create space for equal discussion > Assess yourself and make sure you speak up to voice your opinion and also make space for other people to voice their opinion > Create all-female businesses or all-male businesses > Include two leaders – one female and one male to get both male and female perspectives and voices > Find female business mentors in the community 	
✓ Step 10	<p>Next ask youth, if you are in an <u>individual business</u>, what are some ways you could overcome the disadvantages we discussed? Write youth's answers down on flip chart paper. Possible answers could be:</p> <ul style="list-style-type: none"> > Use family and local business owners to learn and support your business > Start a smaller business at the beginning and hire employees as the business grows > Join a business association or group savings to learn and help fund your business and support you if you have trouble 	4 min
✓ Step 11	<p>Congratulate youth for their good work in looking at the differences between group and individual businesses and choosing one that is right for them!</p>	1 min

Activity 3: Business Roles & Responsibilities

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers
- Masking tape
- One small piece of paper for each youth, with one of four roles (Leader, Treasurer, Operator, Seller) on each of the pieces
- Create a flip chart version of the following:
 - **S7.2 VISUAL: Four Business Roles**
 - **S7.3 CHART #4: My Business Roles & Responsibilities**
- Copies of **S7.3 CHART #4: My Business Roles & Responsibilities** for each youth

Objective: Youth identify roles and responsibilities involved in running a business and understand the perceptions of females and males related to these roles. Youth decide what roles they would like to take on and where they will need help.

Activity overview: Youth first review four key roles in a business and brainstorm responsibilities involved for that role. Youth play a silent action guessing game to discover what activities are involved in each role. Youth work in groups to decide if they can do this role and if they would enjoy doing it in their business.

<i>Steps</i>	<i>What?</i>	<i>How long?</i>
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • As we start our businesses, it is important to think about the roles and responsibilities involved. • There are many different activities that we will do, which we may be able to do or may need help. • We are going to play a game to think about the different roles in a business. 	1 min
✓ Step 2	<p>Have youth stand in a line in the room.</p> <p>Without youth seeing, tape a piece of paper with one of the four roles on each of the youth's backs.</p>	1 min
✓ Step 3	<p>Explain to youth the instructions of the game:</p> <ul style="list-style-type: none"> • Each of you has a Role taped to your back. It is either: Leader, Treasurer, Seller or Operator. Write the names on flip chart paper so everyone can see and read the names. • You have to guess what role is on your back from the silent clues that your peers give you. • Nobody is allowed to talk in this game. • You will walk around the room and have peers read the role on your back. • They will silently act it out and you have to guess what it is. • Then you will act out the Role on their back for them to guess. • You will have 2 minutes to try to guess the role and act out the role for other peers. • Remember there is no talking! • Make sure youth understand how to play the game before beginning. 	2 min
✓ Step 4	<p>Play the game for 4 minutes.</p> <p>Once the 2 minutes is up, gather youth in a group and see if they guessed the Roles taped to their back correctly.</p>	6 min

Post blank flip chart paper with the 4 different roles written on each in 4 different areas around the room. Make sure they are spread out in different spaces. You can also do this outside for more space.

GENDER NOTES FOR FACILITATORS

There are many discriminatory gender norms which can negatively impact opportunities for girls. Many times girls are not seen or trusted to take on leadership roles, because being a leader is seen as a male role. In the same way, girls may not be trusted as treasurers or managers of money because it is typically men who control money.

Males may also not want to be seen working for or 'under' a female leader, which may question a male's masculinity and make him feel incompetent.

Females may also doubt themselves as leaders and not feel they have the confidence or skills.

It is important for facilitators to explain that girls and boys can do all roles. However, some girls and boys might feel their skills are better used in one role over the other and prefer doing different tasks. A girl may be a natural leader and would be great being a leader in a business. A boy may enjoy interacting and working with people all day, so his skills may be better suited as a seller. As a facilitator you should encourage girls and boys to try out different roles and figure out what roles are best for them.

It is also important to explain the value of having different perspectives – both female and male – in a business. When there are both girl and boy leaders they can bring different and valuable perspectives to a business. For example, businesses can have female and male customers and girls may bring different and new insights into what female customers are looking for.

Explain to youth:

- These are 4 very important roles in running a business.
- With all of these roles there are certain responsibilities that we must do.
- We are going to brainstorm together and come up with the main responsibilities and activities for each of these roles.
- Before we start, there are a few important things for us to think about:

Ask youth:

- Do you think that both girls and boys can be leaders in a business? Why or why not?

✓ Step 5

12 min

- Do you think girls and boys have important roles to play in a business? Why or why not?

Let youth answer and discuss and explain to all:

- There are many perspectives about girls and boys that can negatively impact opportunities for girls in a business.
- Many times girls are not seen or trusted to take on leadership roles, because being a leader is seen as a male role. In the same way, girls may not be trusted as treasurers or managers of money because it is typically men who control money.
- Boys may also not want to be seen working for or 'under' a female which may question a male's masculinity and gender norms.
- Females may also doubt themselves as leaders and not feel they have the confidence or skills.

Give youth time to think about this and reflect on these discriminatory norms. Ask youth:

- Have you ever seen these types of perspectives in the community?
- Who are positive female leaders and male leaders that we know of? What makes them good leaders?

Explain to youth:

- It is important for us all to recognize that girls and boys can do all roles in a business.
- However, some girls and boys might feel their skills are better used in one role over the other and prefer doing different tasks. A girl may be a natural leader and would be great being a leader in a business. A boy may enjoy interacting and working with people all day, so his skills may be better suited as a seller.
- It is important to try out different roles and figure out what roles are best for you regardless of if you are a girl or a boy.

Ask youth:

- How can we support each other to try out different roles in a business?

Explain to youth:

- When there are both girl and boy equally participating in a business it can be very beneficial to a business. They can bring different and valuable perspectives to a business. For example, businesses can have female and male customers and girls may bring different and new insights into what female customers are looking for.

	<p>Ask boys:</p> <ul style="list-style-type: none"> What are two valuable perspectives that your fellow girls can bring to a business? <p>Ask girls:</p> <ul style="list-style-type: none"> What are two valuable perspectives that your fellow boys can bring to a business? 	
✓ Step 6	<p>Split youth into their Work Groups and assign each Work Group with one of the roles. Ask them to go to the flip chart paper with that role written on it.</p> <p>Explain to youth that they will have 3 minutes to discuss what the main activities are that that type of person will do and that they will then move to the next role in a circle.</p>	2 min
✓ Step 7	<p>Have youth work in their Work Groups and discuss their assigned role. After 3 minutes, have youth move to the next role.</p> <p>Continue until all 4 groups have visited all 4 flip chart papers around the room.</p>	12 min
✓ Step 7	<p>Bring youth back together and lead a discussion around the 4 roles and the activities and responsibilities youth have brainstormed.</p> <p>Post the flip chart version of VISUAL: Four Business Roles at the front of the room and discuss any additional answers:</p> <p><u>Leader:</u></p> <ul style="list-style-type: none"> > Leads meetings > Final decision maker > Sets goals > Thinks of ways to expand and grow a business > Motivates group members > Solves problems that arise > Coordinates main enterprise activities > Is the voice for the business <p><u>Treasurer:</u></p> <ul style="list-style-type: none"> > Manages the money > Records all the money spent in the enterprise > Records all the sales and profits made > Distributes money for operating costs > Keeps track of savings > Pays group members > Pays loan payments on time 	5 min

	<p>> <i>Reports on the profit and budget of the enterprise in meetings</i></p> <p><u>Operator:</u></p> <ul style="list-style-type: none"> > <i>Makes products</i> > <i>Makes sure products are of good quality</i> > <i>Tracks the materials being used to make products or services</i> > <i>Finds suppliers for materials</i> > <i>Pays suppliers for materials to run business (operating costs)</i> > <i>Helps members learn how to make the product</i> > <i>Transports the product to the market</i> > <i>Makes sure product does not get damaged</i> <p><u>Seller:</u></p> <ul style="list-style-type: none"> > <i>Sells products directly to customers</i> > <i>Collects all money from customers</i> > <i>Is friendly and provides good service to customers</i> > <i>Handles money from customers</i> > <i>Gets feedback from customers on how they like the products and services</i> > <i>Checks prices of similar products in the community</i> > <i>Plans ways to get more customers</i> > <i>Makes signs for enterprise to attract customers</i> 	
✓ Step 8	<p>Using the following questions, lead a discussion with youth around the different roles:</p> <ul style="list-style-type: none"> • Do you think you could run a business without these 4 roles? • Why are these roles important in a business? • Are there other roles that are important not mentioned here? Why? Write youth's answers down on flip chart paper. • Which is the most challenging role? Why? • What if there are only two people in a business? How could you break up the roles? • Could one person do all four of these roles? • Are there typical roles for a female or only for a male? <p>GENDER NOTES FOR FACILITATORS</p> <p><i>Remember to emphasize to youth that girls and boys can do all roles. However, some girls and boys might feel their skills are better used in one role over the other and prefer doing different tasks. A girl may be a natural leader and would be great being a leader in a business. A boy may enjoy interacting and working with people all day, so his skills may be better suited as a seller.</i></p> <p><i>Encourage girls and boys to try out different roles and figure out what roles are best for them.</i></p>	5 min

<p>✓ Step 9</p>	<p>Post the flip chart version of CHART #4: My Business Roles & Responsibilities at the front of the room for everyone to see.</p> <p>Hand out copies of CHART #4: My Business Roles & Responsibilities to each youth.</p> <p>Split youth into their Work Groups.</p> <p>Review the chart and read out all of the different sections on the chart so everybody understands.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • We will now think about the roles and responsibilities for our business ideas. • First, we will write down key responsibilities for the roles in our business. We can use the responsibilities we came up with and add to them based on our specific business ideas. • Next we will decide if you are good at that role. Check yes or no for question one: “Can I do this role?” • Remember you can check yes for more than one role! • Remember to critically question yourself. If you say you cannot do this role, are you saying that because it is not typically a role that a girl or a boy does? That does not mean you cannot do it! It is important to try out new roles to gain experience. Girls and boys can do all roles but there may be ones we prefer doing over others. 	<p>3 min</p>
<p>✓ Step 10</p>	<p>Have youth work together to complete their charts in their Work Groups.</p> <p>Visit each Work Group and provide assistance as needed.</p> <p>Encourage youth to think about different roles outside of the roles that females and males typically do.</p>	<p>10 min</p>
<p>✓ Step 11</p>	<p>To conclude, explain to youth that understanding the roles and responsibilities and what we can do are important to help us understand what support we may need.</p> <p>Ask youth where they could possibly get support for the gaps and areas they may need to work on? <i>Answers may include:</i></p> <ul style="list-style-type: none"> > Start a group business with people who could do those roles > Do an apprenticeship to gain experience and learn what is needed for the role > Complete a vocational training to learn skills needed to do role 	<p>1 min</p>

Congratulate youth for their good work identifying roles in their business. Explain to youth in the next activity we will think about business partners and people who we could work with in a group business.

Activity 4: Business Partners

Timeframe: 30 minutes

Materials:

- Flip chart paper
- Markers
- Small pieces of paper, one for each youth, with different body parts written on each piece (e.g. head, knee, stomach, elbow, back, shoulder, etc.)
- 15 Balloons (or a taped and scrunched up paper or bag)
- A flip chart version of **S7.4 VISUAL: Business Partner vs. Friend**

Objective: Youth understand the importance of partnerships and the difference between friends and business partners.

Activity overview: When working in a group business it is also important to make sure you are working with the right people. Sometimes friends are not the best people to work with to have a business succeed. Youth play a balloon game to look the importance of choosing the right people to be business partners.

Steps	What?	How long?
✓ Step 1	<p>Have youth find a partner.</p> <p>Give each youth a piece of paper that has a word on it (i.e. 'head,' 'knee,' 'back,' 'stomach' etc.)</p> <p>Give each pair one balloon or scrunched up piece of paper or bag.</p>	2 min
✓ Step 2	<p>Explain to youth that we are going to play a game! The objective of the game is to carry the balloon from one side of the room to the other using only the part of your body that is indicated on the piece of paper.</p> <p>For example, if you have 'knee' and your partner has 'elbow' you will carry the balloon using your knee and your partner's elbow.</p>	1 min

✓ Step 3	<p>Have youth play the game.</p> <p>Build excitement by providing commentary as youth move across the room.</p>	4 min
✓ Step 4	<p>Next, ask youth to form pairs with someone who they think it would be easier to carry the balloon with.</p>	1 min
✓ Step 5	<p>Have youth play the game again with their new partners.</p>	4 min
✓ Step 6	<p>Bring youth back together and discuss the activity. Lead a discussion using the following questions:</p> <ul style="list-style-type: none"> • What was challenging in the first part of the game? • Did you change partners in the second part of the game? Why? • What made it easier in the second part of the game? • What type of partners do we want to have when starting a group business? <i>Answers include:</i> <ul style="list-style-type: none"> > <i>Partners with the same types of goals and objectives</i> > <i>Partners with skills that are needed for business</i> • Why is it important to work with people who have the same goals as you in business? 	5 min
✓ Step 7	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Sometimes with business and money working with friends may not be the best decision. • Friends may not have the same goals as you or ideas about how to work in a business. • When looking at group businesses, we need to find people who have the same business goals to move ahead. 	1 min
✓ Step 8	<p>Display the flip chart version VISUAL: Business Partner vs. Friend for everyone to see clearly.</p>	1 min
✓ Step 9	<p>Ask youth to think about the differences between a friend and a business partner. Write down youth's answers on the chart. <i>Guide youth in thinking about the following ideas:</i></p> <p><i>Business Partner:</i></p> <ul style="list-style-type: none"> > <i>A business partner is a person who has common personal and money making goals</i> > <i>You can work and grow together with a business partner</i> 	5 min

	<ul style="list-style-type: none"> > Business partners support each other and contribute equally. > A business partner <u>can</u> be a family member or a friend > A business partner can be a female or a male > A business partner is someone you want to work with and who can be trusted <p>Friend:</p> <ul style="list-style-type: none"> > A friend is a person who may give suggestions or provide guidance for our business and our lives > A friend may support us in different ways outside of our business > A friend may not have the same goals or ambitions for a business in their life > A friend may be a good person to speak with to get advice 	
✓ Step 10	<p>Ask youth to bring out their Chart #4: My Business Roles & Responsibilities.</p> <p>Ask youth to think individually about potential business partners they may want to work with, who could help them with any gaps. Have them write down those names under each role. They could be peers in or outside of the YiA program, family members, etc.</p> <p>Congratulate youth for their work thinking about potential business partners.</p>	6 min


Activity 5: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Youth reflect on what they have learned today and spend 10 minutes writing in their journal.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Advantages and disadvantages between group and individual businesses • Business roles and responsibilities • Choosing business partners and if group business is right for them <p>Asks the group what some of the main points of the day were. Takes responses.</p>	2 min

✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private. Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • What the perfect business partner is to me • What a business agreement could be for me • My role or roles I will do for my business idea 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	2 min

Session 8: Overcoming Group Challenges

Overall Objective: Youth understand the importance of trust and creating a common understanding for a group business. Youth reflect on the process of building trust with others who are different themselves, including gender. Youth learn how to create a business agreement and strategies to resolving conflicts and negotiating.

Session Overview: Working with others is an important part of starting any business, whether youth decide to start a group business or individual business. This session helps youth think through important things to think when starting a group business to make sure that no conflicts arise in the future and everyone has a common understanding of what they will do and contribute to. This session also helps youth think about ways to resolve conflicts and build negotiating skills through team-building activities.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
String
Elastic
Small can filled with water
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ Create a flip chart version the following resource materials:
 - **S8.1 VISUAL: Questions for a Group Business**
 - **S8.2 VISUAL: Steps to Resolve Conflict**

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives, & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Business Trust	Youth understand the importance of trust and being committed when working in a group business and with others.	25 minutes
3. Business Agreements	Youth identify the importance of rules and a common understanding for a group business. Youth learn how to create a business agreement and information that must be agreed upon by all.	70 minutes
4. Resolving Conflict	Participants learn how to prevent and reduce conflicts with other people.	55 minutes
5. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Fruit Salad to review the previous session.</p>  <p><i>Fruit Salad:</i></p> <ul style="list-style-type: none"> - Have youth sit in a chair in a circle and stand in the middle - Have youth shout out 4 different types of fruit - Give each youth one of the types of fruit. Give yourself a fruit too. - Explain that you will call out one of the fruits. People with that fruit have to stand up and run to a new chair. The last person standing has to answer a review question. - That person then calls out a fruit and people with that fruit stand and run to a new chair. - Explain that you can also call "Fruit Salad" where everybody has to get up and find a new chair. <p><i>NOTE: if no chairs are available, you can also mark spots with tape in a circle.</i></p> <p>Use the following review questions:</p> <ul style="list-style-type: none"> • What are one advantage and one disadvantage of a group business? • What are one advantage and one disadvantage of an individual business? • What are the four roles in a business? • What is the different between a business partner and a friend? 	8 min
✓ Step 4		4 min

Steps	What?	How long?
	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at overcoming group challenges.</p>	

Activity 2: Business Trust

Timeframe: 25 minutes

Materials:

- Flip chart paper
- Markers
- Four pieces of blank flip chart paper taped together

Objective: Youth understand the importance of trust and being committed when working in a group business. Youth reflect on the process of building trust with others who are different themselves, including gender.

Activity overview: Using trust-building games and the concept of a Circle of Trust, youth learn about the importance of trust and being committed to a group business.

Steps	What?	How long?
✓ Step 1	Explain to youth that we are going to play a game about trust. First, ask youth: What does trust mean to you?	2 min
✓ Step 2	<p>Have youth stand in a circle and tightly hold hands. NOTE: If in the context it is not appropriate for girls and boys to be holding hands, split the group into two groups – one girl group and one boy group.</p> <p>Assign each person to be either #1 or #2. You need an even number of people to play. If there are an odd number, join the circle to play the game as well or ask a youth to stand in the middle to be a spotter to make sure no one gets hurt.</p>	1 min
✓ Step 3	<p>Explain to the group that this is the Circle of Trust. When we are in this circle we trust each other that we will support each other.</p> <p>To play the game, all of the #1s are going to slowly lean forward and all of the #2s are going to slowly lean backwards.</p>	1 min

Steps	What?	How long?
	<p>As we lean we are going to keep our feet firmly planted on the ground.</p> <p>If we trust each other, we will be able to hold each other up so nobody falls.</p>	
✓ Step 4	<p>Have youth lean forward and backward slowly. Using only the support of each other, each youth should be able to hold each other up.</p> <p>Watch carefully to see if any youth are in danger of falling or hurting themselves.</p>	3 min
✓ Step 5	<p>Bring youth back together and lead a discussion on the activity:</p> <ul style="list-style-type: none"> • How did it feel to be supported in the circle? • What was needed for the leaning forward and backward to work? <i>Answer: Trust that each person will do what they are supposed to do to hold each other up</i> • What would have happened if somebody did not do what they were supposed to do? <i>Answer: The circle would not work and everybody would fall down</i> • How is this circle like a group business? • Why is trust important when running a group business? <p>Ask youth to think silently in their minds of people they trust and people they do not trust and why they may not trust someone.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> > There can be differences in how we feel and trust others based on if they are a different gender, or if they speak a different language, or some other characteristic. > Sometimes we may not trust others because they are different than ourselves. We may not think we understand them. It is likely they also may not trust you. > We should all think about strategies to build trust in people who are similar and different to us to strengthen our businesses and our communities. > Building trust is a process and takes time. > It is about respecting others for who they are. It is about having conversations and asking questions to learn about their perspectives and differences. It is about trying to understand their perspective > It is about being open to new ideas and ways of thinking that you may not have thought of. > It is about appreciating people for who they are 	4 min

Steps	What?	How long?
	<p>Ask youth:</p> <ul style="list-style-type: none"> • How do you build trust in people • How can we build trust for a group business? 	
✓ Step 6	<p>Place four pieces of flip chart paper on the floor. Have youth stand in a circle around it.</p> <p>Ask youth to put their hands on the paper near the edge of the paper and form a circle with their hands. Have youth draw an outline of the persons' hand beside them. At the end, each youth will have drawn a circle of hands around the edge of the paper.</p>	2 min
✓ Step 7	<p>Explain to youth that this is our Circle of Trust for a group business. We are going to brainstorm important things that make a group business work well. For example "Trust" is something that is very important to a business and without it our business cannot succeed.</p> <p>On the outside of the circle we are going to write or draw bad things that can cause harm to a group business. For example, "Lying" is something that if group business members do a business can fail. Another example could be 'excluding someone because they are a girl or a boy.'</p>	2 min
✓ Step 8	<p>Have youth write and draw positive feelings or actions that will help a business succeed business in the middle of the circle and negative feelings or actions that would prevent a business from succeeding on the outside of the circle.</p> <p>Guide youth in thinking of the following ideas: <i>Inside the circle:</i></p> <ul style="list-style-type: none"> > Commitment > Trust > Dependency > Respect for all girls and boys > Unity > Solidarity > Communication > Equality and Fairness for all girls and boys > Inclusion of all girls and boys > Care > Openness > Honest > Listening 	8 min

Steps	What?	How long?
	<i>Outside the circle:</i> <ul style="list-style-type: none"> > Lying > Stealing > Cheating > Being mean or rude > Unequal or unfair > Discrimination based on gender, or ... > Not fully participating > Not speaking up > Not letting other people speak 	
✓ Step 9	<p>Once finished, have youth present and discuss some of the words and drawings on the flip chart paper.</p> <p>Congratulate youth for their work identifying important feelings and actions required for a group business.</p>	2 min

Activity 3: Business Agreements

Timeframe: 70 minutes

Materials:

- Flip chart paper
- Markers
- 4 pieces of string
- Elastic
- Small can filled with water
- Flip chart version of **S8.1 VISUAL: Questions for a Group Business** (Cut up the flip chart version into nine sections)

Objective: Youth identify the importance of rules and a common understanding for a group business. Youth learn how to create a business agreement and information that must be agreed upon by all.

Activity overview: Working together successfully involves a common understanding and mutual respect for everyone involved. In this activity youth play a game where they must depend on each other to succeed and think about the importance of a business agreement when working with others. Youth then discuss key questions to include in the agreement and create an example agreement together for a business.

Steps	What?	How long?
✓ Step 1	Ask youth to get into their Work Groups.	3 min

	<p>Take an elastic and put it tightly around a small can. Tie four pieces of long string to the elastic so that each string is on a different area of the circle. Fill the can with water.</p> <p>Ask one Work Group to sit on the ground or chairs in a circle and place the small can with attached strings in the middle.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • We are going to play a game! • Using only these strings, you have to try and lift the can without spilling the water. • It is a competition between the other groups who can lift the can up the highest in 2 minutes without spilling any water. • The team that can lift the can the highest wins! 	
✓ Step 2	Give each Work Group 2 minutes to lift the bucket or tin and switch Work Groups.	10 min
✓ Step 3	<p>Bring youth back together and lead a discussion around the activity using the following questions:</p> <ul style="list-style-type: none"> • Did you succeed in lifting the can? If yes, what helped you succeed? If no, why were you not able to lift the bucket or tin? • Have you ever been in a situation where you needed to depend on others to complete a bigger goal? • What do you need to do before lifting the bucket or tin? <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> > <i>Decide together as a group what the goal is</i> > <i>Decide how to work together and who will do what (make an agreement)</i> > <i>Create a plan</i> > <i>Have a leader</i> • How is this game like having a group business? • What do you need to depend on others to succeed in business? <i>Answers may include:</i> <ul style="list-style-type: none"> > <i>Trust,</i> > <i>Commitment,</i> > <i>A common understanding</i> > <i>Unity</i> > <i>Respect for all group members, girls and boys</i> > <i>Inclusion of all group members, girls and boys</i> > <i>Fairness for all group members, girls and boys</i> • What can help to make sure that everybody is contributing and helping to succeed in a business? <i>Answers may include:</i> <ul style="list-style-type: none"> > <i>Rules;</i> > <i>A Business Agreement,</i> 	8 min

	<ul style="list-style-type: none"> > <i>Having a leader</i> > <i>Roles for everyone</i> 	
✓ Step 4	<p>Write the sentence “Items for a Group Business Agreement” on a piece of blank flip chart paper.</p> <p>Ask youth to work in pairs and discuss some things that need to be included in a business agreement.</p>	5 min
✓ Step 5	<p>As a group, discuss the ideas that youth came up with. Write them on flip chart paper. Add the following to the list that youth come up with:</p> <ul style="list-style-type: none"> > <i>Group Goals</i> > <i>Group Information</i> > <i>Group Roles</i> > <i>Group Rules</i> > <i>Group Activities</i> > <i>Group Money</i> > <i>Group Savings</i> > <i>Group Records</i> > <i>Group Closing</i> <p>Put the cut up flip chart version of VISUAL: Questions for A Group Business in different areas around the room. For example, put “Our Rules” in one spot, “Our Money” in another.</p> <p>As a group, move around the room looking for the different sections and discuss VISUAL: Questions for a Group Business.</p>	10 min
✓ Step 6	Handout a piece of flip chart paper and marker for each Work Group.	1 min
✓ Step 7	<p>Have each Work Group select one person’s business idea as a ‘sample’ business.</p> <p>As a group, have them create a Business Agreement, by answering the key questions previously created and writing their answers in the middle of their hand circle.</p> <p>Encourage youth to get up and go to each of the questions around the room to answer them correctly.</p> <p>Visit each Work Group and provide assistance as needed.</p>	20 min

✓ Step 8	Have 1-2 volunteers present the rules that their Work Group decided on.	10 min
✓ Step 9	<p>Conclude the activity by having each group sign the agreement to show that they have all agreed to respect the rules.</p> <p>Congratulate youth for their good work in learning how to create a business agreement!</p>	3 min

Activity 4: Resolving Conflicts

Timeframe: 55 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart version of **S8.2 VISUAL: Steps to Resolve Conflict**

Objective: Participants learn how to prevent and reduce conflicts with other people.

Activity overview: It is easy for conflict to arise when it comes to money. It is important to reflect and build conflict resolution skills to help work through issues that might arise when working with other people. This activity gives clues to help resolve small problems and conflicts that can arise. For this we look at a simple model for conflict resolution which consists of five steps that help youth resolve possible conflicts that may arise with their finances.

Steps	What?	How long?
✓ Step 1	Have youth get into pairs. Have each pair sit facing each other.	1 min
✓ Step 2	Ask each pair to decide who will be A and who will be B.	1 min
✓ Step 3	Have all of the A's go outside of the room and all of the B's stay in the room.	3 min
✓ Step 4	<p>Explain to the group of A's:</p> <ul style="list-style-type: none"> • When you come back inside, you are going to be annoying to your partner. You are going to pick one thing that will disturb them and go it. 	4 min

Steps	What?	How long?
	<p>Give the group of A's ideas of things that each person could do. <i>Ideas could be:</i></p> <ul style="list-style-type: none"> > <i>Yell or shout at them</i> > <i>Interrupt them when they are talking</i> > <i>Only talk about themselves</i> > <i>Make fun of the person</i> > <i>Not look at your partner</i> > <i>Speak to others</i> > <i>Dance around</i> > <i>Pretend to fall asleep</i> <p>Give the group of A's time to think of one thing they are going to do. Have each person select a different idea.</p>	
✓ Step 5	<p>Explain to group of B's:</p> <ul style="list-style-type: none"> • When the A's come back inside, you are going to tell your partner a story. It could be something that is going on in your life, something in the news, etc. <p>Give the group of B's time to think of the story they want to share with their partner.</p>	4 min
✓ Step 6	Bring the two groups back together and have them play out their discussions.	5 min
✓ Step 7	<p>Lead a discussion with the group, using the following questions. To the group of B's:</p> <ul style="list-style-type: none"> • How did it feel when you were trying to tell your story? • How did you respond to the A's? What did you do? • Did you have a reason to react this way? • What would be the best way to react in this situation? <p>To the group of A's:</p> <ul style="list-style-type: none"> • How did it feel to be disturbing your partner? • Have you ever seen somebody get upset from something you did? Explain. • What were your reasons for disturbing them? • What happened after they were upset? 	5 min
✓ Step 8	Explain to youth that we all run into conflicts and challenges when working with other people in our lives. This can easily happen when it comes to running a business together when money is involved.	2 min


Steps	What?	How long?
✓ Step 9	<p>Have youth brainstorm potential conflicts that could arise in a group business. Write youth's answers down on flip chart paper. Encourage them to think about potential conflicts that could arise in different business settings – for instance girl group businesses; boy group businesses; mixed girl & boy group businesses. Remind girls and boys that it does not mean these conflicts are real or will happen. Working in a group business can be a very positive thing, but depends on trust and respect as discussed in the past activities.</p> <p>Ask youth to think about the biggest challenge and think about what would happen in that conflict.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>It is important for girls and boys to think about potential conflicts that could arise between different scenarios of group businesses – girl, boy and mixed.</i></p> <p><i>However, in the discussion, it is important not to focus on negative stereotypes of girls and boys, or give the idea that working with girls or working with boys is bad.</i></p> </div>	10 min
✓ Step 10	<p>Display the flip chart version VISUAL: Steps to Resolve Conflict for everyone to see clearly.</p> <p>As a group read out loud each part of the visual, pointing to each word as you read.</p>	3 min
✓ Step 11	<p>Explain to youth that we are now going to think about that biggest challenge and use these steps to think about how to resolve it.</p> <p>As a group go through the flip chart and fill out each part, using the biggest challenge youth came up with. Allow for youth to provide feedback from their experiences and come up with answers to the question.</p>	15 min
✓ Step 12	<p>Explain to youth that these five steps can be helpful when trying to resolve a conflict in a group.</p> <p>Go through the steps once more and congratulate youth for their work in thinking through conflicts.</p>	2 min

Activity 5: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Youth reflect on what they have learned today and spend 10 minutes writing in their journal.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • The importance of trust in business • How to create a business agreement • How to resolve conflicts in business <p>Asks the group what some of the main points of the day were. Takes responses.</p>	2 min
✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private. Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • What trust means to me • Creating a business agreement for my business idea • Conflicts that I have experienced and solutions to overcome them • Ways to negotiate in business 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	2 min

TOPIC 2: My Business & the Market

Session 9: Observing the Market

Overall Objective: Youth understand the concepts of demand and competition and observe demand and competition for their business idea in the market as market research.

Session Overview: This session introduces the concepts of demand and competition. Youth will go on a second market walk to do research and observe demand and competition for their business ideas. In the following sessions youth will discuss further their observations and continue their market analysis for their business.

NOTE TO FACILITATORS:

In this session youth will visit the market for a second time. It is a good idea to spend 45 minutes to one hour in the market. This will give young people an opportunity to explore the different parts of the market and talk to different business owners.

Announcing the Market Visit

Use the following questions to help prepare the market visit for youth. These questions should be answered 2-3 days before the market visit. If you need support, reach out to the program staff.

1. Which market will provide youth with an opportunity to see different types of businesses along the agriculture value chain?
2. What day is most appropriate to take youth for a market visit?
3. What time of day is most appropriate to take youth for a market visit?
4. Will your group meet in the market or somewhere outside the market?
5. How will your group get to the market?
6. What other community members should join the market visit to make it a more safe, enjoyable and valuable learning experience?
7. What other community members (including parents) need to be informed about the market visit?
8. When will they be informed?

Finalizing Plans for the Market Visit

Make the following preparations:

1. Recruit the support of additional 4 chaperones (2 males and 2 females) to help groups of youth explore the market.

2. Plan the route the group will take to walk to the market and back.
3. Plan a route through the market. This route should show youth a range of businesses, including female and male businesses.
4. Alert people in the market about the youth market visit.
5. Identify a series of different female and male vendors to be interviewed. Explain the questions youth will ask and confirm they are comfortable with the interviews.

Materials:

Objective and agenda on flip chart
 Flip chart paper/Chalkboard and Markers/Chalk
 Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Photocopies of the following resource materials for each youth:
 - **S9.1 STORY: Joseph's Demand & Competition**
 - **S9.2 CHART #5: My Market Survey**
- ✓ Create a flip chart version of the resource material **S9.2 CHART #5: My Market Survey**

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives, and Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Demand & Competition	Youth understand the concept of demand and competition.	60 minutes
3. Market Walk	Youth understand the importance of doing research in the market when starting a business and learn about important questions to ask. Youth observe demand and competition in the local market.	105+ minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

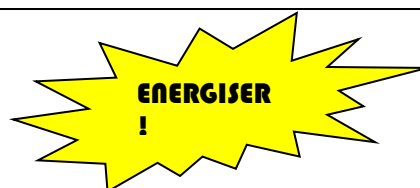
Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall

- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Ask the youth to sign the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Touch Something Green to review the previous session.</p> <p><i>Touch Something Green:</i></p> <ul style="list-style-type: none"> - Call out "Something Green." - Explain that youth have to run as fast as they can and touch something green. - The last person has to answer a review question. - After, they can call out a colour and youth find something of that colour to touch. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • Why is trust important in a group business? • Why is a business agreement important in a group business? • What are three items that we need to ask ourselves when creating a business agreement? • What is one important step when resolving a conflict? • What is one important step when negotiating? 	8 min
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will define what demand and competition and go on a community walk to see what demand and competition exists for our businesses!</p>	4 min



Activity 2: Demand & Competition

Timeframe: 60 minutes

Materials:

- Markers
- Flip chart paper
- Photocopies of **S9.1 STORY: Joseph's Demand and Competition** for each youth

Objective: Youth understand the concept of demand and competition.

Activity Overview: Now that youth have their business ideas, they need to determine if people would want to buy their products or services. If no one wants or needs what they would be selling, youth would not earn any money. Also, if there are lots of people selling the same thing, it would be harder for youth to get customers. This activity uses the story of **Joseph** to introduce the concepts of demand and competition.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • We have talked about what skills we need for our business to be successful and how to make a group business successful. • But, we also know that a business cannot succeed without customers. • Let's read a story about Joseph and his experiences with customers. 	2 min
✓ Step 2	<p>Hand out copies of STORY: Joseph's Demand and Competition for each youth to follow as you read.</p> <p>Read STORY: Joseph's Demand and Competition out loud while youth follow along.</p> <p>This story talks about Joseph's efforts to start a poultry farm business and how he encounters other egg vendors competing for the same customers.</p>	15 min
✓ Step 3	<p>Discuss with youth what they learned from Joseph's story. Some suggested questions include:</p> <ul style="list-style-type: none"> • Why did Joseph not make money at the beginning? • What happened when he tried to run his business where many others were doing the same thing? • What could Joseph have done before starting his business to see if there were customers and other competitors? • Why did Joseph succeed in the end? 	6 min

	Explain that Joseph did something different with his business which helped him be successful. Being different is important for when we start a business. It will help us sell more than other people with the same business.	
✓ Step 4	<p>Using Joseph's story explain to youth:</p> <ul style="list-style-type: none"> • Joseph could make money only when customers saw the need for his business. • He became aware of other people offering the same product. • He had to think of a way to offer something to customers that they could not get somewhere else. 	4 min
✓ Step 5	<p>Ask youth to work in pairs to think of a way to make their business idea different than others around them.</p> <p>Have 1 or 2 volunteers share their ideas of how they will make their product or service different. Discuss as a group.</p>	6 min
✓ Step 6	<p>Explain to youth that when people want or need a product or service, that means there is demand for the product or service.</p> <p>Write the word “Demand” on flip chart paper.</p>	2 min
✓ Step 7	<p>Ask youth to work in pairs and discuss whether they think that people want or need their product or service in their business idea and why or why not.</p> <p>Have two new volunteers share their ideas and discuss as a group.</p>	6 min
✓ Step 8	<p>Explain to youth that when other people are offering the same services or products to the same customers, these people are your competitors.</p> <p>Write the word “Competition” on flip chart paper.</p>	2 min
✓ Step 9	<p>Ask youth to work in pairs and discuss who the competitors are for their business.</p> <p>Have two new volunteers share their ideas and discuss as a group.</p>	6 min
✓ Step 10	As a group, lead a discussion with the following questions. Write answers on flip chart paper:	10 min

	<ul style="list-style-type: none"> • What else could Joseph do to be different and be better than his competition? <i>Possible answers include:</i> <ul style="list-style-type: none"> > Offer good prices > Offer better quality products or services > Be friendly > Choose a good location > Create a good business name and sign > Have regular hours • What are products or services that you want or need in the community? • Have you ever experienced competition before in any work you have done? Share and describe what it felt like. 	
✓ Step 11	Congratulate youth for all of their work looking at demand and competition.	1 min

Activity 3: Market Research

Timeframe: 105+ minutes

Materials:

- Flip chart paper
- Markers
- Photocopies of **S9.2 CHART #4: My Market Survey** for each youth
- A flip chart version of **S9.2 CHART #4: My Market Survey**

Objective: Youth understand the importance of doing research in the market when starting a business and learn about important questions to ask. Youth observe demand and competition in the local market.

Activity overview: In this activity youth will observe the demand and competition for their business idea within the local market. They will also have the opportunity to talk with local female and male business owners and vendors for their ideas and advice about starting and running a business.

NOTE: Facilitators should read and prepare the market survey, following similar protocols to the previous market visit in Session 4. Depending on where the closest market is, facilitators may need to coordinate transportation for youth. Because the walk may take a long time based on the location of the market, there is no Journaling and Closing activity included in this session. Facilitators and youth will discuss briefly and continue the discussion in the next session.

Steps	What?	How long?
✓ Step 1	<p>To start the activity, ask youth:</p> <ul style="list-style-type: none"> • Why do you think it is important to do research in the market before starting a business? <i>Let youth respond and guide youth in thinking about the following ideas:</i> <ul style="list-style-type: none"> > To understand if there is demand for your product or service > To understand if there is a lot of competition > To understand what prices people are selling their product or service > To think about ways to be different than competitors <p>Explain to youth:</p> <ul style="list-style-type: none"> • In this course, you will evaluate your business ideas. You will do this not only by doing work here, but also by making observations in the community. • One of the best ways to understand the demand and competition for our businesses it to see what is going on. 	5 min
✓ Step 2	<p>Divide youth into two groups. Make sure that there are at least two chaperones (one female and one male) for each group.</p> <p>Explain to youth that today everyone will go on a walk in the local market to observe how people run their businesses and the demand and competition that exist in our market.</p>	2 min
✓ Step 3	<p>Display the flip chart version of CHART #4: My Market Survey so everyone can see it clearly.</p> <p>Hand out CHART #4: My Market Survey to each youth.</p> <p>Ask youth to write their business ideas in the space provided on their charts.</p>	2 min
✓ Step 4	<p>As a group, review the chart. Explain that the first four questions should be answered during the walk. The last two questions should be answered in the next session.</p> <p>Read the instructions on the chart out loud and point to each part on the flip chart version. Make sure everyone understands.</p> <p>Explain to youth:</p>	5 min

	<ul style="list-style-type: none"> • If you cannot find your products or services in the market, you should collect data by observing similar products or services. • We will also be stopping to talk with some business owners who have agreed to answer any questions you may have about operating a business. 	
✓ Step 5	<p>Ask youth to think of questions they could ask to business owners about their demand and competition.</p> <p>Write youth's ideas for questions on flip chart paper. <i>Additional questions to ask include:</i></p> <ul style="list-style-type: none"> > <i>How do you get people to buy from you?</i> > <i>What is challenging about dealing with competition of similar businesses?</i> > <i>How are you different from other businesses?</i> > <i>Why do people want to buy your product or service?</i> > <i>How do you determine the price of your product or service?</i> > <i>Why did you choose this location?</i> > <i>How does your business change based on the season?</i> > <i>How much time do you dedicate to this business on a regular day?</i> > <i>Who comes with you to sell in the market (i.e. alone, with children, with others)? Why?</i> 	6 min
✓ Step 6	<p>Have youth go on the walk.</p> <p>During the walk, the facilitator should:</p> <ul style="list-style-type: none"> • Identify female and male vendors with similar businesses to the business ideas from girls' and boys' decided upon. • Be familiar with the route and the times to meet female and male business owners • Prompt youth to guide them in answering the questions on the chart • Assist youth who have limited writing skills • Ensure that all youth are present and accounted for • Encourage youth to ask questions freely 	80 min
✓ Step 7	<p>After the walk, make sure all youth have a safe route back to their homes. If the market is a far distance have youth travel together back to the Learning Centre.</p> <p>Before youth disperse, lead a small discussion with youth using the following questions:</p> <ul style="list-style-type: none"> • Did you enjoy the walk? Why or why not? 	5 min

- Did you enjoy speaking with the business owners?
- What did you learn from them?

Make sure to collect all of their **CHART #5: My Market Survey** before youth leave, or remind them to ensure they bring their surveys to the next session!

Congratulate youth for their work observing and researching the market.

Session 10: Understanding the Market

Overall Objective: Youth analyze their market research and determine if there is demand and competition for their business idea. Youth develop seasonal calendars for their business to understand how their business demand, prices and activities can change from season to season. Youth identify strategies to save money or find other ways to make money when their business is less profitable based on the season.

Session Overview: After the market walk from Session 9, youth now have the information they need to analyze the market and determine if there is a market for their business idea. In this session, youth review the Market Surveys and determine if there is demand and competition for their business ideas. If not, youth may decide to switch to their second business idea. Youth create seasonal calendars to review how demand and prices many change throughout the year.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Drawing Materials
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Youth's completed **S9.2 CHART #4: My Market Survey** (from past session)
- ✓ 4 pieces of flip chart paper taped together with the **S10.1 VISUAL: Seasonal Calendar**
- ✓ Create a flip chart version of the resource materials:
 - **S9.2 CHART #4: My Market Survey** (from past session)
 - **S10.2 CHART #6: My Business Calendar** for each youth
- ✓ Photocopy the following resource materials for each youth:
 - **S10.1 STORY: Maria's Seasonal Changes**
 - **S10.2 CHART #6: My Business Calendar** for each youth

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives, & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Market Analysis	Youth determine whether or not there is a demand for their products or services and whether or not there is too much competition for their business ideas.	50 minutes
3. Seasonal Calendar	Youth develop a seasonal calendar to understand how the market changes throughout the year and how it can impact their businesses.	100 minutes

Activity	Description	Timeframe
4. Journaling & Closing	Youth reflect on what they have learned and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 VISUAL: My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Touch Something Green to review the previous session.</p>  <p><i>Touch Something Green:</i></p> <ul style="list-style-type: none"> • Call out "Something Green." • Explain that youth have to run as fast as they can and touch something green. • The last person has to answer a review question. • After, they can call out a colour and youth find something of that colour to touch. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • What is demand? • What is competition? • What is one way to be different or better than your competitors? 	8 min
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p>	4 min

Steps	What?	How long?
	Explain to youth that today we will continue from the past session and review our findings from our market walk and determine if there is demand and competition for our business ideas and look at how our business can change with the different seasons.	

Activity 2: Market Analysis

Timeframe: 50 minutes

Materials:

- Flip chart paper
- Markers
- Youth's completed **S9.2 CHART #5: My Market Survey** from the past session
- A flip chart version of **S9.2 CHART #5: My Market Survey** from the past session

Objective: Youth determine whether or not there is a demand for their products or services and whether or not there is too much competition for their business ideas.

Activity overview: This activity is very valuable because it reviews what youth saw during their walk in the market. Youth discuss what they observed and using their observations evaluate the demand and competition for their business ideas. They will then determine if their business idea can be successful.

Steps	What?	How long?
✓ Step 1	Explain to youth that now that we have collected valuable observations from the market walk, let's take some time to review them together.	1 min
✓ Step 2	Ask youth to look at their CHART #5: My Market Survey . Display the flip chart version at the front of the room for everyone to see. Have 3 or 4 youth share what they saw on the walk.	5 min
✓ Step 3	Lead a discussion with the group using the following set of questions: <ul style="list-style-type: none"> • How many people were selling your product or service? Do you feel there is a lot of competition for your business idea? Explain. • How many people were buying your product or service? Do you feel that there is a demand for your business idea? Explain. 	15 min

	<ul style="list-style-type: none"> • Where were the businesses located? How is this information helpful to being better than our competition? • At what prices were your products and services being sold? How can you offer a better price or quality of product and service than your competition to make sure you get more customers? • What are some additional ways to increase our sales and be competitive? <i>Answers can include:</i> <ul style="list-style-type: none"> > Be friendly > Create a good name and sign > Have regular hours > Network and advertise your business • What are key barriers and challenges we may encounter in our businesses that young women and men need to be aware of? <i>Answers can include:</i> <ul style="list-style-type: none"> > The hours required to dedicate to the business, including time outside the home. This particularly the case for girls who have to balance care and household work and business work > Concerns of safety moving around the community and to markets due to violence and harassment, particularly for girls 	
✓ Step 4	<p>As a group, read the last two questions on CHART #5: My Market Survey.</p> <p>Ask youth to think individually about what they learned from the discussion about the market walk.</p> <p>Explain to them that they will now answer the last two questions on the chart. Explain that they should place check marks in the appropriate YES or NO columns. Point out the columns to youth on the flip chart version of the chart.</p>	4 min
✓ Step 5	<p>Have youth complete their chart.</p> <p>Visit youth as they are completing the last two questions. Be ready to help guide youth based on their responses:</p> <ul style="list-style-type: none"> • If there is no demand for their products or services, have youth think of other ways to increase their sales. • If youth feel that they cannot be better than the competition, work with youth to make sure they have considered all possibilities. 	15 min

	<ul style="list-style-type: none"> If a youth's business idea does not appear to be feasible, coach that youth in completing the charts for their second business idea instead. 	
✓ Step 6	<p>Complete the activity by asking youth to share with the group what they discovered about the demand and competition for their business ideas.</p> <p>Encourage them to share ideas for increasing demand and also with possibly working with their competition to make larger businesses.</p> <p>Congratulate youth for their work in evaluating their business and its demand and competition.</p>	10 min

Activity 3: Seasonal Calendar

Timeframe: 100 minutes

Materials:

- Flip chart paper
- Markers
- 4 pieces of flip chart paper taped together with the ***SI0.2 VISUAL: Seasonal Calendar***
- A flip chart version of ***SI0.3 CHART #6: My Business Calendar***
- Copies of the following resource materials for each youth:
 - ***SI0.1 STORY: Maria's Seasonal Changes***
 - ***SI0.3 CHART #6: My Business Calendar***
- Drawing materials

Objective: Youth develop a seasonal calendar to understand how the market changes throughout the year and how it can impact their businesses.

Activity overview: Together youth develop a seasonal calendar to identify agricultural and non-agricultural activities and the market changes for their business as well as food availability and holidays.

Steps	What?	How long?
PART A: Story		
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> Now have a good understanding of what the market looks like now, but what about in 3 months or 6 months from now when the season changes. The market changes with the seasons and as we start our businesses we have to prepare for these changes. We are first going to read a story about Maria and how the seasons and weather impacts her business. 	2 min

✓ Step 2	<p>Hand out copies of STORY: Maria's Seasonal Changes to each youth to follow a long as you read.</p> <p>Read STORY: Maria's Seasonal Changes out loud.</p>	15 min
✓ Step 3	<p>Lead a discussion on the story using the following questions.</p> <ul style="list-style-type: none"> • What was Maria's challenge? • What did Maria do to solve her challenge? • Have you ever had a similar experience to Maria? • Why is it important to understand seasons when starting a business? <i>Answer: It is important because it can impact the demand and competition of our businesses and our business success.</i> • How can the season affect your business? <i>Answers may include:</i> <ul style="list-style-type: none"> > <i>Prices may go up or down depending on when a crop is grown.</i> > <i>There may be a lot of competitors selling a crop when it is in harvest</i> > <i>For celebrations and holidays, there may be an increase in demand with more people wanting your product or service.</i> 	6 min
PART B: Seasonal Calendar		
✓ Step 4	<p>Explain to youth that now we understand the importance of understanding the seasons, we are going to create a group seasonal calendar to think about how the season impacts our business ideas.</p> <p>Lay the 4 pieces of flip chart paper taped together on the ground with the Seasonal Calendar Template drawn on it.</p>	2 min
✓ Step 5	<p>Start the calendar by asking youth:</p> <ul style="list-style-type: none"> • In which months is it rainy and in which months is it dry? <i>For the "Weather Activity" have youth decide on symbols for the rainy season and dry season and draw the symbols in the boxes for that weather pattern. Symbols could include rain drops, a sun, clouds, lightning etc.</i> • In which months are there holidays and special occasions? <i>Have youth decide on a symbol for the different holidays and occasions and draw on the calendar.</i> • In which months are we sowing, plowing and harvesting crops grown in the area? 	35 min

	<p><i>For the “Farming Activity, have youth decide on a symbol to represent sowing, plowing and harvesting and draw the symbols in the months when these activities take place.</i></p> <p><i>Have youth decide on a symbol for each of the different crops grown in the area.</i></p> <ul style="list-style-type: none"> • In which months is food usually scarce and when is there plenty of food? Why is food scarce in these months? What do we need to do for these months when food is scarce? <i>Have youth decide on symbols for food availability and draw on the calendar.</i> • In which months are food prices high and when are they low? Why is it low? <i>Have youth decide on a symbol for food prices and draw on the calendar.</i> <i>Have youth compare their prices with the food availability in the row above. Explain to youth that if food is scarce then prices will go up because people are willing to pay more for it. When there is a lot of food, prices will go down because people can buy their food from many different people.</i> 	
✓ Step 6	<p>Hand the final seasonal calendar on the wall for everyone to see. Congratulate youth for a great job putting together a seasonal calendar!</p> <p>Go through each month and discuss what is going on during that month. Ask youth to think of themselves in the different seasons and what they will be doing for their business.</p>	10 min
PART C: Chart		
✓ Step 7	<p>Hand out copies of CHART #6: My Business Seasonal Calendar to each youth.</p> <p>Post the flip chart version of CHART #6: My Seasonal Calendar for everyone to see.</p> <p>Have youth get into groups with others who have similar businesses ideas. For example groups could be arranged as follows:</p> <ul style="list-style-type: none"> • Group 1: fruit farmers, fruit trading and juice vendors • Group 2: animal raising • Group 3: bee keepers • Group 4: carpenters, metal and tin work and repair services <p>NOTE: For some business ideas there may be a clear connection and other times businesses may not be similar.</p>	5 min

✓ Step 8	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Some of our businesses and the money we make can change from season to season. • We are going to think in our groups in which months there will be a lot demand for our business. • We can use our large seasonal calendar to think about the weather and activities going on in our community to help us. 	1 min
✓ Step 9	<p>First ask groups to think about when there will be a lot of demand for their business based on the season. Have each group draw a symbol for demand on the calendar.</p> <p>Have youth discuss and explain why they think there will be demand during this season.</p> <p>Visit each group and coach youth think realistically about the demand for each season.</p>	6 min
✓ Step 10	<p>Ask each group to think about how the prices of their products may change from season to season.</p> <p>Have youth write the prices they expect to sell their products or services for in the different seasons.</p> <p>Visit each group and coach youth to be as realistic as possible in determining appropriate prices for their goods.</p>	6 min
✓ Step 11	<p>Ask each group to think about the workload for their businesses and when they will be very busy in running their business and when they will have time off.</p> <p>Have each group draw a symbol for workload on the calendar.</p> <p>Visit each group and coach youth in thinking about realistic times they will be working based on the seasons.</p>	6 min
✓ Step 12	<p>Bring everyone back together and have 1-2 people present their business calendars.</p> <p>To end the activity, lead a discussion with youth using the following questions:</p>	6 min

- Why is it important to think about how the seasons will affect our businesses?
- How do the seasons affect the price of products we sell in our business?
- How do the seasons affect the costs we will have for our business?
- What could we do if our business is not making money in one season?

Congratulate youth for their work in developing seasonal calendars for their business.


Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Youth reflect on what they have learned today and spend 10 minutes writing in their journal.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Demand • Competition • Market Observations • Seasonal Demand & Price Changes • Using Mentors <p>Asks the group what some of the main points of the day were. Takes responses.</p>	2 min
✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • How to do market research on a regular basis • Draw a seasonal calendar • What is the value of a seasonal calendar for a business? • Questions to ask a business owner 	1 min

✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	2 min

Session 11: Meeting Customer's Needs

Overall Objective: Youth describe their customers and determine good locations for their business ideas. Youth identify issues with violence, particularly against women and girls, in their communities and markets, and the effects of violence on girls' rights and business opportunities.

Session Overview: Session 11 looks at customer relations. Youth first identify who their customers would be. Then they develop strategies for attracting customers to their businesses. The activities involved topics such as business location and understanding customers' needs.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Banana or other object
Clothes or tailoring items (if available)
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Create 3 flipchart versions of the resource material: **S11.1 CHART #7: My Customers**
- ✓ Create 1 flip chart version for the following resource materials:
 - **S11.3 CHART #8: My Business Location**
 - **S11.4 Travelling Around vs. One Location**
- ✓ Photocopy the following resource materials for each youth:
 - **S11.1 CHART #7: My Customers**
 - **S11.2 STORY: Winnie's Business Location**
 - **S11.3 CHART #8: My Business Location**
- ✓ Prepare a list of community services with contact information, including:
 - Save the Children contact information
 - Sexual reproductive and health services
 - GBV and protection services
 - Other referral services/programs for youth who may have experienced sexual abuse or sexual exploitation
- ✓ A flip chart version of local sexual reproductive and health services and GBV/protection services

Timeframe: 3 hours

Activity	Description	Timeframe
I. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes

Activity	Description	Timeframe
2. Knowing Your Customers	Youth are able to make distinct observations about people around them and understand the importance of knowing their customers. Youth are able to describe the different customers who would buy their products and services.	70 minutes
3. Good Location	Youth are able to determine good locations for their businesses.	80 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Banana (or random object)
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall)

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure they have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Banana Game to review the previous session.</p>  <p><i>Banana Game:</i></p> <ul style="list-style-type: none"> - Have youth stand in a circle with their hands behind their back. - One person stands in the middle and closes their eyes - Walk around the outside of the circle and secretly place the banana in someone's hands. - That person has to secretly pass the banana either left or right. - The person in the middle has to guess who has the banana - If they guess right the person with the banana has to answer a review question and goes to the middle to guess who has the banana next. 	8 min

Steps	What?	How long?
	<p>- If they guess wrong the person in the middle answers a review question.</p> <p>Use the following review questions:</p> <ul style="list-style-type: none"> • What is demand? • What is competition? • Why is making observations about the market important? • How does the seasons impact our businesses? Give an example. • Name one thing you can do to increase demand for your business. 	
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at who our customers are and how to meet their needs so they want to buy from us.</p>	4 min

Activity 2: Knowing Your Customers

Timeframe: 70 minutes

Materials:

- Flip chart paper
- Markers
- Banana (if available)
- Clothes or tailoring items (if available)
- 3 flip chart versions of: **SII.I CHART #7: My Customers**
- Copies of **SII.I CHART #7: My Customers** for each youth

Objective: Youth are able to make distinct observations about people around them and understand the importance of knowing their customers. Youth are able to describe the different customers who would buy their products and services.

Activity Overview: Business owners need keen observation skills to identify who their customers are and what their needs are. In the first part of the activity, youth play a fun game to develop their observation skills. In the second part, youth have a chance to develop a detailed description of who their customers would be for their business idea. They can then use this information in later activities when thinking of creative ways to meet their customers' needs.

Steps	What?	How long?
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✓ Step 1	<p>Have youth sit in a circle. Sit yourself in the middle of the circle.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • We are going to play a game. This game is called “I see... I see...” • To play one person will start in the middle. They are going to secretly pick someone in the circle and think about ways to describe that person. • The person in the middle will then give a clue to the group. They will say “I see, I see... and then give a clue.” For example: “I see, I see <i>someone with black hair.</i>” • If a person thinks they know who that person has secretly picked they can raise their hand and make a guess. • If they are right, that person gets to stand in the middle and pick someone to describe. • If they are wrong, the person in the middle will give a second clue to the group. 	4 min
✓ Step 2	<p>To begin the game, have youth start to clap.</p> <p>Ask youth to continue clapping for the entire game until somebody guesses who is being described.</p> <p>Continue the game until 5 or 6 people have had a turn in the middle.</p>	10 min
✓ Step 3	<p>Lead a discussion after the game using the following questions.</p> <ul style="list-style-type: none"> • What did you have to do to succeed in the game? • What did you notice when looking at people? <i>Guide youth in recognizing that they had to observe and describe their peers and notice their differences.</i> • Why do you think that it is important to be able to describe your customers in business? • Why is it helpful to know who your customers are and what makes them different from other people? <i>Using youth’s answers, guide them to understand customers will be buy their products and services. A business’s success depends on their ability to know who their customers are and meet their needs.</i> • What are ways that we can learn about our customers? <i>Possible answers could be:</i> <ul style="list-style-type: none"> > <i>Make observations in the community</i> 	10 min

	<ul style="list-style-type: none"> > Interview a customer buying a similar product about their preferences > Speak to other business owners about their experiences 	
✓ Step 4	Explain to youth that now we understand the importance of observing our customers, let's explore which things are important to understand about our customers.	1 min
✓ Step 5	<p>Use actual items or draw a picture on flip chart paper to represent the following:</p> <ul style="list-style-type: none"> • A bunch of bananas • Tailoring <p>Remind youth that a business can be about selling a product (a bunch of bananas) or a service (tailoring).</p> <p>Explain to youth we will first look at a bunch of bananas.</p>	2 min
✓ Step 6	<p>Display a flip chart version of CHART #7: My Customers so that all youth can see it clearly.</p> <p>In the box "My Business Idea" write "Selling Fruit."</p>	1 min
✓ Step 7	<p>Ask youth:</p> <ul style="list-style-type: none"> • Who would buy bananas? List youth's answers in the column: "Who would buy it?" Answers may include: <ul style="list-style-type: none"> > Parents > Families, > Students • Why would each of these customers buy this product? Write youth's answers in the columns: "Why would they buy it?" to line up with the corresponding customer. Answers may include: <ul style="list-style-type: none"> > Customers like the taste > To feed the family > For health reasons > A snack with lunch • How much would each of these customers pay for the product? Write youth's answers in the column "How much would they pay for it? To line up with the corresponding customer. • How could your answers change if the product was a box of bananas instead of just a bunch of bananas? Answers include: 	8 min

	<ul style="list-style-type: none"> > <i>The customer is a trading business who is buying bananas to trade them and resell them.</i> > <i>The customer is a large business (wholesaler) who will sell them in grocery stores in other areas</i> > <i>The customer may want to sell each item at a discounted price because they are buying a lot.</i> 	
✓ Step 8	<p>Next, draw the group's attention to the tailoring service. Display another flip chart version of CHART #7: My Customers so that all youth can see it clearly.</p> <p>Repeat the same three questions:</p> <ul style="list-style-type: none"> • Who would pay for tailoring? • Why would each customer pay for this service? • How much would each of these customers pay for the service? <p>Discuss together how youth's answers may change if the tailoring service was guaranteed for the same day but at a higher price.</p>	8 min
✓ Step 9	<p>Ask youth to think about Winnie's Repair Business. Remind them that Winnie is a repair woman and fixes radios, equipment and cell phones in the community. Display another flip chart version of CHART #7: My Customers so that all youth can see it clearly.</p> <p>Repeat the same three questions:</p> <ul style="list-style-type: none"> • Who would pay for Winnie's service? • Why would each customer pay for this service? • How much would each of these customers pay for the service? 	5 min
✓ Step 10	<p>Divide youth into their Work Groups.</p> <p>Hand out copies CHART #7: My Customers to all youth.</p>	1 min
✓ Step 11	<p>Have youth fill out the chart for their own business ideas.</p> <p>Visit each Work Group and provide assistance as needed.</p>	15 min
✓ Step 12	<p>To complete the activity, ask 1-2 youth to share with the group who their customers would be for their business ideas.</p> <p>Congratulate youth for all of their work reviewing their customers.</p>	5 min

Activity 3: Good Location

Timeframe: 80 minutes

Materials:

- Flip chart paper
- Markers
- A flip chart version of ***SII.3 CHART #8: My Business Location***
- Copies of the following resource materials for each youth:
 - ***SII.2 STORY: Winnie’s Business Location***
 - ***SII.3 CHART #8: My Business Location*** for each youth
- Prepare a list of community services with contact information, including:
 - Save the Children contact information
 - Sexual reproductive and health services
 - GBV and protection services
 - Other referral services/programs for youth who may have experienced sexual abuse or sexual exploitation
- A flip chart version of local sexual reproductive and health services and GBV/protection services

Objective: Youth are able to determine good locations for their businesses. Youth identify issues of violence, particularly against women and girls, in their communities and markets, and the effects of violence on girls’ rights and business opportunities.

Activity Overview: Businesses can be located in one place, such as Winnie’s Repair Shop. On the other hand, youth can move around to sell their products such as Joseph’s Poultry & Egg Selling Business. An important way to attract customers is to be in a good location. Business owners can perform better than their competition and increase sales by choosing locations that meet the needs of their customers. This activity uses the story of Winnie to introduce the importance of a good business location and how to identify a good business location based on profitability but also safety. Facilitators also discuss the challenges of violence in the community and how it can impact youth’s, particularly girl’s business opportunities.

Steps	What?	How long?
✓ Step 1	Explain to youth: <ul style="list-style-type: none"> • Once you know who your customers would be, you are able to choose the best location for your business. • Let’s first look at a young person’s experience with choosing a business location. 	2 min
✓ Step 2	Hand out copies of <i>STORY: Winnie’s Business Location</i> for each youth to follow along as you read.	15 min

	Read STORY: Winnie's Business Location out loud as youth follow along.	
✓ Step 3	<p>Lead a discussion from the story with the following questions:</p> <ul style="list-style-type: none"> • What did Winnie do to choose a good location? • What was good about the location that Winnie finally chose? • What should you consider when trying to choose a location? <p><i>Discuss youth's answers and guide them to understand a good location should be:</i></p> <ul style="list-style-type: none"> > <i>Easy for customers to get to</i> > <i>Away from competition</i> > <i>Close to a safe and secure place to store your money and your goods.</i> > <i>Where there is a need for the product or service you would be offering.</i> 	10 min
✓ Step 4	<p>Display the flip chart version of CHART #8: My Business Location so that all youth can see it clearly.</p> <p>Read the column "My Business Location" out loud. Ask youth:</p> <ul style="list-style-type: none"> • What would Winnie write in this column? <p><i>Write youth's answers in this column on the flip chart.</i></p> <p>Read the column "How will this location meet my customers' needs?" out loud. Ask youth:</p> <ul style="list-style-type: none"> • What would Winnie write in this column? <p><i>Write youth's answers in this column on the flip chart.</i></p> <p>Read the last column "Is this location safe? Why or why not?" out loud. Ask youth:</p> <ul style="list-style-type: none"> • What makes a business location safe or not safe? • Is Winnie's business safe? Why could it be unsafe? <i>Let youth discuss and add on possible options:</i> <ul style="list-style-type: none"> ○ <i>If the location is populated with many men/boys</i> ○ <i>Areas where girls experience sexual harassment and gender-based violence</i> ○ <i>If the location is not well-lit</i> ○ <i>If Winnie is working in the evening</i> • What do we do if it is unsafe? • What if Winnie was a boy? How does that change the safety? Why? <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>GENDER NOTE TO FACILITATORS</p> <p><i>As youth are analyzing possible locations, it is important to guide girls and boys to think about safety concerns with a business location and</i></p> </div>	15 min

the likelihood of sexual gender-based violence (SGBV). This is a major concern for girls in their business decisions.

At times the fear and risks of SGBV may prevent girls starting a business and working in markets. SGBV is one of the main reasons why girls are not economically equal to boys and needs to be stopped and addressed.

Because of SGBV girls may not want to work or be prevented work outside the home. Because of SGBV girls and women may only focus all work to earn money in or near the home, which does not create equal opportunities and access to markets and customers.

Explain to youth:

- When deciding our business location we need to think about safety and the possibility of violence. We know that violence exists, and it can be particularly directed towards girls and women.
- Violence is one of the main reasons why women are not economically equal to men. Violence can be sexual abuse, physical abuse or emotional abuse/coercion/harassment. It needs to be stopped and addressed for girls to have equal opportunities and rights. By stopping violence we will also have stronger and more successful families and communities – for our sisters, our daughters, our mothers, our aunts, our wives, etc.
- If you or someone you know needs support from violence key information of services are available.

Post the flipchart paper of list of all referral services and contact information at the front of the room. Read the services and information and explain to youth these details. Explain that you are there to support both young women and young men one-on-one if they have any questions or want to discuss further.

Ask youth:

- What are some of the challenges and effects of violence against girls and their business opportunities? Let youth discuss first and share their ideas. Monitor the discussion and make sure youth know it is a safe space to share ideas. Add to the discussion:
 - Because of violence, girls can suffer trauma and have less confidence in herself and her abilities in business. Violence is a violation of girls' and boys' right to be protected
 - Because of violence, girls may not want to work or be prevented to work outside the home from her family. Girls and women may only work to earn money in or near her form, which does not allow her to equal opportunities and access markets and customers.


	<ul style="list-style-type: none"> ○ Girls may not be able to work at certain hours of the day for fear of violence. • What can we do as young people to stop violence in our communities, particularly violence against girls and women? • What can we do to stay safe in our businesses? 	
✓ Step 5	<p>Hand out copies of CHART #8: My Business Location for each youth.</p> <p>Divide youth into their Work Groups.</p>	1 min
✓ Step 6	<p>Have youth work in their Work Groups to complete the chart for their business ideas.</p> <p>Visit each Work Group and provide assistance as needed. Guide youth in being realistic about where their business location could be in the community. Remind youth to keep in mind who their customers would be, from CHART #7: My Customers.</p> <p>Most importantly, guide girls and boys to think about safe locations in and around the community and why certain areas may be more safe than others.</p>	15 min
✓ Step 7	<p>Read each of the columns in the second part of the chart out loud: “What markets or fairs could I sell my products and services?” “Place” and “Dates of market.”</p> <p>Ask youth to think about Market Fairs and other trading centers where they could sell their products.</p>	2 min
✓ Step 8	<p>Have youth work in their Work Groups to complete the second part of the chart.</p> <p>Visit each Work Group and provide assistance as needed.</p>	15 min
✓ Step 9	<p>Complete the activity by asking 1-2 volunteers to share with the group the business location that they chose and why they chose it.</p> <p>Congratulate youth for their work in determining a good location for their business.</p>	5 min

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Youth reflect on what they have learned today and spend 10 minutes writing in their journal.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Importance of observing customers • Defining our customers and knowing why they buy • Good location for our business <p>Asks the group what some of the main points of the day were. Takes responses.</p>	2 min
✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Write a story of your customer and how I would interact with them in my business • Interview questions to ask customers • Draw a picture of my business location • Ways to stay safe in my business location 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	2 min

Session 12: Attracting Customers

Overall Objective: Youth determine ways to attract customers to their business and develop strategies to negotiate prices with customers. Youth develop strategies to negotiate prices with customers. Youth learn the importance of assertive communication for their business and compare aggressive and submissive/timid communications. Youth identify techniques to be assertive in their business.

Session Overview: In Session 12, youth play a game to consider the preparations needed to sell to customers and practice different scenarios to consider different techniques for negotiating.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Create a flip chart version of the following resource materials:
 - ***S12.1 VISUAL: Travelling Around versus One Location***
 - ***S12.2 CHART #9: How Would I Attract Customers?***
- ✓ Photocopy the resource materials ***S12.2 CHART #9: How Would I Attract Customers*** for each youth
- ✓ Photocopy and cut out 50 of the 1,000 ACTION! Money Bills
- ✓ Photocopy and cut out 25 of the 2,000 ACTION! Money Bills

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives, & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Selling to Customers	Youth are able to determine methods to attract customers.	80 minutes
3. Negotiating Prices	Youth develop strategies to negotiate prices with customers.	70 minutes
4. Journaling and Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda


Timeframe: 15 minutes

Materials:

- Sign-in sheet

- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Banana (or random object)
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Banana Game to review the previous session.</p>  <p><i>Banana Game:</i></p> <ul style="list-style-type: none"> - Have youth stand in a circle with their hands behind their back. - One person stands in the middle and closes their eyes - Walk around the outside of the circle and secretly place the banana in someone's hands. - The circle has to pass the banana from one side to the other - The person in the middle has to guess who has the banana - If they guess right the person with the banana has to answer a review question and goes to the middle to guess who has the banana. - If they guess wrong the person in the middle answers a review question. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • Why is it important to observe customers? • Who would be customers for a potato farming business? For a blacksmith business? • What would be a good location for a business offering midwifery service? For a flour milling business? 	8 min
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at ways to attract customers and think about important things to think about</p>	4 min

Steps	What?	How long?

Activity 2: Selling to Customers

Timeframe: 75 minutes

Materials:

- Flip chart paper
- Markers
- 50 of the **1,000 ACTION! Money Bills** photocopied and cut out
- 25 of the **2,000 ACTION! Money Bills** photocopied and cut out
- 2-3 bunches of bananas
- Flip chart versions the following materials:
 - ***SI2.1 VISUAL: Travelling Around vs. One Location***
 - ***SI2.2 CHART #9: How Would I Attract Customers?***
- Copy of ***SI2.2 CHART #9: How Would I Attract Customers?*** for each youth

Objective: Youth are able to determine methods to attract customers.

Activity Overview: This activity consists of a game designed to engage youth's attention and interest. The movement and laughter helps them to overcome any nervous feelings, build relationships with each other and gain confidence in working together. The game also introduces youth to the idea of planning ahead when thinking about starting a business.

Steps	What?	How long?
✓ Step 1	Explain to youth: <ul style="list-style-type: none"> • This training will include a lot of learning and a lot of fun at the same time. • The next activity gets people moving and laughing from the very beginning. 	1 min
✓ Step 2	Ask youth: <ul style="list-style-type: none"> • What are the things you had to do to plan to come to the training? • What did you do to prepare before coming the training? Have youth work in pairs with the person sitting beside of them to discuss how they prepared.	3 min
✓ Step 3	Once they finish discussing tell them they are going to have an opportunity to share by miming their ideas.	3 min

	<p>Remind youth when they mime they cannot talk, only use silent actions to act out the activity.</p> <p>Act out one thing you as a facilitator did to prepare for the training and ask youth to guess what the idea is. For example, the facilitator could mime packing a bag or calling a relative.</p>	
✓ Step 4	<p>Ask each pair to partner with another pair.</p> <p>Have each pair mime their idea for the other pair. No one is allowed to talk.</p>	3 min
✓ Step 5	<p>Bring everyone back together.</p> <p>Ask for volunteers to call out what their partner pair was miming. The pair who mimed should let the group know if the partner pair has guessed correctly.</p> <p>Record correct answers on flip chart paper.</p>	3 min
✓ Step 6	<p>Once the list of preparations has been compiled look at the list. Lead a discussion using the following questions. Write youth's answers on flip chart paper.</p> <p>Why did you have to do all of these things?</p> <ul style="list-style-type: none"> • What would happen if you did not do them? • Are some of these things more important than others? • Why is it important to prepare to sell to our customers? • What are some important things to prepare when selling to customers? <i>Guide youth in thinking about the following answers:</i> <ul style="list-style-type: none"> > <i>Having a clear price</i> > <i>If you are willing to bargain, knowing how low you will go</i> > <i>Having all of the products or services organized and displayed for customers</i> > <i>Having regular hours</i> > <i>Having a clear message and way to attract customers.</i> 	7 min
✓ Step 7	<p>Explain to youth, now we are going to play a game to practice selling to customers.</p> <p>Have 2 volunteers come to the front to play vendors who will sell fruit.</p> <p>Explain to the Vendors:</p> <ul style="list-style-type: none"> • You will have 10 minutes to prepare. 	5 min

	<ul style="list-style-type: none"> • One Vendor will stay in one location and sell their fruit from a stall. • One Vendor can move around freely. • You are encouraged to use markets, flip chart paper or other items around the room to attract customers. <p>While the Vendors are preparing, have the rest of the participants leave the room. Explain to the other participants:</p> <ul style="list-style-type: none"> • You will be acting as customers who want to buy fruit. • Youth have to buy fruit at a low price. • Everyone must buy at least one fruit. <p>Divide the ACTION! Money Bills amongst all of the participants so they each have an equal amount.</p>	
✓ Step 8	<p>When the Vendors are ready, ask the customers to return to the room.</p> <p>Allow the fruit selling to proceed for 3-5 minutes.</p> <p>Give the group an advance warning one minute before they must stop so that the vendors know how much time have left.</p>	5 min
✓ Step 9	<p>When the 5 minutes is over, ask everyone to come together to discuss the activity. Use the following questions to lead a discussion:</p> <p>To the Customers:</p> <ul style="list-style-type: none"> • How did the Vendors attract youth to buy from them? • Who did you buy from? Why? • How important was the price? <p>To the Vendors:</p> <ul style="list-style-type: none"> • How many fruit did you sell? • How much money do you have now? • What did you do to attract customers? • What did you do that was the most effective? 	5 min
✓ Step 10	<p>Display the flip chart version of VISUAL: Travelling Around vs. One Location.</p> <p>Use the following questions to lead a discussion on businesses that move around:</p> <ul style="list-style-type: none"> • What are examples of businesses that involve travelling around? <i>Answers may include: crop traders & vendors, seed vendors, taxi drivers, delivery services, painters, tutors, midwives</i> 	7 min

	<ul style="list-style-type: none"> • What are positive things about moving around? Write youth's responses in the box: "Advantages" for Travelling Around on the chart. <i>Possible answers may include:</i> <ul style="list-style-type: none"> > You may be able to reach more customers > You may be able to reach different customers > You learn about what is going on in the market as your sell • What are negative things about moving around? Write youth's responses in the box: "Disadvantages" for Travelling Around. <i>Possible answers may include:</i> <ul style="list-style-type: none"> > May be unsafe and may be exposed to violence > Parents may not want you travelling alone > May be expensive if you have to travel by taxi or bus > Items may be too heavy to carry > It may take a lot of time to travel to other markets 	
✓ Step 11	<p>Next have youth look at businesses in one location. Use the following questions to lead a discussion:</p> <ul style="list-style-type: none"> • What are examples of businesses that have one location? <i>Answers may include: mechanics, tailors, restaurants owners, flour milling</i> • What are positive things about staying in one location? Write youth's responses in the box: "Advantages" for One Location on the chart. <i>Possible answers may include:</i> <ul style="list-style-type: none"> > Customers know where to find you > It may be safer but could also be exposed to danger > You can display your products and services better > You can have signs to attract customers • What are negative things about staying in one location? Write youth's responses in the box: "Disadvantages" for One Location. <i>Possible answers may include:</i> <ul style="list-style-type: none"> > There may not be a lot of customers if you do not pick a good location > If customers do not know your location, they will not visit you 	8 min
✓ Step 12	<p>Remind youth:</p> <ul style="list-style-type: none"> • It is important to differentiate (do things differently) when coming up with ideas on attracting customers. • It is important to come up with strategies different from their competitors to better attract customers. 	1 min
✓ Step 13	Split youth work in their Work Groups.	1 min

	<p>Display the flip chart version of CHART #9: How Would I Attract Customers? so all youth can see it clearly. Read each of the columns, so all youth understand the two questions.</p> <p>Display the flip chart version of CHART #7: My Customers that was completed for Winnie's business in Activity 3.</p>	
✓ Step 14	<p>Explain to youth:</p> <ul style="list-style-type: none"> When deciding how to attract customers, it is helpful to first look back at CHART #7: My Customers. <p>Ask youth:</p> <ul style="list-style-type: none"> Thinking about Winnie and her repair business, how could Winnie attract more customers if a competitor started the same business nearby? What could she do differently than her competitors? What could she say differently than her competitors? <p>Write youth's suggestions on the flip chart paper version of CHART #9: How Would I Attract Customers?</p> <p><i>If youth are having difficulty, suggest the following examples:</i></p> <ul style="list-style-type: none"> <i>If Winnie wants her customers to know that she is good at repairing. She could make a sign that says "MS. FIX IT AT YOUR SERVICE!"</i> <i>She could offer lower prices to regular customers</i> <i>She could offer promotions or discounts</i> <i>She could go to mobile money service centers to promote her mobile repair services</i> 	7 min
✓ Step 15	<p>Hand out copies of CHART #9: How Would I Attract Customers? to each youth.</p> <p>Divide youth into their Work Groups.</p>	1 min
✓ Step 16	<p>Have youth review the information about their customers in CHART #7: My Customers.</p> <p>Have them complete CHART #9 for their business ideas.</p> <p>Visit each Work Group and provide assistance as necessary.</p>	10 min
✓ Step 17	<p>Ask youth to share their ideas for attracting customers with the group and have youth give feedback.</p>	5 min

Congratulate youth for their work in determining how to attract customers for their business!

Activity 3: Assertiveness & Negotiating Prices

Timeframe: 75 minutes

Materials:

- Flip chart paper
- Markers
- 50 of the 1,000 ACTION! Money Bills photocopied and cut out
- 25 of the 2,000 ACTION! Money Bills photocopied and cut out
- 2-3 bunches of bananas

Objective: Youth develop strategies to negotiate prices with customers. Youth learn the importance of assertive communication for their business and compare aggressive and submissive/timid communications. Youth identify techniques to be assertive in their business.

Activity overview:

Steps	What?	How long?
Part A: Being assertive		
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • In the last activity, we looked at two different ways to sell and attract customers. • An important way to attract customers is based on the price. • In our business, we could always reduce the price; however, that would mean we would not make as much money. • It is important to think about ways to negotiate with our customers and how to be assertive as a business owner. • We are going to play a role-play together to think about negotiating price. <div> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>As a facilitator it is important to encourage both girls and boys to be assertive as a business owner.</i></p> <p><i>Girls can sometimes be less assertive as girls are often taught to be passive and not speak up as they grow up because that is a gender norm for girls.</i></p> <p><i>As a facilitator, watch to see if girls are having difficulties in the negotiating scenarios below. Encourage girls and boys to use assertive communication as either a business owner selling a product to a</i></p> </div>	2 min

	customer OR as a customer buying something for themselves or their business.	
✓ Step 2	<p>Write the term “assertive communication” in the middle of a flipchart paper at the front of the room.</p> <p>Ask youth to brainstorm what “assertive communication” means. As youth are calling out words, write the words on the flipchart paper. Add to the discussion by adding additional words:</p> <p>> Assertive: direct, honest, accepting, clear, firm, logical</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> Assertive communication is the ability to express both positive and negative ideas and feelings in an open, honest and direct way. It recognizes our rights while also respecting the rights of others. It means taking responsibility for ourselves, our words and our actions without judging or blaming others It helps to find solutions that everyone can agree to 	5 min
✓ Step 3	<p>Write the following terms on another piece of flipchart paper. “aggressive communication” and “timid communication”.</p> <p>Ask youth to brainstorm what these terms mean. As youth are calling out words, write the words on the flipchart paper. Add on to the discussion by adding additional words:</p> <p>> Aggressive: bossy, arrogant, opinionated, overbearing, sarcastic, deceiving, unclear</p> <p>> Timid: Shy, apologetic, wailing, quiet, unclear</p>	5 min
✓ Step 4	<p>Next, ask youth to think about how these three different communication styles by a business owner may impact a business.</p> <p>Divide youth into three groups and give each group one of the three types of communication styles – assertive, aggressive and timid. Ask youth to create a 2-3 minute role play of the business owner with the different communication styles and how their customers or others around them may react.</p> <p>Give the groups 5-6 minutes to prepare their role plays</p>	10 min
✓ Step 5	Have youth act out the role plays.	10 min
✓ Step 6		8 min

Use the following questions to lead a discussion about the role plays:

- What went wrong for the timid and aggressive business owners?
- What is the value of being an assertive business owners?
- What are assertive communication techniques that you have seen or that you yourself practice? *Let youth discuss and add to youth's answers:*
 - > Eye contact – show you are interested and sincere
 - > Body posture – show you are present, not slouched but not combative
 - > Voice – is level moderate, not yelling or raised but not soft
 - > Using “I” statements to explain your feelings and what you want to communicate.

Explain to youth:

- How assertive we are can also be learned from our gender. Many times girls are raised and learned to be passive, quiet and timid communicators because that is thought to be ‘proper’ for a girl. If a girl speaks out, it could damage her reputation. This can lead girls to not be assertive and ask for things they need or want and also does not help them in business.
- But girls can be assertive communicators and be assertive in positive and helpful ways for their businesses, as well as for boys.
- Many times boys are told or think that they need to be aggressive because they are boys, where they are supposed to be louder, more physical and confrontational to show they are a man. This is also harmful for boys and for a business.

Ask youth:

- What female and male business owners do we know who are assertive in their communications?
- What do they do and how do they speak and behave?

Encourage youth to think about ways to communicate their ideas and needs clearly and practice being assertive for their businesses and with their families.

Part B: Negotiating prices

✓ Step 7

Next, ask 1 volunteer to come to the front of the room to play the Business Owner.

Explain to everyone, that their business will be Trading Bananas. Ask youth to remember what a trading business. A trading business is when they buy and sell a product.

2 min

✓ Step 8	<p>Ask 10 other volunteers (a mix of females and males) to play the following roles:</p> <ul style="list-style-type: none"> • Parent • Banana Farmer • Regular Customer • 7 Demanding Customers <p>Give the Business Owner 20,000 ACTION! Bills.</p> <p>Explain to everyone that this is the money that the Business Owner has for the week. With that money the Business Owner has to pay 10,000 ACTION! Bills for food and for their family's rent and the other 10,000 they will use to buy bananas from the Banana Farmer to trade in the market.</p> <p>Have youth act out paying money to their Parents for food and rent and buying bananas from the Banana Farmer.</p>	3 min
✓ Step 9	<p>Ask everybody:</p> <ul style="list-style-type: none"> • How much money does the Business Owner have to make for the next week? <i>Guide youth in understanding that he/she will need to make at least 20,000 ACTION! Bills to pay for their items.</i> • What happens if the Business Owner does not sell all the bananas that week? <i>Guide youth in understanding that the bananas will go bad, so if he/she does not sell them, they are wasted.</i> 	2 min
✓ Step 10	<p>Hand out different amounts of ACTION! Bills to the group of 7 customers.</p> <p>Explain to youth, we are first going to play Scenario #1. The Business Owner is confronted with a lot of Customers all at once demanding bananas. Each of the customers wants to get the lowest price. The Business Owner has to think fast on what prices to be charging.</p> <p>Have youth act out the scenario with the group of 7 different customers.</p>	5 min
✓ Step 11	<p>Bring youth back together to look at what happened and discuss the Business Owner's selling and negotiating strategies. Use the following questions to lead a discussion:</p> <ul style="list-style-type: none"> • How did the Business Owner handle the situation? 	10 min

	<ul style="list-style-type: none"> • To the Business Owner, how was it dealing with a lot of angry customers? • What are ways the Business Owner could manage large groups of people? <ul style="list-style-type: none"> > <i>Be assertive but not rude</i> > <i>Be friendly and think of ways to calm the customer down</i> > <i>Work in a group business or with others so you do not get bullied</i> > <i>Have a process prepared of how customers are to pay to it is easy for customers to go buy from you if they are in a hurry</i> • What could have helped the Business Owner prepare better for all of the customers? <i>Answers can include:</i> <ul style="list-style-type: none"> > <i>Knowing the lowest price for one item that you can go. For example, the Business Owner had to make 20,000 ACTION! Bills that week. If they have 20 bananas to sell, what is the lowest price they can give for their bananas? The answer is 1,000 ACTION! Bills. Write the calculations on flip chart paper and give other examples of the calculations to help youth understand the lowest possible price.</i> > <i>Use a tip sheet to understand what the lowest price of 1 banana is, 2 bananas, 3 bananas etc. so you do not get confused. For example if you have 1 banana and the lowest price you can afford is 1,000 ACTION! Bills, then the lowest price for 3 bananas is 3,000 ACTION! Bills. Write the calculations on flip chart paper and give other examples to help youth understand what a tip sheet could look like.</i> 	
✓ Step 12	<p>Next, hand out different amounts of ACTION! Bills to the 1 Regular Customer.</p> <p>Explain to youth, we are first going to play Scenario #2. In this scenario, a Regular Customer who comes every week approaches the Business Owner to buy bananas. Because they want to come every week they expect a discount on their bananas.</p> <p>Have youth play out the Scenario with the 1 Regular Customer.</p>	5 min
✓ Step 13	<p>Bring youth back together to look at what happened and discuss the Business Owner's selling and negotiating strategies. Use the following questions to lead a discussion:</p>	5 min

	<ul style="list-style-type: none"> • How did the Business Owner handle the situation? • Why do you want to pay special attention to a regular customer? • How could you prepare in advance to negotiate with a regular customer? <ul style="list-style-type: none"> ○ Remember their names, activities, likes and dislikes ○ Set up extra services like delivery or packaging ○ Know what types of discounts you can give so you still make money ○ Encourage them to make larger orders ○ Encourage them to tell others 	
✓ Step 14	<p>As a group discuss the scenarios and importance of negotiating in a business.</p> <p>Congratulate youth in thinking through ways to negotiate and prepare in advance when working with customers.</p>	3 min


Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Youth reflect on what they have learned today and spend 10 minutes writing in their journal.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Defining out customers and knowing why they buy • Good location for our business • How to attract customers. • Negotiating prices • Assertive communication <p>Asks the group what some of the main points of the day were. Takes responses.</p>	2 min

✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Write a song to attract customers for your business idea • Make a sign you could use to attract customers for your business idea • Steps to negotiate with customers on prices 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	2 min

TOPIC 3: My Business Income & Expenses

Session 13: Calculating Costs

Overall Objective: Youth determine their living costs, one-time and operating costs to start their business. Youth review how household costs are divided in the household and who typically spends money between women/girls and men/boys and recognize the value of equitable decision-making related to household expenses.

Session Overview: Session 13 introduces living costs and business start-up costs and how to calculate them. Youth first calculate their living costs by distinguishing between things they need and things they want. Using a similar method, they then decide what they would need to buy in order to start their business. They learn the difference between capital costs and operating costs.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Photocopy the following resource materials for each youth:
 - **S13.1 STORY: Maria's Living Costs**
 - **S13.2 CHART #10: My Living Costs & Wants**
 - **S13.3 STORY: Maria's Business Costs**
 - **S13.4 CHART #10: My One-Time Costs**
 - **S13.5 CHART #11: My Operating Costs**
- ✓ Create flip chart versions of the following resource materials:
 - **S13.4 CHART #10: My One-Time Costs**
 - **S13.5 CHART #11: My Operating Costs**
- ✓ Review all stories in the session and their calculations

Timeframe: 3 hours, 30 minutes

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Living Costs & Wants	Youth understand the difference between needs and wants and determine their weekly living costs. Youth review how household costs are divided in the household and who typically spends money between women/girls and men/boys and recognize the value of equitable decision-making related to household expenses.	90 minutes

Activity	Description	Timeframe
3. One-Time & Operating Costs	Youth are able to define and understand the difference between capital costs and operating costs. Youth calculate one-time (capital) costs and operating costs for their business ideas.	90 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: You Can't Touch Me Game to review the previous session.</p> <p>ENERGIZER !</p> <p><i>You Can't Touch Me</i></p> <ul style="list-style-type: none"> • Have youth get into partners and stand facing each other • Have youth grab hands and stick their pointer fingers out so they are facing their partner. • Explain that the objective of the game is to try and touch their partner. • Their partner will also be trying to touch them so it becomes a game of strength. • The person who gets touched first will have to answer a review question. • Have partners play. • When a winner for each pair has been decided, ask one of the losers a review question. • In the next round have the winners match with a winner and losers with the losers. 	8 min

Steps	What?	How long?
	<ul style="list-style-type: none"> Play 2-3 rounds. <p>Use the following review questions:</p> <ul style="list-style-type: none"> What are 2 ways to attract customers? What are 2 different ways to sell to customers? <i>Answer: Travelling around and one location</i> What are two things that are important to think about when negotiating a price for something? 	
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at what items we need for our business and understand all of our business costs!</p>	4 min

Activity 2: Living Costs

Timeframe: 90 minutes

Materials:

- Flip chart paper
- Markers

Objective: Youth understand the difference between needs and wants and determine their weekly living costs. Youth recognize that living costs and essential costs may be different for girls and boys.

Activity overview: Planning a business cannot be done in isolation. Youth list what they spend their money each week. They consider which of these items that they need to be safe and healthy and the things they want, which are not essential. They also think about if these costs are the same or different between girls and boys and examine some challenges and gender inequalities which can impact both girls and boys. These calculations will be used in many activities in this course.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> We all know that starting a business is one way to earn money. But it is important to discuss first what we use money for in our personal lives. In this activity we are going to determine our living costs and wants. 	1 min

	<ul style="list-style-type: none"> First, let's look at how Maria determines her living costs and wants. 	
✓ Step 2	<p>Hand out copies of STORY: Maria's Living Costs to each youth to follow along as you read.</p> <p>Read STORY: Maria's Living Costs out loud and have youth follow along.</p>	10 min
✓ Step 3	<p>Ask youth:</p> <ul style="list-style-type: none"> What are all the items in the story that Maria talks about spending money on? List their answers on blank flip chart paper. 	5 min
✓ Step 4	<p>Explain to youth:</p> <ul style="list-style-type: none"> There are some things that we buy that are essential. For example, food, cooking utensils, blankets, clothes, rent (if relevant). In this course, these things will be called "Living Costs." There are other things that we buy that are not essential for living. For example, radios, candy, bicycles, or putting money aside for savings etc. These items may have different levels of importance in our lives, but can be purchased at a later time. For example, savings may be very important for medical emergencies. In this course, these things will be called "Wants." 	2 min
✓ Step 5	<p>Ask youth:</p> <ul style="list-style-type: none"> Which of these items for Maria are Living Costs? Which of these items are Wants? <i>Guide youth to understand that food and rent are needs because they cannot be postponed. Buying sandals and saving to pay her Auntie are wants because they can be postponed.</i> <p>Based on youth's answers, write "LC" for Living Cost or "W" for Want next to each item listed on the flip chart paper.</p>	5 min
✓ Step 6	<p>Display the flip chart version CHART #10: My Living Costs & Wants so everyone to see.</p> <p>Transfer the items to the flip chart version CHART #10. Put items identified by youth as Living Costs in the Living Cost section. Put items identified by youth as Wants in the Wants section. Ask youth volunteers to help you write the items.</p>	3 min

✓ Step 7	<p>Next, ask youth:</p> <ul style="list-style-type: none"> • How many of each item did Maria need each week? Write the number of items Maria would need in the column labelled “How many” • What was the cost to buy just one item for Maria? Write the cost to buy just one item in the column labelled “Cost for one.” • In the column labelled “Total Cost” write the total amount of money Maria would need for each item in one week. <p>Explain to youth they need to multiply the number in the “How many” column by the amount in the “Cost for one” column. Write some examples of this calculation on flip chart paper to ensure that everyone understands.</p>	5 min
✓ Step 8	<p>Split youth into their Work Groups.</p> <p>Explain to youth that like Maria, we are going to think about all of the things we buy and spend money for ourselves and for our families. We have already done some of these calculations in My Family, when we looked at our family expenses.</p> <p>Ask youth to share some of the costs they remember from the My Family module.</p>	4 min
✓ Step 9	<p>Have youth write or draw in their notebooks all the things that they would buy in one week.</p> <p>Visit each Work Group and provide assistance as needed. Remind youth not to include business items here. Only living costs and wants.</p>	10 min
✓ Step 10	<p>Explain that like Maria, we are going to determine which of the items are Living Costs and which items are Wants.</p> <p>Have youth go through each item and write LC or W beside each one.</p> <p>Visit each Work Group and provide assistance as needed.</p>	5 min
✓ Step 11	Hand out CHART #10: My Living Costs & Wants to each youth.	1 min

	Explain to youth that we will now fill in our own charts in our Work Groups.	
✓ Step 12	<p>Have youth work in their Work Groups to transfer their items into their charts and determine how many items they need each week and what the cost of one item is.</p> <p>Visit each Work Group and provide assistance as needed. All youth will require support and encouragement to work through their calculations. During or after this activity, work one-to-one with all youth. Review their charts. Make sure that they reflect the reality of their living situation.</p>	15 min
✓ Step 13	<p>When all youth have completed this part of the charts, guide them in adding together the numbers in the Total costs to calculate their Total Living Costs and Wants.</p> <p>Visit each Work Group and provide assistance as needed.</p>	4 min
✓ Step 14	<p>Lead a discussion with youth using the following questions:</p> <ul style="list-style-type: none"> • If you had a lot of money to spend, do you think you would buy more wants or Living Costs? <i>Guide youth in realizing that usually that as the available amount of money increases, so do the number of wants. When we have extra money, it is easy to focus less on our living costs and to think more about our wants.</i> • What can you ask yourself in order to decide if something is a living cost or a want? <i>Answer: "Do I need this item to survive? Is it essential in my life?"</i> • If we have enough money to cover our Living Costs, what should we use our money for next? <i>Guide youth in understanding that it is important to prioritize savings to provide security in case of emergencies and also help us expand our business in the future.</i> 	5 min
✓ Step 15	<p>GENDER NOTES FOR FACILITATORS</p> <p><i>One of the key things for young people to be aware of the different types of items and spending between girls and boys and the gender norms behind this.</i></p> <p><i>For instance - females are typically in charge of cooking and may be responsible for the purchasing of household food items. There two important gender discriminatory norms here which can negatively impact girls:</i></p> <p>1) Unequal decision-making power in the household</p>	15 min

- Girls have a lack of decision-making power and control of money and household spending where she is not able to control the money spent for important living costs.
- ➔ We want girls and boys to recognize the value of equally distributing household money between females and males for spending on important living costs

2) Rigid gender responsibilities and division of labour in the household

- Girls have assumed gender roles in the home, where they are solely responsible for cooking and cleaning, where any money that she makes she is expected to use for household living costs at the expense of growing her business.
- Boys may have more freedom to use their business profits as they wish for growing their business or for their personal entertainment. They may however still face challenges and pressures to earn money to pay for household and other family living costs and expenses.
- ➔ We want girls and boys to recognize the harm that such rigid roles and responsibilities between women and men can be bad for households and for girls' and boys' business
- ➔ We want girls and boys to recognize the value of equally distributing the household work to help their households and their business's succeed

Next, ask youth:

- Which are living cost items that girls and boys would both typically purchase?
- Are there any living cost items which girls typically purchase? Why do you think that is? What about living cost items boys typically purchase.

Next, share the following scenario with youth:

Dorothy and Daniel are a young married couple with two children. They have very strict ways they divide up the work. Dorothy is responsible for all of the cooking and cleaning and caring for the children. Daniel is a field worker at the tea factory in another town. Dorothy has a small side business growing beans near her house to make a little bit of extra money to buy essential living costs for her children and the household, like food. She knows her littlest baby is sick and needs medicine. Daniel always has managed all of the money in their family and so he takes all of Dorothy's money and decides how to spend it. He wasn't aware of what medicine to buy and didn't buy the correct kind.

Ask youth:

- What are the problems in this story? Let youth discuss their ideas and add in: Dorothy has a lack of power and control of

money and household spending where she is not able to control the money spent for important living costs. This can be a challenge for many girls like Dorothy.

- How could the problems be fixed? Let youth discuss their and share ideas and add in: Women and men, girls and boys need to recognize the value of equally distributing household money between females and males for spending on important living costs. It is important to have open conversations about how money is spent.

Continue telling the story of Dorothy and Daniel:

Dorothy and Daniel were always just scraping by and they never felt truly financially secure. Dorothy had also done a market survey to identify demand and competition for her business. She identified that she could be doubling or tripling her money by diversifying the produce she grew on the plot of land. But to do so, she needed to purchase more materials at the beginning and she did not have enough money. She was finding that even though she now was able to keep her money, because she was responsible for all of the cooking and cleaning she used all of her money on the house for food and living costs. She had no money left over to help expand her business, nor did she have time to focus on her business as she was always taking care of the children.

Ask youth:

- What are the problems for Dorothy and Daniel? Let youth discuss their ideas and add in:
 - > Dorothy is the main sole caregiver in the family and so uses all of her money for living costs. She does not have any money to expand her business to help her family out of poverty.
 - > Because Dorothy is the main sole caregiver she also does not have time to focus on her business.
 - > There are many girls like Dorothy who are not able to succeed and grow their businesses because of their family roles and responsibilities.
 - > Daniel may feel pressure to be the main breadwinner of the family
- How could the problems be fixed? Let youth discuss their and share ideas and add in:
 - > If Daniel was able to support Dorothy using some of his earnings for the living costs and to care for the children or do some of the housework, Dorothy could have more time and money to invest in expanding her business.
 - > If young women and men, like Dorothy and Daniel distribute the household ad care work, then both of their work can succeed and grow. Their family can thrive because there is more money for the whole household and their children.

Congratulate youth for identifying and thinking through their living costs and their wants!

Activity 3: One-Time & Operating Costs

Timeframe: 90 minutes

Materials:

- Flip chart paper
- Markers
- Copies of the following resource materials for each youth:
 - **SI3.3 STORY: Maria's Business Costs**
 - **SI3.4 CHART #11: My One-Time Costs**
 - **SI3.5 CHART #12: My Operating Costs**
- Flip chart versions of the following resource materials:
 - **SI3.6 CHART #11: My One-Time Costs**
 - **SI3.7 CHART #12: My Operating Costs**
- Blank paper
- Drawing materials


Objective: Youth are able to define and understand the difference between capital costs and operating costs. Youth calculate one-time (capital) costs and operating costs for their business ideas.

Activity overview: Youth look at how much it would cost to start their business. To do this, youth first identify everything they would have to buy before starting their businesses. They also need to determine what they would have to buy on an ongoing basis to continue running their businesses. This activity uses the “Maria's Business Costs” story to help youth calculate their own start-up costs.

Steps	What?	How long?
✓ Step 1	Explain to youth: <ul style="list-style-type: none"> • Every business needs to buy or pay for something before it can start to sell a product or provide a service. • We are going to look at how much it will cost to start your business. • We are also going to look at how much you will need to pay to keep your business running. 	2 min
✓ Step 2	Hand out copies of the story STORY: Maria's Business Costs to each youth to follow along as you read. Read the story of STORY: Maria's Business Costs out loud as youth follow along.	10 min

✓ Step 3	Display the flip chart versions of CHART #11: My One-Time Costs and CHART #12: My Operating Costs for everyone to see clearly.	1 min
✓ Step 4	Ask youth: <ul style="list-style-type: none"> • What are all of the items Maria needs to start her business? • Review the story if youth are having difficulty remembering. • List all of their answers on blank flip chart paper. 	4 min
✓ Step 5	Ask youth: <ul style="list-style-type: none"> • Which of these items does Maria need to buy once? • Which of these items does Maria need to buy always or over and over again to run her business? <p>Based on youth's answers write "Once" or "Always" next to each item listed on the flip chart.</p>	4 min
✓ Step 6	Explain to youth: <ul style="list-style-type: none"> • The things that you need to buy only once are called One-Time Costs. • The items that you need to buy always are called Operating Costs. <p>As you read, point to the two different headings on CHART #11 and CHART #12.</p>	2 min
✓ Step 7	Have one youth help transfer all of the items that Maria will buy once to the "Once" column in the flip chart version of CHART #11: My One-Time Costs . Have a second youth help transfer all of the items that Maria will buy always to the "Always" column in the flip chart version of CHART #12: My Operating Costs .	5 min
✓ Step 8	As a group review the two charts. Ask youth: <ul style="list-style-type: none"> • How much does each item cost that Maria only needs to buy once? • How many one-time items does she need? • How much does each item cost that Maria must buy all the time. • How many items does she need every week? 	8 min

	<p>With each question review the story if youth are having difficulty remembering.</p> <p>Have youth help you multiple the amount of each item by the number of items needed to get the “Total Cost” for each item. Go step by step through the multiplication so all youth understand.</p> <p>Ask youth to add up the cost of each of the charts to get the “Total One-Time Costs” and “Total Operating Costs.”</p>	
✓ Step 9	<p>Divide group into their Work Groups.</p> <p>Handout drawing materials.</p> <p>Ask youth to draw a picture of themselves working in their business idea.</p> <p>Next, ask youth to think about the materials and supplies they are using in their business.</p> <p>Use the following questions to help them as they draw:</p> <ul style="list-style-type: none"> • If you have a product business – what materials do you need to make, grow or trade your product? • If you have a service business – what materials do you need to complete the service? • What materials are you using every day in your business? • Where is the business located, in what space? • What materials do you use to promote your business? • What materials do you need to store or keep your products safe? • What materials do you need to transport your product or service? • Is there any equipment you need? • Is there any land you need? <p>Have youth add these items to their drawings.</p>	15 min
✓ Step 10	<p>Next, ask youth to indicate beside the material they have drawn, which items they need to buy only once and which they would need to buy always.</p>	4 min
✓ Step 11	<p>Hand out copies of CHART #11: My One-Time Costs and CHART #12: My Operating Costs to each youth.</p>	1 min

✓ Step 12	<p>Guide youth in transferring the items they need to buy once from their drawings into the CHART #11: My One-Time Costs.</p> <p>Guide youth in transferring the items they need to buy always from their drawings to CHART #12: My Operating Costs.</p> <p>Visit each youth group and provide assistance as needed.</p>	10 min
✓ Step 13	<p>Explain to youth that now we are going to fill in the rest of the charts like we did for Maria.</p> <p>Have youth look at CHART #11.</p> <ul style="list-style-type: none"> • Read out the column “How many.” Ask youth to write the number of items they will need. • Read out the column “Cost for one.” Ask youth to think about the items they need and how much they would cost in the market. Ask youth to write the amount they think it would cost to buy just one of those items. • Read out the column “Total Cost.” Ask youth to multiple “How many” times the “Cost for one” to get the total cost. <p>Have youth fill in CHART #11. Visit each Work Group and provide assistance as needed.</p> 	10 min
✓ Step 14	<p>Next, have youth look at CHART #12.</p> <ul style="list-style-type: none"> • Read out the column “How many.” Ask youth to write the number of items they would buy for one week. Explain to youth that this number should be based on the number items they expect to sell in one week. • Read out the column “Cost for one.” Ask youth to think about the items they need and how much they would cost in the market. Ask youth to write the amount they think it would cost to buy just one of those items. • Read out the column “Total Cost.” Ask youth to multiple “How many” times the “Cost for one” to get the total cost. 	10 min

	Have youth fill in CHART #12 . Visit each Work Group and provide assistance as needed. Encourage youth to be as realistic as possible. What are the costs you see for these items in the market?	
✓ Step 15	<p>To conclude the activity, lead a discussion using the following questions:</p> <ul style="list-style-type: none"> • What did Maria do to learn about the costs for her one-time and operating items? <i>Answer: She did research in the market.</i> • Why is it important to do research and determine what items cost? <i>Answer: It will help you be correct in your business costs and tracking your money</i> • What are different ways you can find out about different costs if you do not know them? <i>Answers may include:</i> <ul style="list-style-type: none"> > <i>Going to the market and reviewing different vendors</i> > <i>Speaking to other business owners about their costs</i> > <i>Speaking with your business mentor</i> <p>Congratulate youth for all of their work determining their one-time and operating costs!</p>	4 min


Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Living Costs • The difference between needs and wants • One-Time Costs • Operating Costs • Ways to determine costs in the market <p>Ask the group what some of the main points of the day were. Take responses.</p>	2 min

✓ Step 2	<p>Tell youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Places you can buy your one-time and operating costs • Tell a story of a business owner and the purchases they make • Some questions I have about costs for my business 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	1 min
✓ Step 5	<p>Thank youth for their work, and ask them to put their journals away.</p> <p>Explain that in the next session we are going to look at places where we can get items for our business.</p>	1 min

Session 14: Sourcing Start-Up Items

Overall Objective: Youth calculate their total business start-up costs and determine different ways to reduce their costs if they do not have enough money. Youth identify places where they can purchase or get their start-up items by thinking about people and organizations who can support them in the community with their business, in particular female mentors and women-led organizations for young women. Girls and boys identify the challenges as young women and young men in seeking support and identify possible solutions.

Session Overview: Now that youth understand their one-time and operating costs and have thought about the items they need to buy they will think about ways they can find start-up items to purchase or get in the market.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Ball (or bags/paper scrunched up and taped together)
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy Sign-in Sheets
- ✓ List of mixed Work Groups on wall
- ✓ Photocopy the following resource materials for each youth:
 - **SI4.1 CHART #13: My Start-Up Costs**
 - **SI4.2 STORY: Maria's Cost Decisions**
 - **SI4.3 CHART #14: My Start-Up Items**
 - **SI4.5 CHART #15: My Money Sources**
- ✓ Create flip chart versions of the following resource materials:
 - **SI4.1 CHART #13: My Total Start-Up Costs**
 - **SI4.3 CHART #14: My Start-Up Items**
 - **SI4.4 VISUAL: Business Supporters in our Community**
 - **SI4.5 CHART #15: My Money Sources**
- ✓ The completed flip chart versions from Session 13 for Maria's Business:
 - **SI3.3 CHART #11: My One-Time Costs**
 - **SI3.4 CHART #12: My Operating Costs**
- ✓ Review all stories in the session and their calculations
- ✓ Map out strong female and male community members and business owners, as well as women-rights organizations, women-led cooperatives, youth-rights organizations, youth groups, etc. which can be Business Supporters in the local community. Make sure key women-focused business supporters are included in the analysis.

Timeframe: 3 hours

Activity	Description	Timeframe
I. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes

Activity	Description	Timeframe
2. Start-Up Costs & Items	Youth are able to understand their total start-up costs and look at how to decrease their start-up costs if necessary. Youth begin to determine where they can find these items from suppliers and other sources in their community.	65 minutes
3. Business Supporters	Youth identify women and men, organizations and community mechanisms that can help support them in starting, running and growing their business. Emphasis is placed on women-led cooperatives and organizations for girls. Girls and boys identify the challenges as young women and young men in seeking support and identify possible solutions.	50 minutes
4. Sources of Funds	Youth identify all of the sources of funds in the community and the amount of money they can receive to start their business, including the YIA grant.	35 minutes
5. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2min
✓ Step 3	<p>Play the Energizer Game: You Can't Touch Me Game to review the previous session.</p> <p>ENERGIZER !</p> <p><i>You Can't Touch Me</i></p> <ul style="list-style-type: none"> • Have youth get into partners and stand facing each other • Have youth grab hands and stick their pointer fingers out so they are facing their partner. • Explain that the objective of the game is to try and touch their partner. 	8 min

Steps	What?	How long?
	<ul style="list-style-type: none"> • Their partner will also be trying to touch them so it becomes a game of strength. • The person who gets touched first will have to answer a review question. • Have partners play. • When a winner for each pair has been decided, ask one of the losers a review question. • In the next round have the winners match with a winner and losers with the losers. • Play 2-3 rounds. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • What is the difference between one-time costs and operating costs? • What is the difference between a need and a want • Is a machine for a flour milling business a one-time cost or an operating cost? Explain. • Is thread for a tailoring business a one-time cost or an operating cost? Explain. • What are two ways to find out about the cost of items you need to run your business? 	
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at what items we need for our business and ways we can source money for our business.</p>	4 min

Activity 2: Start-Up Costs & Items

Timeframe: 65 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart versions of the following materials:
 - **SI4.1 CHART #13: My Total Start-Up Costs**
 - **SI4.3 CHART #14: My Start-Up Items**
- Copies of the following materials for each youth:
 - **SI4.1 CHART #13: My Total Start-Up Costs**
 - **SI4.2 STORY: Maria's Cost Decisions**
 - **SI4.3 CHART #14: My Start-Up Items**
- The completed flip chart versions from the past session for Maria's Business:

- **SI3.3 CHART #11: My One-Time Costs**
- **SI3.4 CHART #12: My Operating Costs**

Objective: Youth are able to understand their total start-up costs and look at how to decrease their start-up costs if necessary. Youth begin to determine where they can find these items from suppliers and other sources in their community.

Activity overview: Youth look at their total start-up costs and consider whether their start-up costs are too high. This activity uses the story of **Maria** to help participants lower their business start-up costs if necessary and think about what is important now and what could be invested in in the future. Next, youth think about all of the items they need to purchase immediately and begin determining where they can source these materials in their community.

Steps	What?	How long?
PART A: Total Start-Up Costs Chart		
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • This activity will help to determine your total start-up costs and what to do if they are too high. • Do you remember Maria and her business? In order for Maria to start her business she will need to buy all of the things that she needs once (one-time costs) and pay her operating costs for the first week. 	2 min
✓ Step 2	<p>Display the flip chart version of CHART #13: My Total Start-Up Costs for everyone to see clearly.</p> <p>Display the complete flip chart versions of CHART #11: My One-Time Costs and CHART #12: My Operating Costs from Session 10 that have been complete for Maria's business.</p>	1 min
✓ Step 3	Explain to youth that in order to calculate your start-up costs, we must add together our one-time costs and operating costs.	2 min
✓ Step 4	<p>Have one youth help transfer Maria's one-time costs and operating costs from the past session on to CHART #13.</p> <p>Guide youth in completing the calculations and ensure that everyone understands.</p>	4 min
✓ Step 5	<p>Ask participants to think about what their own start-up costs will be and compare it to the amount of money they actually have at home.</p> <ul style="list-style-type: none"> • Do you have the money you need to start your business? • Will the YIA grant be enough to start your business? 	3 min

	NOTE: The majority of youth probably will not have enough money.	
✓ Step 7	Explain to youth that Maria did not have enough money to start her business. This next story will tell us how she still managed to start his business.	1 min
✓ Step 8	Hand out copies of STORY: Maria's Cost Decisions for each youth to follow along as you read. Read STORY: Maria's Cost Decisions out loud and have youth follow along.	8 min
✓ Step 9	Review as a group Maria's One-Time and Operating Cost Charts from Session 10 and update with the changes that Maria makes in the story. Review the story to help youth remember the details.	4 min
✓ Step 10	Lead a discussion with the following questions: <ul style="list-style-type: none"> • What did Maria do to decrease her business start-up costs? • What are some other things you could do to decrease your start-up costs? • What are the items that are absolutely necessary to start your business? • What are items that you could purchase later once you have started your business and are earning money? Encourage youth to think about decreasing the items they absolutely need to start their business.	6 min
✓ Step 11	Divide youth into their Work Groups. Hand out copies of CHART #13: My Total Start-Up Costs for each youth and guide them in filling in the boxes for their business's start-up costs. Explain to youth that now we will total up our costs to see what our total start-up business costs will be.	2 min
✓ Step 12	Have youth fill in their copy of CHART #13 and add up their total start-up costs.	5 min

	Visit each Work Group and provide assistance as needed. Youth may need extra one-on-one support to reduce their start-up costs.	
PART B: Start-Up Items Chart		
✓ Step 13	<p>Hand out copies of CHART #14: My Start-Up Items for each youth.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • We also need to think about where we can purchase these items in the community. We need to ask ourselves: • Do these items exist in the community? • Who can I purchase this from? • Do I need help from YIA Facilitator to find these items with me? <p>Have youth fill in CHART #14 My Start-Up Items using the items they have listed from CHART #11 and CHART #12.</p>	10 min
✓ Step 14	<p>Lead a discussion on the charts using the following questions:</p> <ul style="list-style-type: none"> • Do you think you can get all of these items for your business in the local market? Explain. • What if there are no immediate suppliers in our surroundings? What could we do? <i>Answers include:</i> <ul style="list-style-type: none"> > Go to the market and ask vendors where to find items > Ask a business mentor to help you find a supplier > Discuss with the local government small business or agriculture businesses > Consider using a different start-up item or a smaller one if available. > Go to a different market outside your community in a group or with family. • Why is it a good idea to only purchase the most important start-items? <i>Answers: Even if our business plan is good, we may need to test out a business idea to see if it can be successful before committing to expensive equipment and purchases</i> 	6 min
✓ Step 14	<p>Have youth work in their Work Groups fill in the last column of the chart “Suppliers” with the information of where they can find these materials in their community.</p> <p>Visit each Work Group and provide assistance as needed. If youth are struggling with where to find suppliers try to help them identify some. Explain to them that in the next activity we will also think of people in the community who can help us find these items as well.</p>	10 min

✓ Step 15	Congratulate the group for their work in looking at their total start-up costs and where they can purchase or get their start-up items.	1 min
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Activity 3: Business Supporters

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart version of resource material **SI4.4 VISUAL: Business Supporters in our Community**
- Ball

Advanced preparations:

- Map out strong female and male community members and business owners, as well as women-rights organizations, women-led cooperatives, youth-rights organizations, youth groups, etc. which can be Business Supporters in the local community. Make sure key women-focused business supporters are included in the analysis.

Objective: Youth identify people, organizations and community mechanisms that can help support them in starting, running and growing their business. Emphasis is placed on women-led cooperatives and organizations for girls. Youth identify the challenges as young women and young men in seeking support and identify possible solutions.

Activity overview: In this activity, youth play a game to brainstorm people and organizations that can help them in their business.

Steps	What?	How long?
✓ Step 1	<p>Post the Community Map from My Community at the front of the room.</p> <p>Explain to youth that there are people all around our community who can help us in our business. In the last activity, we identified items that we will buy for our business, now we are going to identify people and organizations that can help us get those items and provide other support for our business. We are going to call these people Business Supporters.</p>	2 min
✓ Step 2	<p>Write “Business Supporters” on flip chart paper at the front of the room.</p> <p>Ask youth to brainstorm what a business supporter could do for their business. Give them time to think about their business and</p>	5 min

	<p>their needs as they look to start their business idea. Write youth's answers down on flip chart paper.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> > Help you purchase your items > Could provide knowledge on where to find items > Have items that we could use or borrow > Provide motivation and positive encouragement > Provide money and resources > Make links with other businesses > Teach specific skills for our business. > Be a gender equality champion and ally to support girls and boys equal opportunities and breakdown the negative ideas and attitudes of what girls and boys should do. 	
✓ Step 3	<p>Have youth stand in a wide circle.</p> <p>Show them a ball. Explain to youth that this ball is our “Business Ball.”</p> <p>Explain to youth that you will throw the ball to someone and they will come up with the name of a Business Supporter in the community. It can be a family member, community member, an organization, a government worker, anybody, who could support you in your business. We should think about both different women and men Business Supporters, as well as particular women and male groups and organizations.</p> <p>Our goal is not to let our Business Ball drop on the ground as it is thrown to every person here. If you cannot think of a person you can say pass.</p>	2 min
✓ Step 4	<p>Have youth play the game. Continue the game until everybody has had a turn catching and throwing the ball.</p> <p>As youth call out names, write down their names in a list on flip chart paper.</p> <p>To make the game harder, every time a person calls out a Business Supporter, have all youth take a step back, making the circle larger.</p>	6 min
✓ Step 5	<p>Bring youth back together and show them the list of Business Supporters they have brainstormed. Add on additional Business Supports you have identified that can help girls and boys.</p>	2 min

	<p>Display the flip chart version of VISUAL: Business Supporters in our Community for everyone to see. Read out loud all of the different components of the chart.</p>	
✓ Step 6	<p>Have youth help you transfer the names from the brainstorm list into the chart.</p> <p>Look at each of the categories and ask youth how each category could help them with their business. Write their answers on the flip chart VISUAL: Business Supporters in our Community in the respective boxes.</p> <div style="border: 1px solid black; padding: 10px;"> <p>GENDER NOTES FOR FACILITATORS</p> <p><i>As young people are identifying Business Supporters, it is important for facilitators to recognize that some youth may not have the same type of support from their families, neighbours and communities. This can be based on their families' socioeconomic background and where they live.</i></p> <p><i>These differences in support that youth can receive can also be because of gender inequalities and discriminatory norms which impact both girls and boys negatively.</i></p> <p><i>For girls –</i></p> <ul style="list-style-type: none"> <i>• If a girl is unmarried, she may not receive support from their families who would prefer to prioritize their sons over their daughters, because a girl will get married and become part of her husband's family. Supporting a girl's business could be unfairly seen as a waste of money because that business will "become the husband's" when she is married.</i> <i>• For married and unmarried young women, the negative norms around girls' domestic responsibilities and expectations to care for children and do domestic chores, may make families and people in the community not value and appreciate young women as business owners. They may not take young women seriously and provide support.</i> <i>• Girls could also be at risk of GBV if the Business Supporter is a not a positive supporter. They could be coerced or forced into things they do not want to do to get support.</i> <p><i>For boys -</i></p> <ul style="list-style-type: none"> <i>• Boys may be more opportunities to receive support from girls, however they also can face negative perceptions in the community because they are young men.</i> <i>• Many times young men can be perceived as lazy, selfish, with no experience or skills. They may think they are not responsible and spend money in irresponsible ways.</i> </div>	8 min

✓ Step 7	<p>Ask youth to look at the Business Supporters they've identified. Divide youth into two groups – a girl group and a boy group.</p> <p>Ask each group to discuss and answer the two questions to present back to the group:</p> <ul style="list-style-type: none"> - What are challenges that young women could face in securing support from these different business supporters? - What are challenges that young men could face in securing support from these different business supporters. 	5 min
✓ Step 8	<p>Give each group 10 minutes to discuss and answer the two questions. Visit each group and provide support and ideas for their responses. Key things to identify:</p> <p>For girls -</p> <ul style="list-style-type: none"> • If a girl is unmarried, she may not receive support from her family who would prefer to prioritize their sons over their daughters, because a girl will get married and become part of her husband's family. Supporting a girl's business could be unfairly seen as a waste of money because that business will "become the husband's" when she is married. • For married and unmarried young women, the negative perceptions where girls are the sole caregivers and housekeepers may make families and people in the community not value and appreciate young women as business owners. They may not take young women seriously and provide support. • Girls could also be at risk of GBV if the Business Supporter is not a positive supporter. They could be coerced or forced into things they do not want to do to get support. They could also try to take advantage and take profits from her business unfairly. <p>For boys -</p> <ul style="list-style-type: none"> • Many times young men can be perceived as lazy, selfish, with no experience or skills. • Boys could also be at risk of GBV, where the Business Supporter is not a positive supporter, they could also try to take advantage and take profits from his business unfairly. 	10 min
✓ Step 9	<p>Have each group present to each other.</p> <p>Do an analysis comparing girls and boys challenges.</p>	10 min

✓ Step 10	<p>As a large group, lead a discussion to discuss how girls and boys can overcome these challenges and get positive Business Support.</p> <p><i>Encourage young people to look to each other as peers to positively support each other, between girls and boys and also as separate groups.</i></p> <p><i>Encourage young people to talk to their families about business support</i></p> <p>To end have youth discuss ways that they could approach these people to support them in their business. Ask youth to think of questions they could ask and how they would present themselves to such people in positive and safe ways.</p> <p>Congratulate youth for their work identifying Business Supporters for their business!</p>	10 min
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Activity 4: Sources of Funds

Timeframe: 25 minutes

Materials:

- Flip chart paper
- Markers
- Create a flip chart version of **SI4.4 CHART #15: My Money Sources**
- Copies of **SI4.4 CHART #15: My Money Sources** for each youth
- Make sure to have available the amount of money YIA will give each youth for the Entrepreneurship Pathway

Objective: Youth identify all of the sources of funds in the community and the amount of money they can receive to start their business, including the YIA grant.

Activity overview: In this activity, youth make a list of all of the sources of funds in the community to help them start or expand their business and identify the amount of money they may be able to receive from each source. This includes the money youth will receive from the YIA Start-Up Grant. Youth compare this amount to their Total Start-Up Capital costs to see what is possible for their business and determine if they have to scale back their business.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now that we know what our costs are for our business, let's plan out what sources we will use to start our business! • We may not need additional money. The YIA Start-Up Grant and our own savings may be enough. • We just want to help you identify other sources. Maybe you use these sources in the future to grow your business! 	2 min

✓ Step 2	<p>Display the flip chart version of CHART #15: My Money Sources for everyone to see clearly.</p> <p>Display the completed flip chart CHART #13: My Total Start-Up Costs from Maria's story in Activity 3.</p>	1 min
✓ Step 3	<p>Hand out copies of CHART #15: My Money Sources to each youth.</p> <p>Make sure youth have their completed CHART #13: My Total Start-Up Costs.</p>	2 min
✓ Step 4	<p>Using the completed CHART #13: My Total Start-Up Costs from Maria's story, fill in CHART #15: My Money Sources together as a group.</p> <p>Write in the amount of funding for each youth that YIA will provide for the YIA Start-Up Grant.</p> <p>Have youth brainstorm possible other sources of funds for Maria and her business from the community. For example from family, NGOs, MFIs, group savings etc.</p>	5 min
✓ Step 5	<p>Split youth into their Work Groups.</p> <p>Have youth work together to think about their Sources of Funds for their own businesses, from either Family, their savings, putting their money together in a group business, MFIs, rotating groups savings, etc.</p> <p>Visit each Work Group and provide assistance as needed. Help youth look at what is a realistic amount of money they could receive from these different sources.</p>	10 min
✓ Step 6	<p>Ask youth to compare their sources of funds to their businesses' total capital costs.</p> <p>If they are not equal, ask youth to think about what they could do to scale down their business.</p> <p>Remind youth of what Maria did when her costs were too high. Brainstorm together other ways to reduce costs. <i>Strategies may include:</i></p>	4 min

	<ul style="list-style-type: none"> > <i>Purchase less items at the beginning</i> > <i>Look at other suppliers</i> > <i>Ask supporters to give objects and materials</i> <p>Ask youth what some other sources of money Maria could have from her community? <i>Answers may include:</i></p> <ul style="list-style-type: none"> > <i>Start a group business where others can contribute sources of funds</i> > <i>Consider rotating savings options and working within an association either a youth association or a larger community association</i> > <i>Consider credit options</i> <p>NOTE: Not all answers for youth may apply. If rotating savings or credit is not a feasible or appropriate option, do not discuss.</p>	
✓ Step 7	Congratulate youth for all of their work in identifying supporters and other sources of money for their business!	1 min


Activity 5: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Start-Up Costs • Places to get start-up items • Source of funds <p>Ask the group what some of the main points of the day were. Take responses.</p>	2 min

✓ Step 2	<p>Tell youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Where you will purchase or buy start-up items • One way you can reduce the start-up items you will buy • People you will discuss with to source funds. • Some questions I have about costs for my business 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	1 min
✓ Step 5	<p>Thank youth for their work, and ask them to put their journals away.</p> <p>Explain that in the next session we are going to look making money in our business!</p>	1 min

Session 15: Making Profit

Overall Objective: Youth understand the concepts of sales, profit and forecasting for the future and determine how much profit their businesses could earn at different times of the year. Youth recognize that both girls and boys can equally make profit and be successful in business.

Session Overview: Youth are introduced to the concept of profit: how to make profit, how to calculate profit, and how to calculate how profit can change from season to season. Youth, through a brainstorm activity, think about their future business and their profits will change overtime.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy Sign-in Sheets
- ✓ List of mixed Work Groups on wall
- ✓ Photocopy the following resource materials for each youth:
 - **S15.1 PROFIT SCENARIOS #1, #2, #3, #4**
 - **S15.3 CHART #16: My Profit**
- ✓ Create flip chart versions of the following resource materials:
 - **S15.2 VISUAL: Sales & Profit**
 - **S15.3 CHART #16: My Profit**
 - **S15.4 VISUAL: Forecasting**
- ✓ Review all scenarios in the session and their calculations

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Sales & Profit	Youth understand how to determine profit for their business. Youth recognize that both girls and boys can equally make profit and be successful in business.	90 minutes
3. Forecasting	Youth understand how to forecast and think about their future profits of their business over the next 2-3 months.	60 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Hey / Clap Game to review the previous session.</p>  <p><i>Hey / Clap Game</i></p> <ul style="list-style-type: none"> - Divide youth into 2 teams - Hold your right hand in the air. Explain that when you point to a team with your right hand they have to say 'hey.' - Point at one team and then the other to have them practice saying 'hey' - Hold your left hand in the air. Explain that when you point to a team with your left hand they have to clap. - Point at one team and then the other to have them practice clapping. - Explain that this is a game, if you go the wrong action when I point at you, your team will lose a point and have to answer a review question. - Play the game pointing different hands at different teams. - When a team does the wrong action ask the whole team a review question. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • Name 2 different types of business supporters • What is one government supporter in our community? • What is a group savings circle? • What are important rules to have in a group savings circle? • What is interest on a loan? • Why is it important to set money aside regularly to pay back a loan? • Name 2 of your Money Sources. • Why is it important to have different sources of money? 	8 min

Steps	What?	How long?
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at how to make profit and budget our money for our business!</p>	4 min

Activity 2: Sales & Profit

Timeframe: 90 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart versions of the following resource materials:
 - **SI5.2 VISUAL: Sales & Profit**
 - **SI5.3 CHART #16: My Profit**
- Copies of the following resource materials for each youth:
 - **SI5.1 PROFIT SCENARIOS #1, #2, #3, #4**
 - **SI5.3 CHART #16: My Profit**
- Ensure each youth has their copy of **CHART #11 My Operating Costs** from the past session

Objective: Youth understand how to determine profit for their business. Youth recognize that both girls and boys can equally **make profit and be successful in business.**

Activity overview: Youth are introduced to calculating profit. Youth act out a role play for **Maria's Profit** including buying supplies, making and selling her products and calculating her profit. Through acting out different profit scenarios, youth identify how profit changes can impact their businesses. **Youth reflect on two successful female and male businesses and reflect that both girls and boys can make profits.**

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now that we have looked at costs and suppliers from the last session; let's look at how our business can earn money! • First, let's think about two businesses in our communities. <p>GENDER NOTES TO FACILITATORS</p>	10 min

	<p><i>It is important for facilitators to emphasize to youth that both girls and boys can equally be successful business owners and make profits. This can help them build their self-confidence and believe that they can be business owners. This encouragement is recommended throughout the entire course, but a key thing of focus in this session on profits for girls and boys to visualize themselves making profit in their businesses.</i></p> <p>Ask youth:</p> <ul style="list-style-type: none"> • What is one successful female business that we see? What is one successful male business that we see? • What makes them successful? <p>Say to youth:</p> <ul style="list-style-type: none"> • We are all capable of being successful business owners and making profit. It takes hard work and commitment and being successful in work can be challenging, with many things that we have to overcome, but we are all capable! <p>Have the youth move around the room and give all of their peers a high five and a word of encouragement about their business ideas and profits.</p>	
✓ Step 2	<p>Next, invite youth to participate in a role-play. Ask for 3 volunteers to take on the roles of:</p> <ul style="list-style-type: none"> • Maria • A Vendor • A Customer 	2 min
✓ Step 3	<p>Hand out copies of the PROFIT SCENARIO #1: Maria Earns Profit for youth to follow along as you read.</p> <p>Read out loud the PROFIT SCENARIO #1: Maria Earns Profit to the group.</p> <p>As you read, have the volunteers act out the scenario.</p>	5 min
✓ Step 4	<p>Display the flip chart version of VISUAL: Sales & Profit and review the terms.</p> <p>Lead a discussion about the story using the following questions:</p> <ul style="list-style-type: none"> • At the beginning of the story, Maria buys supplies to make her bee hives and extract honey. Who can remember what this type of cost is called? Answer: Operating Costs 	8 min

	<ul style="list-style-type: none"> • Maria sells 10 jars of honey to her customers. What is the term used to describe the total amount of money that she receives from her customers? <i>Answer: Sales</i> • Using these two numbers, how does Maria calculate her profit? <i>Answer: Sales – Operating Costs = Profit</i> 	
✓ Step 5	<p>Display the flip chart version of CHART #16: My Profit for everyone to see clearly.</p> <p>Read PROFIT SCENARIO #1: Maria Earns Profit a second time.</p> <p>As you read the story, work as a group to complete the flip chart version of CHART #16.</p>	5 min
✓ Step 6	<p>Explain to youth that now we will look at other scenarios where Maria's profit changes.</p> <p>Divide youth into three groups.</p> <p>Assign each group a different Profit Scenario and give the group a copy of the scenario:</p> <ul style="list-style-type: none"> • PROFIT SCENARIO #2: Maria's Operating Costs Increase • PROFIT SCENARIO #3: Maria's Sales Decrease • PROFIT SCENARIO #4: Maria's Profit Increases 	5 min
✓ Step 7	<p>Ask each group to review their Profit Scenarios. Have each group calculate Maria's profit.</p> <p>Visit each group and provide assistance to each group as needed.</p> <p>Make sure all of the youth understand the scenarios before moving ahead.</p>	10 min
✓ Step 8	<p>Once all youth have completed their work, ask each group to present their Profit Scenarios and calculations.</p> <p>Lead a short discussion after each presentation.</p> <p>Some questions for starting the discussions are as follows:</p> <ul style="list-style-type: none"> • Profit Scenario #2: How did Maria's profit change when her operating costs increased? 	9 min

	<ul style="list-style-type: none"> Profit Scenario #3: How did Maria's profit change when her sales decreased? Profit Scenario #4: How did Maria's profit change when she increased her price? 	
✓ Step 9	<p>Hand out copies of CHART #16: My Profit to each youth.</p> <p>Divide youth into their Work Groups.</p>	2 min
✓ Step 10	<p>Ask youth to think about what price they are going to set for their product and service and write this price on the "Price" box on CHART #16.</p> <p>Explain to youth that they should consider what price other competitors are selling for similar products and services. Have youth refer back to CHART #5: My Market Survey on the price they had seen in the market.</p> <p>NOTE: Some youth may need to calculate multiple products. For example, if one participant wants to start a store with several products they will have to calculate how many tins of tomatoes they will sell, how many bags of flour and so on and multiply this by the unit price to get their total sales.</p> <p>Visit each Work Group and provide assistance as needed.</p>	9 min
✓ Step 11	<p>Next, have youth think about how many items they could sell in one week or how many people they could provide their service to in one week.</p> <p>Have youth write the # of items in the "# of items" box on CHART #16.</p> <p>Visit each Work Group and provide assistance as needed.</p>	8 min
✓ Step 12	<p>Have youth multiply the "Price" box by the "# of Items" box to determine the weekly sales. Show the example of Maria and her multiplication.</p> <p>Visit each Work Group and provide assistance as needed.</p>	8 min
✓ Step 13		8 min

	<p>Review CHART #12: My Operating Costs and write their operating costs in the “Operating Cost” box.</p> <p>Have youth calculate their profit by subtracting their operating costs from their sales. Use the calculations for the Profit Scenarios about Maria as a guide.</p> <p>Visit each Work Group and provide assistance as needed. NOTE: Some youth may need extra one-on-one support to determine their profit. For such youth, explain that you will provide assistance after the session is over.</p>	
✓ Step 14	Congratulate the group for working through the profits for their business.	1 min

Activity 3: Forecasting

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers
- A flip chart version of **SI5.4 VISUAL: Forecasting**
- 15-20 random small items (i.e. hat, coin, rock, pen lid, leaf, candy, pencil, etc.)
- Completed Group Seasonal Calendar from Session 10
- Ensure youth have their completed **CHART #6: My Business Calendar** from Session 10.

Objective: Youth understand how to forecast and think about their future profits of their business over the next 2-3 months.

Activity overview: In this activity, youth reflect on what their future will look like and look back on their Seasonal Calendars to better understand how the seasons will impact their profits.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Our profits can change month to month as our businesses grow. • We can earn more sales or have new costs. • It is important to think about the future and use the information we have around us to determine what will happen in the future. • This way we can prepare for the future as much as possible. • This is called “forecasting.” 	3 min

	Display the flip chart version of VISUAL Forecasting and discuss the concept with youth.	
✓ Step 2	<p>Ask youth to sit back and close their eyes.</p> <p>Explain to youth that we are now going to think about the next 3 months. I am going to ask you a few questions to help us start thinking about the future.</p> <p>Use the following questions to help youth brainstorm and reflect with their eyes closed. Go slowly through each question. Pausing and expanding on each one so youth have time to think:</p> <ul style="list-style-type: none"> • What will the weather be like in the next 3 months? Will it be rainy, sunny, cold, or warm? • Are there any holidays or celebrations in the next 3 months that you are excited about? • What profit do you expect to earn next week? Next month? • Will it be high or low? Why? • What profit do you expect to earn in 3 months? • What will you have purchased for your business? 	5 min
✓ Step 3	<p>Explain to youth:</p> <ul style="list-style-type: none"> • When we think about our sales and profits, we also have to think about what season it is and recognize how that can affect our profits and sales. • Let's pretend that it is the beginning of the dry season. <p>Point to the dry season on your completed Seasonal Calendars from Session 10. Review what is going on at that time.</p>	3 min
✓ Step 4	<p>First ask youth:</p> <ul style="list-style-type: none"> • Do you think that in the first week of starting her business, Maria will have this profit? Why or why not? Write down youth's answers on flip chart paper. <i>Guide youth in thinking about the following possible situations for Maria:</i> <p><u>In the first 1-3 weeks:</u></p> <ul style="list-style-type: none"> > Maria is purchasing her one-time and operating costs. Her costs will be very high. > When Maria first starts she may not have a lot of customers. Nobody will know of her business. She has to attract customers which takes time. > Maria's bees will still be making honey and she will not have any honey to put into jars to sell right away. <p>Explain to youth:</p>	5 min

	<ul style="list-style-type: none"> • Just because at the beginning you do not have a lot of sales, it does not mean your business is a failure. Starting a business is tough and takes a lot of time and work. • If your business relates to agriculture, it will also greatly depend on the season. A good business person plans ahead and thinks through times when there are not a lot of products to sell. • The beginning 1-2 months is like a small test for your business. You can test out how to make or grow your products or do your service. You can test your product or services in the market to see who your customers are. 	
✓ Step 5	<p>Next ask youth:</p> <ul style="list-style-type: none"> • Do you think that Maria will have this profit in 10-11 weeks? Write down youth's answer on flip chart paper. <i>Guide youth in thinking about the following possible situations for Maria:</i> <u>In Week 10 and Week 11:</u> <ul style="list-style-type: none"> > Maria will not have any more one-time costs. She will only have her regular operating costs. > She may come across some other unforeseen costs she did not think of as she starts her business. > Maria may be able to jar her honey faster and gain experience wasting less. > She will slowly build more and more customers. If she works hard to tell people about her business or find other markets she can get more customers. 	5 min
✓ Step 5	<p>Split youth into their Work Groups.</p> <p>Hand back youth's completed CHART #16: My Profit and My Business Seasonal Calendars.</p> <p>Ask each group to create a 5 minute role-play which shows one group member's business and the activities they will do to start their business and continue running their business in the next 2-3 months.</p> <p>As youth are developing their role-play have them think about the following questions and incorporate them into their role-play:</p> <ul style="list-style-type: none"> • What activities do you do? • What season will it be and how will that affect your business and the price you set for your products as well as your costs? • What unforeseen things could happen (good and bad)? • What can you do to make sure you reach your profit? 	5 min
✓ Step 6		12 min


	Have youth work in their Work Groups to develop their role-play. Visit each Work Group and provide assistance as needed.	
✓ Step 7	Have each group present their 3-5 minute skits to the group and discuss the forecasts that each group had. Encourage other youth to give feedback on the role-play and ask questions. Congratulate youth for their work in looking at forecasting for their businesses.	22 min

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • How to calculate sales • How to calculate profits • How to forecast • How seasons will impact our sales and profits 	2 min
✓ Step 2	<p>Tell youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Write a story of you makes sales for your business • When I expect to have sales and profits • Describe what profits means to you. 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	Thank youth for their work and ask them to put their journals away.	1 min

Session 16: Budgeting Profit

Overall Objective: Youth determine how much profit their businesses could earn and ensure their businesses can earn enough money to cover their living costs and operating costs. Youth consider different ways to increase the amount of money their businesses could earn and explore different ways to spend their profit. Youth examine different roles and power dynamics in households related to budgeting money.

Session Overview: Youth explore how the money they make in their business fits within their overall budgets. Youth work through a variety of scenarios of Maria's business for budgeting and handling profit in order to learn how to sustain a successful business.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Photocopy the following resource materials for each youth:
 - **SI 6.1 BUDGETING SCENARIOS #1, #2, #3**
 - **SI 6.3 CHART #17: My Budget**
- ✓ Create flip chart versions of the following resource materials:
 - **SI 6.2 VISUAL: Budgeting**
 - **SI 6.3 CHART #17: My Budget**
- ✓ Review all scenarios in the session and their calculations

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Budgeting	Youth understand the concept of budgeting and begin budgeting for their own business ideas and expected profit. Youth examine different roles and power dynamics in households related to budgeting money.	90 minutes
3. Profit & Budgeting	Youth discover ways to earn more money while running their businesses.	60 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes


Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Hey / Clap Game to review the previous session.</p>  <p><i>Hey / Clap Game</i></p> <ul style="list-style-type: none"> - Divide youth into 2 teams - Hold your right hand in the air. Explain that when you point to a team with your right hand they have to say 'hey.' - Point at one team and then the other to have them practice saying 'hey' - Hold your left hand in the air. Explain that when you point to a team with your left hand they have to clap. - Point at one team and then the other to have them practice clapping. - Explain that this is a game, if you go the wrong action when I point at you, your team will lose a point and have to answer a review question. - Play the game pointing different hands at different teams. - When a team does the wrong action ask the whole team a review question. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • How do you calculate sales? • How do you calculate profit? • If Maria sells 5 jars of honey and he sells each jar for 20,000 shillings what is his sales? • What is forecasting? 	8 min

Steps	What?	How long?
	<ul style="list-style-type: none"> Why is it important to think about the seasons when thinking about our profits? 	
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at how to budget our profits for our business!</p>	4 min

Activity 2: Budgeting

Timeframe: 90 minutes

Materials:

- Flip chart paper
- Markers
- Photocopy the following resource materials for each youth:
 - **SI6.1 BUDGETING SCENARIOS #1, #2, #3**
 - **SI6.3 CHART #17: My Budget**
- Create flip chart versions of the following resource materials:
 - **SI6.2 VISUAL: Budgeting**
 - **SI6.3 CHART #17: My Budget**

Objective: Youth understand the concept of budgeting and begin budgeting for their own business ideas and expected profit.

Activity overview: Youth look at the different decisions that business owners must make when using their profit. Using 3 Budgeting Scenarios, youth explore different ways **Maria** uses her profit from her business. These scenarios help participants to understand the concept and skill of budgeting.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth that now that we know how to calculate profit, it is important to look at the decisions we make when spending it and who has that decision-making power for our businesses.</p>	1 min
✓ Step 2	<p>Invite youth to participate in a role-play.</p> <p>Ask for 5 volunteers to act out the following characters in the role play:</p>	2 min

	<ul style="list-style-type: none"> • Maria • Vendor #1 • Vendor #2 • Mugisa • A Customer 	
✓ Step 3	<p>Hand out copies of BUDGET SCENARIOS #1, #2, #3 to each youth to follow along as you read</p> <p>Read out the BUDGET SCENARIO #1: Maria Budgets for the First Time out loud and have youth follow along as you read.</p> <p>As you read, have the volunteers act out the scenario.</p>	5 min
✓ Step 4	<p>Lead a discussion using the following questions:</p> <ul style="list-style-type: none"> • Which of the things that Maria buys are living costs? • How should Maria prioritize these costs? • Is there anything else Maria should consider using her money for? <p>Help youth realize that Maria did not buy supplies that she needs to make more jars of honey. In other words, she does not use her profits for next week's operating costs.</p>	5 min
✓ Step 5	<p>Ask new volunteers to act out the next scenario.</p> <p>Read the BUDGET SCENARIO #2: Maria Budgets for the Second Time out loud and have youth follow along as you read.</p>	5 min
✓ Step 6	<p>Lead a discussion using the following questions:</p> <ul style="list-style-type: none"> • What does Maria spend her money on? • What does Maria forget to use her money for? • Is saving money to pay off her family's loan a living cost? • What is the difference between Maria buying clothes she does not need and saving money to pay back her family's loan? Which would you do first? <p>Help youth to understand the difference between living costs, wants and savings and consider how to prioritize savings within a youth's total expenses.</p> <p>Explain to youth that when you have extra money, you do not usually have enough for all of your wants and savings. It is important to look at what is most important to us now and also for our future.</p>	5 min

✓ Step 7	<p>Ask new volunteers to act out the next scenario.</p> <p>Tell the BUDGET SCENARIO #3: Maria Budgets for the Third Time.</p>	5 min
✓ Step 8	<p>Ask youth:</p> <ul style="list-style-type: none"> • What decisions does Maria have to make on how to use the money she has earned from her business? • What types of decisions will you have to make for your business idea? <p>Explain to youth that this is an important business skill we need to have for our business.</p> <p>Display the flip chart version of VISUAL: Budgeting for everyone to see. Review each point on the chart and discuss. Give youth an opportunity to ask questions.</p>	6 min
✓ Step 9	<p>Display the flip chart version of CHART #17: My Budget for everyone to see clearly.</p> <p>Read BUDGET SCENARIO #3: Maria Budgets for the Third Time again.</p> <p>Work as a group to fill in the chart as you read.</p>	8 min
✓ Step 10	<p>Lead a discussion around the calculations using the following questions:</p> <ul style="list-style-type: none"> • Why should the final number on this chart be zero? <i>Help youth to understand that whether they spend or save their money, it is always a choice how to use it. All of the money should be accounted for somewhere on the chart.</i> • What are the types of things that Maria can put her sales towards? <i>Help youth to recall the concepts living costs, operating costs, savings, loan payments and wants.</i> • What do you think is the order of importance of these four terms? <i>Guide youth to recognize the reasons for the following:</i> <ul style="list-style-type: none"> > <i>Living Costs – the items needed for us to stay safe and healthy</i> > <i>Operating Costs – needed to pay to keep our business running</i> > <i>Loan Payments – money needed to pay off a loan every month (if applicable).</i> 	10 min

	<ul style="list-style-type: none"> > Savings – to grow our business and have financial security > Wants – these items can be postponed <p>NOTE: In some areas, loan payments may not be applicable for youth.</p>	
✓ Step 11	<p>Handout copies of CHART #17: My Budget for each youth.</p> <p>Divide youth into their Work Groups.</p>	1 min
✓ Step 12	<p>Ask youth to complete the chart for their own businesses.</p> <p>Have youth think about their living costs and what they need to spend money on each week to survive.</p> <p>Ask youth to think about their wants and what items are not essential to survive, but items which are nice to have. For example a radio, mobile phone, trip to visit family in other village, etc.</p> <p>Visit each group to provide assistance as necessary. Help youth to establish a budget that covers at least their living costs and operating costs.</p>	15 min
✓ Step 13	<p>GENDER NOTES FOR FACILITATORS</p> <p><i>One of the key things for young people to be aware of is the unequal decision-making power in households, particularly related to budgeting and what is spent in households, as well as who controls which assets and resources. In many households, women and girls particularly can have very little say in how budgets are organized. This can impact her ability to budget properly for her business to keep it running and help it succeed. If her business fails, it means less money for the household.</i></p> <p><i>As facilitators we want to highlight the value of girls and boys being able to make decisions in managing their money in their business.</i></p> <p><i>This does not mean they should make these budgeting decisions alone. We want to encourage girls and boys to consult and involve their families in the decision-making processes. Part of these discussion is girls and boys having confidence and strong communication skills to be assertive and explain why they are making the decisions they are making to their families. It is important for youth to explain how these decisions around budgeting and use of money will help their businesses, which will in turn help their families thrive.</i></p> <p><i>It is important for girls and boys to be aware that these discussions can be challenging sometimes and needing to be considerate of who they are speaking to.</i></p>	20 min

Ask young people to think about families and businesses in the community. Lead a discussion with youth using the following questions:

- When you look at families in our community, who in families typically manages and controls the budget and household income/expenses? Why do you think that is? Are there other family members involved in the decision-making? How are they involved?
- When you look at businesses in our community, who is typically managing and controlling the budget? Are there other family or peers involved in the decision-making? How are they involved?

Explain to youth:

- As business owners, it is important for you to be able to make decisions in managing your money to help run and grow your business.
- This does not mean you should make these budgeting decisions alone. It is important to consult and involve your families and trusted mentors in the decision-making processes.
- Sometimes it can be difficult to be the sole decision-maker as family and others may want to influence or control it. It is important to be assertive and strong in how we communicate. This does not mean being aggressive, but being clear and firm.
- Explain to your family about the decisions you want to make and how using the money for their businesses will help your business succeed, which will in turn help the family thrive. Sometimes these discussions can be challenges and we need to be considerate of who we are speaking to.

Ask youth (who feel comfortable) to share their experiences making decisions in their household and the challenges and strategies they used to be involved and heard. Thank those who volunteered to share their personal experiences.

✓ Step 13

Congratulate the group for their good work in budgeting money for their business.

Explain to youth that in the next activity we will look at ways to overcome challenges with budgeting.

2 min

Activity 3: Profit & Budgeting

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers

Objective: Youth discover ways to earn more money while running their businesses.

Activity overview: Sometimes profit that a business earns may not be enough to pay for a person's living costs and operating costs. Youth are asked to combine their knowledge of profit and budgeting in order to address this challenge.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth that some of you may have discovered that your profit is not enough to cover your living costs and operating costs.</p> <p>We will now look at ways we can try to increase our profits.</p>	1 min
✓ Step 2	<p>Ask youth, using what you heard in the stories of Maria and your own ideas, what are different things Maria could do to increase her profits? Write youth's answers on flip chart paper. <i>Guide them in considering the following options and write on flip chart paper</i></p> <ul style="list-style-type: none"> > Increase selling price > Lower operating costs > Sell more items > Lower living costs 	4 min
✓ Step 3	<p>Explain to youth that each of these options can increase our profits, but we need to be careful because they could be negative for our business too. We are now going to look at different ways to increase profits.</p> <p>Split youth into four random groups.</p> <p>Give each group a marker and flipchart paper</p> <p>Assign each group one of the four options to increase profits:</p> <ul style="list-style-type: none"> • Increase selling price • Lower operating costs • Sell more items • Lower living costs 	2 min

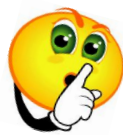
✓ Step 4	<p>Have youth discuss together how that option could increase their profit for their business and also what problems could arise from this.</p> <p>Visit each group and give assistance as needed. For each group, guide them in thinking about the following problems which could occur:</p> <ul style="list-style-type: none"> > <i>Increase selling price: Youth may not sell anything because their price may be too high, especially if it is more than what their competitors are charging</i> > <i>Lower operating costs: Youth may not sell enough because materials may be low quality that customers do not want to buy.</i> > <i>Sell more items: To sell more items youth may have to lower the price and may not make enough profit.</i> > <i>Lower household costs: Youth may not be taking care of themselves and may get sick and not be able to work at all.</i> 	10 min
✓ Step 5	Give each group 5 minutes to present their option to the group and lead a discussion around the youth's presentations.	25 min
✓ Step 6	<p>Split youth into their Work Groups.</p> <p>Ask youth to review CHART #17: My Budget again.</p> <p>Have youth consider increasing their profit by using some of the ideas discussed above.</p> <p>Visit each Work Group and provide individual coaching to each youth. If a youth's idea does not appear to be feasible, consider looking at the youth's second business idea and provide additional support outside of the training.</p>	15 min
✓ Step 7	Congratulate the group for working through how to budget our profits for our business.	1 min

Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • How to calculate sales • How to calculate profits • How to forecast • How seasons will impact our sales and profits 	2 min
✓ Step 2	<p>Tell youth that we are now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Write down all of the things you need to budget for in a week, in a month • Describe how much you are going to save each week from your profits • One way I will make more profit is... 	1 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work and ask them to put their journals away.</p>	1 min

TOPIC 4: My Business Plans

Session 17: Work Planning

Overall Objective: Youth develop a business goal for the future and plan activities to achieve that goal. Youth recognize that both girls and boys can all have the ability to make business goals and develop actions to achieve those goals. Youth develop a 3 month work plan and learn how to use the YIA My Business Tracker to help them track their weekly sales and expenses.

Session Overview: Youth develop a long term business goal for their business idea and receive encouragement to achieve their goals. Youth play a game to think about the activities they need to do to achieve their goals and build a work plan using Maria's business as an example. Youth are introduced to the YIA My Business Tracker as a resource they can use to track their weekly sales and expenses.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
10 pieces of A4 blank paper for each youth
15-20 random small items (i.e. hat, coin, rock, pen lid, leaf, candy, pencil, etc.)
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Print and staple together the **YIA My Business Tracker** for each youth
- ✓ Photocopy the following resource materials for each youth:
 - **S17.1 CHART #18: My Business Goal**
 - **S17.2 CHART #19: My Business Activities**
 - **S17.3 STORY: Maria's Money Problem**
- ✓ Create flip chart versions of the following resource materials:
 - **S17.1 CHART #18: My Business Goal**
 - **S17.2 CHART #19: My Business Activities**
 - **S17.4 VISUAL: My Business Tracker Example**
- ✓ Collect 15-20 random small items (i.e. hat, coin, rock, pen lid, leaf, candy, pencil, etc.)

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Activity Planning	Youth develop a business goal for the future and identify activities they will do to start their business and reach that goal. Youth recognize that both girls and boys can all have the ability to make business goals and develop actions to	90 minutes

Activity	Description	Timeframe
	achieve those goals. Youth develop a work plan for the next 12 weeks (3 months) to achieve their goals.	
3. Tracking Money	Youth learn about the importance of tracking their sales and expenses for their business and are given tools to help them track their weekly profits.	60 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Play the Energizer Game: Badu Badu, Badu, Ba to review the previous session.</p> <p>ENERGISER !</p> <p><i>Badu Badu, Badu, Ba Game</i></p> <ul style="list-style-type: none"> - Have youth stand up. - Explain that this is an action game and there are three different actions they can do. - Show youth the 3 different actions: <ul style="list-style-type: none"> - "Badu Badu" means your hands are in air - "Badu" means your hands are in front of you - "Ba" means your hands are at your side. - Call out and do the different actions and have youth copy you. - Now switch up the words you call out with the action you do. - Youth have to do the right action that you call out or they have to answer a review question. <p>Use the following review questions:</p>	8 min

Steps	What?	How long?
	<ul style="list-style-type: none"> • What is budgeting? • Why is budgeting important in your business? • Why is saving money important for your business? • What are two ways to increase profits in your business? • What is a problem that can arise if you increase your price to try to make more profit? 	
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at how plan for the future and track our money as we start our business.</p>	4 min

Activity 2: Activity Planning

Timeframe: 90 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart versions of the following resource materials:
 - **SI7.1 CHART #18: My Business Goal**
 - **SI7.2 CHART #19: My Business Activities**
- Copies of the following resource materials for each youth:
 - **SI7.1 CHART #18: My Business Goals**
 - **SI7.2 CHART #19: My Business Activities**
- 10 pieces of A4 blank paper for each youth
- Drawing materials for each youth

Objective: Youth develop a business goal for the future and identify activities they will do to start their business and reach that goal. Youth recognize that both girls and boys can all have the ability to make business goals and develop actions to achieve those goals. Youth develop a work plan for the next 12 weeks (3 months) to achieve their goals.

Activity overview: In the first part of this activity, youth visualize and draw what their business will look like in 3 months. Youth then participate in a game to think about what key steps they have to reach that business goal.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth that now that we know how to calculate our weekly profits and budgets, let's think about what activities we will do every week to make those profits. First, let's think about our long term business goals.</p>	1 min

<p>✓ Step 2</p>	<p>GENDER NOTES TO FACILITATORS</p> <p><i>It is important for facilitators to emphasize to youth that both girls and boys can equally create goals and set actions to achieve them to be successful business owners</i></p> <p><i>This can help them build their self-confidence and believe that they can be successful business owners. This encouragement is recommended throughout the entire course, but a key thing of focus in this session on goal-setting for girls and boys to visualize themselves working to achieve their goals in business.</i></p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • I want you to think about what your business will look like in the future • It is important to note that you, all of you, have the ability to make business goals and develop actions to achieve those goals. I believe, the community believes, Save the Children believes in YOU and your capabilities in business. • Sometimes goals can seem challenging and not achievable. We want to set realistic goals, but we also want you to dream high and accept the challenge. Through this program you have grown and you will continue to grow and learn. <p>Ask girls and boys to think about what you have said and create a song or chant as a group to communicate that girls and boys can achieve their goals.</p> <p>Join in and help them create and sing the song. If youth are stuck, have them consider a local pop song about success, or a local pop song where they change the lyrics to be about achieving their goals.</p>	<p>15 min</p>
<p>✓ Step 2</p>	<p>Hand out copies of CHART #18: My Business Goal and drawing materials for each youth.</p> <p>Display the flip chart version of CHART #18: My Business Goal for everyone to see. Read out loud each of the parts and point to each part to help youth follow along.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • Draw what your successful business looks like on CHART #18. • This drawing will be our business goal and our vision for our business in the future. • Next, fill in the sentence on the chart. 	<p>2 min</p>

✓ Step 3	<p>Split youth into their Work Groups.</p> <p>Have youth draw what their businesses will look like in 3 months and fill in the sentence on CHART #18.</p> <p>Visit each Work Group and provide assistance as needed. Make sure they are creating a positive vision for their business in the future.</p>	10 min
✓ Step 4	<p>Next, ask youth to think about Maria's business.</p> <p>Together as a group brainstorm all of the activities that Maria does every week to start and run her business. Write the activities on flip chart paper.</p> <p>Encourage youth to think about all of the little extra details that Maria needs to do and think about and write these activities down as well. <i>This may include:</i></p> <ul style="list-style-type: none"> > Meeting with her mentor, > Meeting with the YIA Facilitator, > Travelling to the market, etc. <p>Have youth think about the order of activities that Maria should do. Put a number #1 beside the first activity, #2 beside the second activity, etc. on the flip chart paper.</p> <p>Ask youth to think about which of the activities need to be repeated every week. For those activities put an "R" for Repeat beside them.</p>	5 min
✓ Step 5	<p>Display the flip chart version of CHART #19: My Business Activities for everyone to see.</p> <p>Have a youth help transfer all of the activities written on the flip chart version of CHART #19: My Business Activities following the order decided upon by the group.</p> <p>As a group, decide which activities Maria will do in the first week, second week and so for the 12 weeks, also including the activities she will repeat every week or every month.</p> <p>Shade in the chart for those months.</p>	10 min
✓ Step 6	<p>Have youth line up on one side of the room.</p>	2 min

	<p>Put each of the youth's CHART #18: My Business Goals in a line on the opposite side of the room, leaving approximately 20 meters between the line of youth and the drawings.</p> <p>Hand out 8 new pieces of paper to each youth.</p> <p>NOTE: If the room is too small to have everyone line up, this activity can also be done outside in a bigger space.</p>	
✓ Step 7	<p>Explain to youth:</p> <ul style="list-style-type: none"> • I want you to imagine that the space in the middle is a river. • You are on one side of the river and your successful business is on the other side of the river. • The pieces of paper you have are "Activity Stones" that we will use to cross the river. • We have to think about what activities we will do in the next 3 months to get to our successful business. • I want you to think now about what you be doing each day in your business? What will you be doing to grow your business? • Write or draw the activity you will do on each stone. <p>Make sure all of the youth understand the activity before continuing.</p>	2 min
✓ Step 8	<p>Ask youth to think about what the first thing they will need to do to start your business? Have youth write or draw that activity on their first stone and label it #1.</p> <p>Ask for one or two youth to share their activity and guide them in deciding as a group if this is a good first step.</p> <p>Have each youth put their "Activity Stone" in the river and take the first step!</p> <p>NOTE: These activities should be specific actions that the youth themselves will do.</p>	5 min
✓ Step 9	<p>Repeat Step 8, asking youth to think about the second, third, fourth, and fifth activities they will do to start and keep their business running.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • Encourage youth to think about all of the small details that go into starting a successful business. • As they think about their activities, they may realize they need more stones to get across the river. 	15 min

	<ul style="list-style-type: none"> • They may also realize that before they can do one activity they have to do another activity first. Help youth realize all of the activities and the correct order of the activities. <p>At the end, youth should be able to cross the river and reach their successful businesses!</p>	
✓ Step 10	<p>Have youth collect all of their activity stones and sit back in their seats.</p> <p>Lead a discussion with youth on the activity, using the following questions:</p> <ul style="list-style-type: none"> • Were you able to figure out a path across the river? How did it feel when you got to your successful business? • Do you think both girls and boys can figure out ways to cross the river? What might be different for girls and for boys in how they plan activities? <i>Encourage young people to remember that all girls and boys can set goals and make plans to achieve those goals. They may have different challenges and obstacles to overcome, but we should support each other to reach our goals.</i> • Do you think that you can do all of the activities needed to have a successful business? Why or why not? • What are ways that you could learn or get experience doing these activities? <i>Answers may include:</i> <ul style="list-style-type: none"> > Start a group business with people with skills > Have a business mentor who can assist you if you do not know exactly what to do > Do an apprenticeship pathway > Complete a vocational training pathway > Do research in the market to see what other business owners do <p>Explain to youth that planning is a very important thing to do in our business. We need to always be thinking ahead about what steps we need to take for our business and when we will do this. We may not know all of the activities or how to do them, but making a plan is the first step to figuring out how to start!</p>	5 min
✓ Step 11	<p>Hand out copies of CHART #19: My Business Activities to each youth.</p> <p>Split youth into their Work Groups.</p> <p>Explain to youth:</p> <ul style="list-style-type: none"> • We are now going to put our completed “Activity Stones” into CHART #19: My Business Activities and look at when we will do these activities over the next 3 months 	3 min

	<ul style="list-style-type: none"> We will shade in the weeks that we plan to do these activities, like we did for Maria. 	
✓ Step 12	<p>Have youth transfer all of the activities from their “Activity Stones” into column one “Activities I will do start my business” and shade in the boxes for the week they will do that activity.</p> <p>Visit each Work Group and provide assistance as needed. Help youth be as realistic as possible in their timing and review of what activities will provide them with a realistic plan.</p>	10 min
✓ Step 13	<p>Have one or two youth share their completed CHART #19: My Business Activities with the group. Encourage youth to ask questions and provide feedback.</p> <p>Congratulate the group for their good work on planning activities for their business.</p>	5 min

Activity 3: Tracking Money

Timeframe: 60 minutes

Materials:

- Flip chart paper
- Markers
- Copies of **S17.3 STORY: Maria’s Money Problem** for each youth
- Flip chart version of **S17.4 VISUAL: My Business Tracker Example**
- Copies of **YIA My Business Tracker** printed.
- 15-20 random small items (i.e. hat, coin, rock, pen lid, leaf, candy, pencil, etc.)

Objective: Youth learn about the importance of tracking their sales and expenses for their business and are given tools to help them track their weekly profits.

Activity overview: In this activity, youth play a game to understand the importance of tracking money and are given a **YIA My Profit Tracker** as a tool they can use to help them track their sales and expenses for their business throughout the YIA program.

Steps	What?	How long?
✓ Step 1	Explain to youth, now that we know how to determine our profits and budget our money, we are going to think about ways to track our profits. First, we are going to play a game!	2 min

	Secretly, without anybody seeing, put 15-20 random materials on a flip chart paper and cover it with another flip chart paper. Make sure <u>no</u> youth see the items on the paper!	
✓ Step 2	<p>Split youth into two teams – Team A and Team B.</p> <p>Have the two teams go to opposite sides of the room so they cannot hear each other.</p> <p>Explain to Team A:</p> <ul style="list-style-type: none"> • We are going to play a memory game! • We are going to show you a whole bunch of items. Your goal is to remember as many items as you possibly can in one minute. • I will uncover the items and you will have one minute. • After 1 minute we will recover the items. • We will check each team separately to see which team has remembered the most items. • You cannot use any materials, only your mind to remember. <p>Explain the same information to Team B, except the last bullet point. For Team B:</p> <ul style="list-style-type: none"> • You can write down or draw the items that you see to help you remember. 	4 min
✓ Step 3	<p>Lift up the flip chart paper covering the items and give the group 1 minute to try to remember as many items as possible.</p> <p>After one minute cover the items.</p>	2 min
✓ Step 4	<p>Have the two teams go to opposite sides of the room so they cannot hear each other.</p> <p>Have each group tell you as many items as they can.</p> <p>After, bring the teams together and declare the winner.</p> <p>NOTE: Team B should be the winner because they are able to write down all of the items to help them remember.</p>	8 min
✓ Step 5	<p>Lead a discussion with the teams, using the following questions:</p> <p><u>To Team A:</u></p> <ul style="list-style-type: none"> • Was it difficult to remember all of the items? • What could have made it easier for you to remember? 	8 min

	<p><u>To Team B:</u></p> <ul style="list-style-type: none"> • How did writing or drawing the items help you with the game? • Did it make the game easier? <p><u>To Everyone:</u></p> <ul style="list-style-type: none"> • What types of things could we track or write down in our business <i>Answers may include:</i> <ul style="list-style-type: none"> > sales, > expenses, > profits, > activities, > customers' names and orders > suppliers' names, phone number, prices, etc. • In your business, how can writing down our sales and profits help us to succeed? Explain. • What are things you can use to track money for your business? 	
✓ Step 6	<p>Hand out the <i>YIA My Business Tracker</i> to each youth.</p> <p>Display a flip chart version of the <i>YIA My Business Tracker Sales & Expenses Sheet</i>.</p> <p>Briefly explain how the tracker works and read out loud all of the parts.</p> <ul style="list-style-type: none"> • Every week when you make a sale for your business you can write down the item, the number of items sold and the price. • During that same week when you buy something or have an expense only for your business you can write the cost of the expense. <p>Ask youth:</p> <ul style="list-style-type: none"> • What will our sales minus expenses give us? <i>Answer: Profit</i> • What are the weekly expenses related to business called? <i>Answer: Operating Costs</i> 	8 min
✓ Step 7	<p>Hand out copies of <i>STORY: Maria's Money Problem</i> to each youth to follow along as you read.</p> <p>Read <i>STORY: Maria's Money Problem</i> out loud and have youth follow along.</p>	8 min
✓ Step 8	<p>Lead a discussion about the story and using the My Business Tracker. Ask youth to think about:</p>	8 min

	<ul style="list-style-type: none"> • Why was Maria having difficulty with her business at the beginning? • What helped her improve? • How could you use this booklet to help you track your profits? • Are there other things you would like to track every week for your business? 	
✓ Step 9	<p>Display the flip chart version of VISUAL: My Business Tracker Example for everyone to see clearly.</p> <p>Read the story again and have youth fill in the information from Maria's business.</p>	10 min
✓ Step 9	<p>To close the activity, explain to youth:</p> <ul style="list-style-type: none"> • This tracker can be a tool that we use as we start our businesses. • It is an example of a great way to track all of your sales and your expenses. • We hope you can use this and create your own in the future, after the YIA program is finished. • There may be other things you want to track that is not included on this tracker. • I want you to think about other ways to track the things you want to track using this booklet as an example. <p>Congratulate youth for their work in tracking items for their business in the future!</p>	2 min


Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Writing Business Goals • Activity Planning • Tracking Money 	2 min

	Asks the group what some of the main points of the day were. Takes responses.	
✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • Describe what your business will look like in 5 years, 10 years. • What does action planning mean to me? • How I will track my money 	2 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	Thank youth for their work, and ask them to put their journals away.	1 min

Session 18: Staying Safe in Business

Overall Objective: Youth identify possible gender-based risks in their business and learn how to stay healthy and safe in their businesses. Youth understand what community services are available and how to access them if they need help with various issues including – SRHR clinics, child protection helplines and services, GBV counselling, etc. Youth understand important safety and protection rights in work required for any young person's business.

Session Overview: Youth identify potential dangerous situations to their businesses and learn how to prevent and respond to these situations. Youth review important safety and protection rights in work.

Important Considerations & Advanced Preparations

This session is for youth to discuss safety and health in any business they may be a part of. Through the discussions on this topic, there may be sensitive issues brought up and discussions of abuse and rights violations.

Facilitators should be familiar with proper safeguarding and child protection procedures and be able to respond to any abuse or rights violations that youth raise in a sensitive and appropriate way. Facilitators should also be aware of key community services and supports – including – SRHR clinics, child protection helplines and services, GBV counselling, etc. They should be familiar with what the services are and how girls and boys can access them safely.

This session will also advise youth on ways they can report any rights violation or protection issue within the program. Facilitators should be aware of the reporting procedures within Save the Children for this.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Create flip chart versions of the following resource materials:
 - ***S18.2 CHART #20: My Business Dangers***
 - ***S18.3 VISUAL: Business Working Rights & Child Rights***
- ✓ Photocopy of the following resource materials for each youth:
 - ***S18.1 DANGER SCENARIOS #1, #2***
 - ***S18.2 CHART #20: My Business Dangers***
 - ***S18.3 VISUAL: Business Working Rights & Child Rights***

- ✓ Review all of the scenarios in the session in advance

Advanced Preparations:

- Prepare a list of community services with contact information, including:
 - Save the Children contact information
 - Sexual reproductive and health services
 - GBV and protection services
 - Other referral services/programs for youth who may have experienced sexual abuse or sexual exploitation

Timeframe: 3 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Business Dangers	Youth review health and safety risks in their business idea and develop strategies to make sure they stay safe. Youth review how to respond in the YIA program if they feel unhealthy or unsafe in their business. Youth understand what community services are available and how to access them if they need help with various issues including – SRHR clinics, child protection helplines and services, GBV counselling, etc.	100 minutes
3. Business Working Rights	Youth understand their working rights as youth and how they apply to working in a business or starting their own business. Youth review how to respond in the YIA program if they feel unhealthy or unsafe in their business.	50 minutes
4. Journaling & Closing	Youth reflect on what they have learned today and spend 10 minutes writing in their journal.	15 minutes

Activity 1: Welcome, Objectives & Agenda


Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2		2 min

Steps	What?	How long?
	Present the day's objective and agenda.	
✓ Step 3	<p>Play the Energizer Game: 7-Up Game to review the previous session.</p>  <p>7-Up Game</p> <ul style="list-style-type: none"> - Have youth stand in a circle. - Explain that youth will go around in a circle counting to 7 - The person who is supposed to say 7 must tap their hand to either their left shoulder or their right shoulder. <p><i>If the person taps their left shoulder, the person on their left will start back again at 1. If they tap their right shoulder the person on their right will say 1.</i></p> <ul style="list-style-type: none"> - If somebody messes up and does not say what they are supposed to or says something when they are not, they have to answer a review question. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • Why is it important to plan activities for our businesses? • What are some of the first activities you will do when starting a business? • Why is it important to track money in a business? • What is one way to track money in a business? 	8 min
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at how to stay safe in our business and identify business dangers that could happen.</p>	4 min

Activity 2: Business Dangers

Timeframe: 100 minutes

Materials:

- Flip chart paper
- Markers
- Copies of the following materials for each youth:
 - **SI8.1 DANGER SCENARIOS #1, #2**
 - **SI8.2 CHART #20: My Business Dangers**
- Flip chart versions of the following materials:
 - **SI8.2 CHART #20: My Business Dangers**

Objective: Youth review health and safety risks in their business idea and develop strategies to make sure they stay safe. Youth review how to respond in the YIA program if they feel unhealthy or unsafe in their business. Youth understand what community services are available and how to access them if they need help with various issues including – SRHR clinics, child protection helplines and services, GBV counselling, etc.

Activity overview: First, youth identify important rights for their business and create signs to help them remember. Using the examples of Grace and Samuel’s businesses, youth identify possible dangers that may arise in their own business and learn how to complete a risk assessment to protect themselves as they start their business. Youth then review key community services and how to access them in safe ways.

Steps	What?	How long?
✓ Step 1	Explain to youth, as we are planning out our next steps for our business, it is also important to think about any business dangers that may arise. We are going to read about two scenarios of Grace and Samuel and dangers they encounter in their business.	1 min
✓ Step 2	Hand out copies of DANGER SCENARIOS #1, #2 to each youth to follow along as you read. Read DANGER SCENARIOS #1, #2 out loud and have youth follow along as you read.	8 min
✓ Step 3	Ask youth, from the story, what are some of the dangers that Grace and Samuel have in their businesses? Write all of youth’s answers on flip chart paper, on the left-hand side of the paper. Leave room on the right. <i>Make sure to include possible risks of GBV that Grace could experience, such as sexual harassment or physical or sexual violence walking the market, walking alone or working in the evenings.</i>	8 min
✓ Step 4	Next, explain to youth: <ul style="list-style-type: none"> • Now that we know about the different dangers, we are now going to think about if we think the danger is a serious danger or not so serious danger. We are also going to think about if we think that danger is likely to happen or not. • To do this, we are going to play a game! • Around the room, you will see 3 different zones: “Yes”, “Maybe”, “No” • I am going to read out one danger and you will move to one of the zones. 	5 min

	<ul style="list-style-type: none"> • If you think the danger is absolutely, definitely going to happen no matter what you do you will go to the “Yes” zone. • If you think the danger maybe could happen, but possibly not if you take action to prevent it, you will go the “Maybe” zone. • If you think the danger is not likely to happen if you take action, you will go to the “No” zone. <p>Make sure everybody understands the game before playing.</p>	
✓ Step 5	<p>Read the first danger listed and give youth time to move to the zone. Once there ask one or two youth in different zones to explain why they are in that zone.</p> <p>Write how many “Yes”, “Maybe” and “No” answers beside the danger written on flip chart paper.</p> <p>Next, ask youth:</p> <ul style="list-style-type: none"> • How dangerous do you think this danger is? • Is it a very bad danger which will harm you? • Is it kind of bad? • Is it not really that bad at all? <p>Have youth show their answer by making either a “Sad Face” for very serious, a “Frown Face” for kind of serious and a “Smiley Face” for not that serious.</p> <p>Once they have made their face, ask one or two youth with different faces to explain why they made that face.</p> <p>Write how many “Sad Faces”, “Frown Faces” and “Smiley Faces” youth had.</p>	5 min
✓ Step 6	<p>Complete Step 5 for all of the dangers listed on the sheet of paper.</p> <p>Make sure you get reasons for why youth think a danger may be likely to happen or how serious a danger it is.</p> <p>Make sure you record how many youth said “Yes”, “Maybe”, “No” and gave “Sad” “Frown” or “Smiley” faces for each danger.</p>	15 min
✓ Step 7	<p>Display the flip chart version of CHART #20: My Business Dangers so everyone can see it clearly. Read out loud all of the sections on the chart and point to each session to help youth follow along.</p>	8 min

As a group transfer the dangers listed in Step 3 onto the flip chart version of **CHART #20: My Business Dangers** and draw the faces and write answers to the boxes “How dangerous?” and “Could this danger happen?” based on the majority youth gave.

GENDER NOTE TO FACILITATORS

In this step, it is important to help youth recognize the different dangers that girls and boys may experience because of their gender.

However, as a facilitator it is important to observe in the discussion to ensure that as youth are responding they are not perpetuating existing gender stereotypes (i.e. girls are more at risk of dangers because they are weak; or because of how they dress.). Many times people want to “blame girls” for the dangers they experience, but that is wrong and incorrect.

As a facilitator, it is important to highlight these SGBV dangers and risks are violations of girls’ and boys’ rights. SGBV typically exists because people are using violence as a way to control and have power over another, particularly women and girls.

✓ Step 8

Explain to youth that we are putting down the faces that the majority of the youth said, however it is important to note that the dangers we experience are based on our own experiences. What is a not a danger for someone, may be a danger for someone else. Also girls and boys can experience different dangers, even if they are doing the same activity.

15 min

Ask youth:

- What are some of the dangers that are different between girls and boys in business? Why? Please provide examples. **Key responses related to GBV for girls include:**
 - > Sexual harassment
 - > Sexual violence
 - > Physical violence
 - > Emotional violence – bullying, threats
 - > Manipulation and being taken advantage of
 - > Coercion
- Are there more dangers for girls than there are for boys? Why or why not? Explain. **Let youth discuss and add to their answers: In our communities there are unfortunately more dangers for girls than boys. This is because there are some people who use violence as a form of power and control, particularly over women and girls which is not right. Many times violence stems from negative attitudes and behaviours about women being lower and less valued. Any form of violence against a girl or a boy is a violation of their rights to be safe and protected.**

	<ul style="list-style-type: none"> • What are ways that we can protect ourselves and help other girls as well as boys not experience these types of dangers? <i>Let youth discuss and add to their answers:</i> <ul style="list-style-type: none"> > We all need to figure out ways to be protected and work safely. > If we every experience any threats of violence or business dangers there are a series of community services and supports available for us to use. <p>Post the flipchart of the list of community services and supports. Discuss each of the services available and how girls and boys can safely access them.</p> <p>NOTE: This may be a sensitive topic for some girls to discuss. Do not make people discuss if they do not want to.</p>	
✓ Step 9	<p>As a group, discuss what Grace and Samuel could do to stop these dangers from happening. Write their answers in the column “What can I do to stop this danger from happening?” <i>Depending on the danger, answers may include:</i></p> <ul style="list-style-type: none"> > Report the danger to someone > Wear protective gear > Walk in groups > Coordinate work in safe times 	8 min
✓ Step 10	<p>Ask youth, who do you know who you can turn to report a danger in the YIA program? Write their answers on flip chart paper. Answers can include:</p> <ul style="list-style-type: none"> > Family members > Business Mentors > Learning Centre Facilitator > YIA Youth Representative > Staff Member in charge of safety > Community Member in charge of safety > Save the Children Staff > Police <p>Explain to youth, that if you ever feel in danger in the work you are doing, it is always important to talk to someone about the challenges and figure out a way to solve it.</p>	5 min
✓ Step 11	<p>Hand out copies of CHART #20: My Business Dangers for each youth.</p> <p>Split youth into their Work Groups.</p>	2 min

✓ Step 12	<p>Have youth fill in their CHART #20: My Business Danger by thinking about what dangers could arise in their business ideas and determine how dangerous it and the likelihood of that danger happening. Have youth think of ways they can prevent that danger from happening.</p> <p>Visit each Work Group and provide assistance as needed.</p>	15 min
✓ Step 13	<p>To conclude, use the following questions to lead a discussion:</p> <ul style="list-style-type: none"> • Why is it important to think in advance about possible dangers in our business? • Have you ever seen an unhealthy or unsafe business? • Why was it unhealthy or unsafe? <p>Congratulate everyone for their great work in looking at ways to stay healthy and safe in their business!</p>	5 min

Activity 3: Business Working Rights

Timeframe: 50 minutes

Materials:

- Flip chart paper
- Markers
- Copies of **SI 8.3 VISUAL: Business Working Rights & Children's Rights** for each youth
- Flip chart version of the **SI 8.3 VISUAL: Business Working Rights & Children's Rights**

Objective: Youth understand their working rights as youth and how they apply to working in a business or starting their own business. Youth review how to respond in the YIA program if they feel unhealthy or unsafe in their business.

Activity overview: Whether youth will start their own business or work for another person, it is important for them to understand their working rights and to make sure they are safe and protected. In this activity, youth review their working rights, following the Convention of the Rights of the Child and create signs to help them understand what is allowed and now allowed in any or work or business. Youth discuss how to respond if they feel their rights are being violated in the YIA program and in the community.

Steps	What?	How long?
✓ Step 1	Explain to youth, whether you start your own business or work for another person, it is important to understand your rights as a worker and make sure you are protected and safe.	1 min

	We are going to spend time looking at your working rights and how this fits into a business.	
✓ Step 2	<p>Hand out copies of VISUAL: Business Working Rights & Children's Rights for each youth to follow along as you read.</p> <p>Display the flip chart version of VISUAL: Business Working Rights & Children's Rights at the front of the room for everyone to see.</p> <p>Read each part out loud and have youth follow along. After each part of the visual, lead a discussion with youth:</p> <ul style="list-style-type: none"> • What does this right mean to you? • Why is this right important? • What can you do if you do not feel someone is respecting this right? 	8 min
✓ Step 3	<p>Split youth into 4 groups.</p> <p>Hand out 1 flip chart paper and marker to each group.</p> <p>Give each group one of the four parts from VISUAL: Business Working Rights</p> <ul style="list-style-type: none"> • Part 1: Right to be safe • Part 2: Right not to be harmed • Part 3: Must make sure others are not harmed • Part 4: Right to report <p>Explain to youth that each group will read and discuss their section. Each group will draw a picture of what their section means to them. Our drawings will be "signs" that we put up in the room to help us remember how to be safe. After we will come together and each group will present their part and drawings to the group and post on the wall.</p>	3 min
✓ Step 4	<p>Have groups read their section and make a sign.</p> <p>Visit each group and provide assistance as needed. As youth are drawing and making their signs, have them discuss what this right means to girls and boys like them. Do not push youth if they are not comfortable talking about this.</p>	13 min
✓ Step 5	<p>Give each group 5 minutes to present their signs.</p> <p>Let youth discuss and give feedback on each group's presentation.</p> <p>Tape drawings on the wall.</p>	20 min

✓ Step 6	<p>Lead a discussion with youth on how these rights relate to their business.</p> <ul style="list-style-type: none"> • What are examples of businesses that do not respect these rights? • Have you ever seen a business in the community that does not respect these rights for girls or boys? • What is an example of a business that does respect girls' working rights? What does it look like? • What is an example of a business that does respect boys' working rights? What does it look like? • Should a business respect both girls' and boys' working rights? <i>Guide youth in responding yes – all girls and boys have the same rights and they should be respected equally.</i> <p>Explain to youth that YIA will not support businesses that do not respect these working rights of youth. Any of the businesses that we start must respect these rights. Any businesses that we may engage with to learn more about how to start a business, whether in an apprenticeship or vocational training must respect these rights. Give youth time to discuss and answer any questions that youth may have.</p>	4 min
✓ Step 7	<p>Congratulate youth for their work in looking at their working rights in business.</p>	1 min


Activity 4: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

Steps	What?	How long?
✓ Step 1	<p>Congratulate youth for all of the important work they did today</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • Business dangers in our business • How to respond to business dangers • Our working rights • Ways to respond if our rights are not being respected 	2 min

✓ Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none"> • My rights in business are... • How I will prevent a danger from happening to me in my business? • What does being safe in business mean to me? 	2 min
✓ Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓ Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	1 min

Session 19: Problem-Solving in Business

Overall Objective: Youth identify gender-based problems related to their business and build problem-solving skills and self-efficacy to run their business. Youth build empathy skills and awareness of boys' and girls' perspectives and problems in business to help them take action when they see inequalities against their peers and others in the community

Session Overview: This session discusses the connection between business success and problem solving skills. Youth review their money making and business goals and look at the various gender-based challenges they might face in trying to reach these goals. The activities in this session explore how factors such as creativity and emotions can influence youth's ability to develop solutions.

Materials:

Objective and agenda on flip chart
 Flip chart paper/Chalkboard and Markers/Chalk
 Tape
 Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Copies of the resource material **19.1 STORY: Musoki's Dilemma** for each youth
- ✓ Flip chart version of **19.2 TIME SITUATION #1, #2, #3**

- ✓ 1 copy of the resource material **SI9.3 PROBLEM QUESTIONS**

Timeframe: 4 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. Critical Thinking, Gender & Problem-Solving	Youth understand the importance of using critical thinking and creativity to solve a problem. Youth are aware of specific problems because they are a girl or a boy and envision a world without these problems. Youth build empathy skills and awareness of boys' and girls' perspectives and problems in business to help them take action when they see inequalities against their peers and others in the community	10 minutes
3. Emotions & Problem-Solving	Youth understand how emotions can affect problem solving and learn strategies to regulate their emotions in business.	30 minutes
4. Time Management	Youth understand the importance of time management in business. Youth reflect on the different time available girls and boys have for their businesses; as well as the extra burden girls have with roles and responsibilities. Girls and boys are encouraged to promote and share the load with house and care work.	45 minutes
5. Multiple Solutions	Youth think about possible solutions to gender-based problems and challenges.	25 minutes
6. Journaling & Closing	Facilitator and youth review the session and spend 10 minutes writing or drawing in their journals about what they have learned.	15 minutes

Activity 1: Welcome, Objectives & Agenda


Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Make sure youth have signed the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min

Steps	What?	How long?
✓ Step 3	<p>Play the Energizer Game: 7-Up Game to review the previous session.</p>  <p>7-Up Game</p> <ul style="list-style-type: none"> - Have youth stand in a circle. - Explain that youth will go around in a circle counting to 7 - The person who is supposed to say 7 must tap their hand to either their left shoulder or their right shoulder. <p><i>If the person taps their left shoulder, the person on their left will start back again at 1. If they tap their right shoulder the person on their right will say 1.</i></p> <ul style="list-style-type: none"> - If somebody messes up and does not say what they are supposed to or says something when they are not, they have to answer a review question. <p>Use the following review questions:</p> <ul style="list-style-type: none"> • Name 2 dangers in a business • What is one way to stop that danger from happening? • What is one of your rights in business? • Who is one person you can report to if you feel at risk or are harmed? 	8 min
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain to youth that today we will look at how to problem-solve for our businesses!</p>	4 min

Activity 2: Critical Thinking, Gender & Problem-Solving

Timeframe: 110 minutes

Materials:

- Flip chart paper
- Markers
- Copies of the resource material **19.1 STORY: Musoki's Dilemma** for each youth

Objective: Youth understand the importance of using critical thinking and creativity to solve a problem. Youth are aware of specific problems because they are a girl or a boy and envision a world without these problems. Youth build empathy skills and awareness of boys

and girls perspectives and problems in business to help them take action when they see inequalities against their peers and others in the community

Activity overview: This activity introduces the concept of problem-solving as an essential skill for reaching our business goals and succeeding in our business plans. In this activity, youth learn about using creativity as part of problem-solving.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth, that in order for you to achieve your business goals, you need to continue learning important business skills. We know that business skills include planning and calculations. But they also include problem-solving.</p> <p>Explain to the group that they will meet in groups to solve a problem.</p>	1 min
✓ Step 2	<p>Hand out copies of STORY: Musoki's Dilemma to each youth to follow along as you read.</p> <p>Read the story STORY: Musoki's Dilemma (Part A) to youth and have them follow along as you read. Only read Part A.</p>	3 min
✓ Step 3	<p>As a group, discuss the two different situations and discuss the positives and negatives of each option.</p>	5 min
✓ Step 4	<p>Next, read STORY: Musoki's Dilemma (Part B) to youth and have them follow along as you read. Only read Part B.</p> <p>Ask youth to follow along as you read and take notes of the information.</p>	3 min
✓ Step 5	<p>In their Work Groups, have youth discuss the solutions and chose a possible solution.</p> <p>Visit each Work Group and provide assistance as needed. As youth are discussing, make sure they think about:</p> <ul style="list-style-type: none"> • Time • Cost of each situation • Actual profit • Safety and protection • Fairness and gender equality 	5 min

✓ Step 6	Ask each Work Group to share their solution and explain why they chose that solution.	5 min
✓ Step 7	<p>Lead a discussion with youth by using the following questions:</p> <ul style="list-style-type: none"> • Do you have an example of a time when you had to think differently and be creative in solving a problem? What did you do? • Why do you think problem-solving is important in business? • What problems could you see arising in your business that you will have to be creative for? 	4 min
✓ Step 7	<p>GENDER NOTES FOR FACILITATORS</p> <p><i>It is important for young people to understand the different problems which both girls and boys can face particularly because of their gender (gender-based problems). The purpose of this is:</i></p> <ul style="list-style-type: none"> - For girls and boys to be aware of specific problems for their business and find ways to overcome these problems - For girls and boys to be aware of the opposite gender's perspectives and problems they face to build empathy skills; understand different perspectives; and take action when they see inequalities against others. <p><i>In this session, it is a good time to reflect on all of the key gender-based challenges related to business as discussed throughout the My Business module, including a summary of problems to consider in discussions with youth about gender-based problems is:</i></p> <ul style="list-style-type: none"> • Gender roles and responsibilities and the inequitable household division of labour • Decision-making power and girls' limited control over decisions regarding household economic assets and community resources, particularly land • Violence against women related to child marriage, transactional and coercive sex, limited mobility • Girls' and boys' positive self-concept <p>Next explain to youth:</p> <ul style="list-style-type: none"> • Throughout this module we have discussed and explored many different gender inequalities related to business and their effects on both girls' and boys' business opportunities • These are problems that we need to solve in our businesses and in our communities. • The first part of problem-solving is to have a clear understanding of what the problem and issues is. <p>Divide youth into four groups – two groups of girls; two groups of boys. Give each group a piece of flipchart paper and marker.</p>	5min

	<p>Ask youth to draw a big tree on their flipchart paper with short and long roots and short and long branches and lots of leaves.</p> <p>Ask the girl groups to write “Girls have difficulties starting and running a business” in the middle of the tree trunk.</p> <p>Ask the boy groups to write “Boys have difficulties starting and running a business” in the middle of the tree trunk.</p>	
✓ Step 8	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Using this tree we will really explore the issue we want to address and change. • Think of all that this problem exists (the root causes) and write all of the reasons along the roots of the tree. <p>To coach youth in thinking of root causes, write 5 Whys Technique on flipchart paper at the front of the room.</p> <p>Discuss the technique and explain to youth: Often what appears to be the problem is actually a part of a bigger issue that needs to be resolved. To determine the real reason of a problem it is important to keep digging and ask “why” certain things have occurred. You can usually get to the root of the problem by asking why 5 times, but it may need more or less depending on the problem.</p> <p>Provide an example for youth:</p> <ul style="list-style-type: none"> > Girls have difficulties starting and operating a business → WHY? > Because girls can only operate a business during daylight hours → WHY? > Because it is unsafe for girls to move around and be in public at night? → WHY? > Because she is at risk of physical or sexual abuse, harassment, or people may think negatively of her → WHY? > Because violence against women is a bad common thing that exists and must be stopped. 	6 min
✓ Step 9	<p>Have youth work in their groups to think about the root causes of the problem. Visit each group and provide assistance as needed.</p>	10 min
✓ Step 10	<p>Next, explain to youth:</p> <ul style="list-style-type: none"> • Now we are going to think about how this problem impacts our community, our families and our individual lives. • What are the effects of these problems? • Write the effects on the branches and leaves of the tree. 	4 min

✓ Step 11	<p>Have youth work in their groups to think about the effects of the problem. Visit each group and provide assistance as needed.</p>	10 min
✓ Step 12	<p>Invite one girl group and one boy group to present their posters and discuss the posters using the following questions:</p> <ul style="list-style-type: none"> • Do you feel like you know enough about the problem? Why or why not? • What are the similarities and differences we see here between the girls' and boys' problem trees? <i>Let youth discuss and add to the conversation:</i> <ul style="list-style-type: none"> > One of the key things is that gender inequalities impact both girls and boys. It is not just a girl problem, it is a community problem that effects everyone! > Some of the key gender challenges at the root of the problem relate to: <ol style="list-style-type: none"> i. The unequal work and responsibilities between girls/women and boys/men, where girls role is on house and care work and boys role is to make money for the family. ii. The lack of power and control girls have over decisions related to their business income, profits iii. Violence against girls and women iv. Low valuation of girls and boys and their business capabilities, creating low self-confidence and belief in self • What was it like to create these problem trees? Did anything surprise you? Explain. • Where can you find more information about the problem? <i>Let youth discuss and add to the responses:</i> <ul style="list-style-type: none"> > We encourage you to share with their peers – both girls and boys - to learn from each other to better understand their perspective. > We hope this activity and this module has helped to better understand the different perspectives and experiences of girls and boys. • To boys – what is one thing you've learned from seeing the girls' problem tree? What is one action you will take forward to try and address these root causes? • To girls – what is one thing you've learned from seeing the boys' problem tree? What is one action you will take forward to try and address these root causes? 	12 min

✓ Step 13	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Now, that we have created our Problem Trees, we are going to flip them and create Vision Trees! • This tree will be the reverse of the problem – the problem has been solved! We will think about what needs to happen (the root causes) to make that solution happen and what we should expect once the problem has been solved (effects). • Our branches will help us determine the overall objective and what we should expect to see if the problem is solved. 	3 min
✓ Step 14	<p>Hand out a new piece of flipchart paper to each group.</p> <p>Ask youth to draw a big tree on their flipchart paper with short and long roots and short and long branches and lots of leaves. Have youth write their vision on the trunk of the tree in the middle and brainstorm causes and effects of the solution being solved. Visit each youth and provide assistance if needed.</p>	15 min
✓ Step 15	<p>Invite the other girl group and the other boy group to share their Vision Trees.</p>	10 min
✓ Step 16	<p>Lead a discussion with youth using the following questions:</p> <ul style="list-style-type: none"> • Was it hard to imagine the problem being solved? Why or why not? • How did you know the problem was solved? Review the effects in detail. The effects should describe what the solution looks like if it is solved. • Why is being able to know that a problem is solved important when problem-solving? • Can you imagine a world where we are all equal? What are things we can do create that world? <i>Let youth discuss. Add to the discussion:</i> <ul style="list-style-type: none"> > If we see inequalities happening against our girl peers or boy peers or others in the community we should take action and not let these harms happen. Boys can be champions and allies for girls. Girls can be champions and allies for boys. > As we get older and have children, we should raise our own children in fair and equal ways with their schools and their house and carework. 	8 min
✓ Step 17	<p>Congratulate youth for thinking about key gender-based problems and ways to solve problems.</p>	1 min

Activity 3: Emotions & Problem-Solving

Timeframe: 30 minutes

Materials:

- Flip chart paper
- Markers

Objective: Youth understand how emotions can affect problem solving and learn strategies to regulate their emotions in business.

Activity overview: Emotions affect the way we solve problems. Challenges can often make us feel upset. When we are upset, we sometimes react quickly without thinking about what is the best way to deal with the situation. This activity introduces youth to the connection between emotions and problem-solving and how to identify their “trigger” points and what can make their emotions rise. Youth practice breathing and emotional regulation techniques to help them in problem-solving in their business.

Steps	What?	How long?
✓ Step 1	Explain to youth, that in the previous activity we learned that we need to be creative in order to solve problems. But we also need to understand the influence of our emotions.	1 min
✓ Step 2	Write the following sentence on flip chart paper at the front of the room: “Some young people tease you and make fun of you in front of your customers.” Read the sentence to the group out loud.	2 min
✓ Step 3	Ask youth to discuss how they would feel in this situation. Discuss their answers and their reasons for feeling that way.	3 min
✓ Step 4	Split youth into their Work Groups. Give each group a piece of flip chart paper and drawing materials.	1 min
✓ Step 5	Ask youth to think about how to deal with their emotions so that these emotions do not hurt their ability to think of a solution. Have youth write or draw all of their ideas and solutions on the flip chart paper. Visit each Work Group and provide assistance as needed. Have youth think about different emotions – anger, sadness, stress, embarrassment, etc. - and how it made them feel and ways they could try to change these emotions.	6 min

✓ Step 6	<p>Have all groups present their ideas by presenting their flip chart paper and what they have written or drawn.</p> <p>As groups present, encourage youth to share their thoughts and discuss with each other. The goal of these presentations is not to identify the right or wrong ways to react. The goal is to explore how emotions influence problem solving.</p>	6 min
✓ Step 7	<p>Ask youth to close their eyes and think of a recent experience that made your upset. Ask youth not to tell anyone yet. Give them several minutes to think.</p> <p>Use the following questions to help them think:</p> <ul style="list-style-type: none"> • What was your reaction to that situation? • Did your emotions influence how you reacted? 	2 min
✓ Step 8	<p>Split youth into their Work Groups. Invite youth in each group to share their experiences with each other. Encourage them to share how they felt and how their feelings influenced their reactions.</p> <p>Visit each Work Group and provide assistance as needed.</p> <p>NOTE: Youth should feel comfortable and satisfied with sharing their personal stories. If they do not feel comfortable, they can use this time to continue thinking about their experience privately.</p>	6 min
✓ Step 9	<p>Explain to youth:</p> <ul style="list-style-type: none"> • When we are upset, our emotions often lead us to react quickly without thinking about what will happen as a result. • It takes a great deal of practice to think clearly about the best solutions when we are emotional. • Managing emotions is often easier when we can talk to a friend about how we feel and what we should do. • The purpose of this activity is to discuss emotions with each other. There are no right or wrong answers. <p>Let youth ask any questions and discuss their experiences with managing their emotions.</p> <p>Congratulate youth for their work thinking about how emotions affect their problem-solving.</p>	3 min

Activity 4: Time Management

Timeframe: 30 minutes

Materials:

- Flip chart paper
- Markers
- Flip chart version of **SI9.2 TIME SITUATION #1, #2, #3**

Objective: Youth understand the importance of time management in business. Youth reflect on the different time available girls and boys have for their businesses; as well as the extra burden girls have with roles and responsibilities. Girls and boys are encouraged to promote and share the load with house and carework.

Activity overview: One of the most common challenge that youth face when trying to achieve their business goals is time management. In this activity, youth explore time management strategies that would be useful when running their business.

Steps	What?	How long?
✓ Step 1	Explain to youth, that there is one challenge that is very common when running a business. It is managing time. Let us look more closely at this type of challenge.	1 min
✓ Step 2	Display the flip chart version of TIME SITUATION #1, #2, #3 so everyone can see it clearly. Read the three situations as a group, pointing at each word as you read.	4 min
✓ Step 3	Divide youth into three groups. Give each group one of the situations. Ask each group to prepare a short role-play of the situation and a possible solution.	2 min
✓ Step 4	Have youth prepare their role-plays in their groups. Visit each group and provide assistance as needed.	7 min
✓ Step 5	Have each group present their role-plays. Allow youth to ask questions and give feedback after each role-play is finished.	12 min

✓ Step 6	<p>Use the following questions to lead a discussion with youth:</p> <ul style="list-style-type: none"> • What are some things you can do to manage your time between your business or work and the other things in your life? • Why is it important to reserve time in the day for work, play and rest? • How can our work in our home impact our business? • How does time different for girls and boys? Why? <i>Remind youth about the previous activity and identifying the key root challenges around girls and boys work and responsibilities and the burden of work and house care and care work that girls have to do.</i> • How can boys and girls manage these different challenges? <i>Encourage girls and boys to think of ways they can share the work in their households between themselves and their siblings and with their mothers and fathers. Boys can support girls and women with care and house work.</i> • Based on the situations and solutions from the role-plays, what is one idea you will likely use when running your business? <p>Congratulate youth for their work in thinking about the importance of time management in their business.</p>	4 min
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Activity 5: Multiple Solutions

Timeframe: 35 minutes

Materials:

- Flip chart paper
- Markers
- 1 Copy of the resource material **SI9.3 PROBLEM QUESTIONS**

Objective: Youth think about possible solutions to **gender-based** problems and challenges.

Activity overview: This activity introduces youth to specific examples of challenges that they might face when running a business. Youth learn that there are usually several solutions to every problem or challenge. They also discover that friends, family, Business Mentors and Business Supporters can help them find solutions.

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • Sometimes dealing with business challenges could be easier if you first think about what kinds of problems there could be. • We are going to play a game together to think about some challenges we might face in business. • It will also give us a chance to develop some possible solutions. 	1 min


✓ Step 2	<p>Ask youth to arrange their chairs in two rows, back-to-back. If chairs are not available, use objects on the group to mark youth's places. Remove three chairs so that there are three more youth than there are chairs.</p> <p>Explain the game:</p> <ul style="list-style-type: none"> • I will close your eyes and begin clapping loudly. • You will walk around the chairs. When I stop clapping youth find a chair and sit down. • The three people who cannot find a chair are left standing. • I will read a question about a challenging situation that you may encounter when running a business. • Each person standing suggests a possible solution. Each solution must be different, so we have 3 different solutions for each problem. • If you need to you can ask your peers for ideas. • Once you have given your response, other youth can share their additional ideas and discuss the answers. 	4 min
✓ Step 3	<p>Play one practice round with youth to make sure that all youth understand the rules.</p> <p>Play the game with youth. Read the questions from PROBLEM QUESTIONS to play the game.</p> <p>The game continues until all of the questions have been asked. Make sure that each youth has had a turn standing and answering questions.</p>	25 min
✓ Step 4	<p>After the game is finished, review the activity by asking youth:</p> <ul style="list-style-type: none"> • What did you learn from this game? • Do you think a problem can have one solution or many solutions? • How did it feel when your friends helped and supported you? <p>Using youth's answers, guide them in understanding that there usually is more than one way to deal with a problem or challenge. Remind youth that friends, family, Business Mentors and Business Supporters can be very helpful in thinking of solutions.</p>	4 min
✓ Step 5	Congratulate youth in looking at many solutions for their business.	1 min

Activity 6: Journaling & Closing

Timeframe: 15 minutes

Materials: None

Activity Overview: Facilitator and youth spend 10 minutes writing or drawing in their journals about what they have learned.

<i>Steps</i>	<i>What?</i>	<i>How long?</i>
✓Step 1	<p>Congratulate youth for all of the important work they did today</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none">• Creativity and problem-solving• The effect of emotions in business• The importance of time management• Different solutions for problems in our business	2 min
✓Step 2	<p>Tell youth that we're now going to spend 10 minutes writing or drawing in our journals. No one will look in these journals, they are private.</p> <p>Youth can write whatever they want. Some ideas are:</p> <ul style="list-style-type: none">• A problem I have encountered and how I solved it• What emotions I could have in my business and how I will manage my emotions	2 min
✓Step 3	<p>Spend 10 minutes writing or drawing silently.</p> 	10 min
✓Step 4	<p>Thank youth for their work, and ask them to put their journals away.</p>	1 min

Session 20: Business Planning

Overall Objective: Youth review all of the business concepts learned in the My Business module and develop a complete business plan for their business.

Session Overview: Youth play a board game called BUSINESS ACTION! to review all of the business concepts and skills they have learned in the “My Business” module. Youth use all of their information and calculations for their business ideas to create a final business plan summary.

Materials:

Objective and agenda on flip chart
Flip chart paper/Chalkboard and Markers/Chalk
Tape
Sign-in sheets

Advance Preparation Required

- ✓ Photocopy of sign-in sheets
- ✓ List of mixed Work Groups on wall
- ✓ Review the rules of the BUSINESS ACTION! game carefully. Practice playing the game yourself.
- ✓ Create a flip chart version of the **S20.1 BUSINESS ACTION! Board Game**
- ✓ Photocopy 1 copy of **S20.2 Rules of the BUSINESS ACTION! Game**
- ✓ Photocopy 1 copy of **S20.3 BUSINESS ACTION! Questions**
- ✓ Photocopy the **ACTION! Money** so each group or player has 1,000 shillings
- ✓ Cut out the **ACTION! Money** into individual bills
- ✓ Playing Pieces for each group (rock, coin, pen cap, etc.)
- ✓ 1 Die (or small pieces of paper numbered 1-6 in a bag)
- ✓ Post the completed flip chart versions of **CHARTS #1-19** from in order around the room
- ✓ Ensure youth have all of their completed **CHARTS #1-19**
- ✓ Create flip chart versions **S20.4 CHART #21: My Business Plan** (use 3 pieces of flip chart paper)
- ✓ Photocopy **S20.4 CHART #21: My Business Plan** (chart is 3 pages) for each youth
- ✓ 1 copy of **S20.5 YOUTH FEEDBACK**

Timeframe: 4 hours

Activity	Description	Timeframe
1. Welcome, Objectives & Agenda	Youth are introduced to the session and review what they learned in the last session.	15 minutes
2. BUSINESS ACTION! Game	Youth review and apply what they have learned in the “My Business” module.	60 minutes
3. Business Plans	Youth review all of the charts they have completed for their business ideas and create their business plan for their businesses.	90 minutes

Activity	Description	Timeframe
4. Youth Feedback & Celebration	Youth provide feedback on the My Business training and review next steps in the YIA Program. Youth celebrate their success in the training with family and community members.	75 minutes

Activity 1: Welcome, Objectives & Agenda

Timeframe: 15 minutes

Materials:

- Sign-in sheet
- Objective and agenda written on flip chart paper/chalkboard
- List of mixed Work Groups on wall
- Flip chart version of **SI.1 My Business Journey Map** (posted on wall).

Activity overview: Youth are introduced to the session and review what they learned in the last session.

Steps	What?	How long?
✓ Step 1	Greet youth and welcome them to the session. Ask the youth to sign the sign-in sheet.	1 min
✓ Step 2	Present the day's objective and agenda.	2 min
✓ Step 3	<p>Let youth vote on which Energizer game was their favourite and play that game to review the previous session.</p> <p>Use the following review questions:</p> <ul style="list-style-type: none"> • Why is time management important in business? • What are the five steps to resolve conflict? • What is one example of a problem that could happen in business? • How can emotions affect your business? 	8 min
✓ Step 4	<p>Have youth gather around the My Business Journey Map posted on the wall.</p> <p>Read all of the sessions and activities out loud for the session.</p> <p>Explain that today we will put our business plans together and celebrate our success in the My Business module!</p>	4 min



Activity 2: BUSINESS ACTION! Game

Timeframe: 65 minutes

Materials:

- Flip chart paper
- Markers
- Review the rules of the BUSINESS ACTION! game carefully. Practice playing the game yourself to make sure you understand
- Create a flip chart version of the **S20.1 BUSINESS ACTION! Board Game**
- 1 copy of **S20.2 Rules of the BUSINESS ACTION! Game**
- 1 copy of **S20.3 BUSINESS ACTION! Questions**
- Copy of **YIA ACTION! Money** cut out, 1,000 shillings per group or player
- Playing Piece for each group (rock, coin, pen cap, etc.)
- 1 Die (if no dice are available, use 6 piece of small paper with the numbers 1-6 on them and put in a bag or hat to pull out)

Objective: Youth review and apply what they have learned in the “My Business” module.

Activity overview: In this activity, youth play a board game that reviews the business skills and business concepts they have learned. The game is designed to demonstrate how youth can continue to help each other following the course. This activity also provides the opportunity for YIA Facilitators to reflect on the business skills youth have learned. Important questions for YIA Facilitators to reflect on are:

- What areas do youth need further training on?
- What could I do as a YIA Facilitator to improve this area?
- What could be improved in the module to improve this area?

Steps	What?	How long?
✓ Step 1	<p>Explain to youth:</p> <ul style="list-style-type: none"> • We have learned a lot of new things during this course. • In the rest of the YIA program we will be given the opportunity to practice these skills in our pathways. • To help us start practicing our skills and thinking about our business we are going to play a game called BUSINESS ACTION! to review everything we have learned while having fun! 	1 min
✓ Step 2	<p>Place the flip chart version of BUSINESS ACTION! Board Game on the ground in the middle of the room.</p> <p>Have youth form a circle around it.</p>	1 min
✓ Step 3	<p>Read Rules of the BUSINESS ACTION! Game carefully so that everyone understands how to play.</p> <p>Ask one player to be the Treasurer.</p>	7 min

Steps	What?	How long?
✓ Step 4	Play the BUSINESS ACTION! game with youth.	45 min
✓ Step 5	<p>When the game is finished, use the following questions to conduct a discussion about youth's experiences playing the game:</p> <ul style="list-style-type: none"> • What did you learn from playing this game? • What did you do to try to earn more money? • Was it helpful to ask your friends for support when you were not sure of an answer? • What can you do after the My Business module to help remember the business skills you have learned? 	5 min
✓ Step 6	Congratulate youth for their good work reviewing the My Business module and practicing using the business concepts they have learned!	1 min

Activity 3: Business Plans

Timeframe: 90 minutes


Materials:

- Flip chart paper
- Markers
- All flip chart versions of **CHARTS #1-19** completed from the past sessions posted around the room in order from 1-19.
- Flip chart version of **S20.4 CHART #21: My Business Plan** (use 3 pieces of flip chart paper)
- Copies of **S20.4 CHART #21: My Business Plan** (chart is 3 pages)

Objective: Youth review all of the charts they have completed for their business ideas and create their business plan for their businesses.

Activity overview: As the My Business module nears the end, all of the topics and sessions can be linked together. Using the charts completed through trainings as examples, youth review everything they have done. Youth use information from their individual charts to create their own business plans for their business.

Steps	What?	How long?
✓ Step 1	<p>Make sure all of the flip chart versions of the completed CHARTS #1-20 are displayed around the room.</p> <p>Ensure they are ordered from #1-20.</p> <p>Explain to youth:</p>	2 min

	<ul style="list-style-type: none"> • Now we are going to look back on all of the charts that we have completed over the past 10 sessions. • First we are going to review all of the charts we have completed together on flip chart paper. • We are going to go on a journey around the room to look at all of the charts we have completed. 	
✓ Step 2	Display the flip chart version of CHART #21: My Business Plan for everyone to see clearly. Read through each part of the chart and point to each section for youth to follow along.	1 min
✓ Step 3	<p>As a group, walk around the room, starting at CHART #1: My Business Idea.</p> <p>As you move around as a group, transfer the information from all of the charts onto the flip chart version CHART #21: My Business Plan.</p> <p>To make it more interactive, have youth volunteer to help you transfer the information on to CHART #21.</p> <p>As you move around, give youth time to reflect on the sessions and what was done for each chart.</p> <p>Use some of the following questions to lead a discussion as you move around and fill in CHART #21:</p> <ul style="list-style-type: none"> • How does this chart help plan a business? • What business concepts did we learn from this chart? • Was this a difficult concept or an easy concept? Why? • Do you know feel you understand how to use this business concept in your business? • If not, who could help us in the community to help us learn more? <p>As you move from chart to chart, play energizers when needed to keep youth's energy up!</p> 	25 min
✓ Step 4	<p>Split youth into their Work Groups.</p> <p>Hand out copies of CHART #21: My Business Plan to each youth.</p> <p>Ask youth to bring out all of the charts they have completed over the past 15 sessions.</p>	2 min

✓ Step 5	<p>Explain to youth:</p> <ul style="list-style-type: none"> • You have now collected all the information you need to create your business plan for your business! • We are going to fill in our Business Plan charts from all of the charts we have completed in this module. • Through this course, we have collected valuable information and made important decisions to grow a successful business! • All of these charts act as part of our overall business. 	2 min
✓ Step 6	<p>Have youth step-by-step transfer all of their information from their other charts to their CHART #2 I: My Business Plan starting with CHART #1: My Business Idea.</p> <p>Visit each Work Group and provide assistance as needed.</p>	15 min
✓ Step 7	<p>Explain to youth, now that we have our Business Plans we are going to create 5 minute skits in our Work Group of how our business will look in our communities. The skits must include every person in the Work Group and what they will be doing for their individual or group business.</p> <p>Use the following questions to help youth design your skits:</p> <ul style="list-style-type: none"> • How do you and your business interact and connect with other peer or family businesses? • What does your business look like in the local market in your community? • How do you interact with customers and suppliers? • How do you work with a business mentor? • How are you saving money? • How are you growing your business? 	3 min
✓ Step 8	<p>Have youth prepare their skits for their businesses.</p> <p>Visit each Work Group and provide assistance as needed. Make sure youth are thinking about and including:</p> <ul style="list-style-type: none"> • Ways businesses are interacting with each other • Ways businesses interact with customers and suppliers • Ways to save money • Ways to grow a business 	12 min
✓ Step 9	<p>Have youth present their skits to the group and allow the opportunity for youth to evaluate and give constructive feedback on each other's business plans.</p>	25 min

✓ Step 10	<p>Congratulate the group for working through these very important business concepts.</p> <p>To review the activity ask youth to share how it feels to have their business plans completed and discuss as a group.</p>	3 min
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Activity 4: Youth Feedback & Celebration

Timeframe: 75 minutes

Materials:

- Candy
- Ensure you have the flip chart version of **SI.1 VISUAL: My Business Learning Map**
- 1 copy of the resource material: **S20.5 YOUTH FEEDBACK**

Objective: Youth provide their feedback on the course. Youth celebrate their successes in completing the My Business Module.

Activity overview: To complete the My Business module, youth celebrate their success and completion of the module and congratulate each other for their efforts. The activity also provides the opportunity for facilitators to get feedback from youth on what went well and what could be improved. Facilitators will walk

Steps	What?	How long?
PART A: Youth Feedback		
✓ Step 1	Ask youth to sit quietly for a few minutes and think about what they have learned in this session.	1 min
✓ Step 2	<p>As a group, look at the VISUAL: My Business Learning Map. Draw youth's attention to where on the map they can find Session 17: Business Plans.</p> <p>Review with youth what they learned:</p> <ul style="list-style-type: none"> • The BUSINESS ACTION! Game • Components of a business plan • Creating our own business plans <p>Asks the group what some of the main points of the day were. Takes responses.</p>	4 min
✓ Step 3	Explain to youth that an important part in any training is getting feedback from all of you on your experiences in the My Business module, so we can learn what is going well and what we can do to make it better.	2 min

	<p>Have youth stand in a wide circle.</p> <p>Place the flip chart version of <i>VISUAL: My Business Learning Map</i> posted on the wall, on the floor in the middle of the circle.</p>	
✓ Step 4	<p>Give each youth a candy. If candy is not available, ask each youth to find an object (a rock, pen cap, piece of paper, etc.) that will represent them.</p> <p>Ask youth to place their candy (or object) on the session that was their <u>favourite session</u> from the module. Ask different youth to explain why that is their favourite session.</p> <p>As youth are placing their candies on their favourite square, record the number of candies on each of session squares in <i>YOUTH FEEDBACK: Favourite Session</i>. Try to capture some of the quotes and reasons from youth on why they liked certain sessions over others and record</p> <p>Have youth take back their candies.</p>	5 min
✓ Step 5	<p>Next, ask youth to place their candy (or object) on the session that was their <u>least favourite session</u> from the module.</p> <p>Ask youth who chose different sessions to explain why that is their least favourite session.</p> <p>As youth are placing their candies on their least favourite part, record the number of candies on each of session squares in <i>YOUTH FEEDBACK: Least Favourite Session</i>. Try to capture some of the quotes and reasons from youth on why they disliked certain sessions over others and record</p> <p>Have youth take back their candies or objects.</p>	5 min
✓ Step 6	<p>From the sessions that youth did not like, ask youth to think about ways the session could be made better in the future.</p> <p>Record youth's answers of ways to improve the module.</p>	5 min
✓ Step 7	<p>In the last round, ask youth to place their candy (or object) on the session square which was the most important thing they learned.</p>	5 min

	<p>Ask youth who chose different sessions to explain why that was the most important thing they learned.</p> <p>As youth are placing their candies on their most important session, record the number of candies on each of session squares in YOUTH FEEDBACK: Most Important Thing. Try to capture some of the quotes and reasons from youth on why that session or activity was the most important and record.</p> <p>Have youth take back their candies and eat them!</p>	
✓ Step 8	<p>Put up “Yes”, “No”, and “Maybe” signs in different areas around the room.</p> <p>NOTE: You could also create 3 large circles with masking tape or chalk on the floor, representing the 3 different zones.</p>	2 min
✓ Step 9	<p>Explain to youth:</p> <ul style="list-style-type: none"> • There are 3 zones around the room – “Yes”, “No” and “Maybe” • I am going to make a statement and I invite you to move to the zone that you agree with. • I want you to be honest and think about what you have learned. • This is not a test! It is to help us improve the program. Your feedback is important. 	1 min
✓ Step 10	<p>Read the first statement: “I would recommend this training to my friends.”</p> <p>Have youth move to the zone they agree with the most.</p> <p>After you read the statement, ask 1-2 youth to explain why they are in that zone and expand on their thoughts.</p> <p>As youth move to each zone, record the number of youth in each zone in the YOUTH FEEDBACK: Yes, No, Maybe Section. Try to capture some of the quotes from youth on why they disliked certain sessions over others and record</p>	5 min
✓ Step 11	<p>Repeat Step 7, reading the following statements and recording youth’s information:</p> <ul style="list-style-type: none"> • The charts are helpful for me to create a business plan • This training is helping me achieve my goals • I can definitely start a business • I have all the skills I need to make my business successful 	15 min

	<p>As youth move to each zone, record the number of youth in each zone in the YOUTH FEEDBACK: Yes, No, Maybe Section. Try to capture some of the quotes from youth on how the training has impacted their goals and future plans and record.</p>	
✓ Step 12	<p>Have youth sit in a circle. Join youth and sit in the circle as well. Explain that this is our Circle of Trust, like we created in Session 5. In this circle we trust, depend and learn from one another.</p> <p>Give them space and encourage them to give feedback both positive and negative. Use the following questions to lead your discussion:</p> <ul style="list-style-type: none"> • Did you like the stories? Why or why not? • Were the charts useful? Why or why not? • What did you think about the YiA Facilitators? What advice would you give them? • What will you do with the lessons from this training in your life? • What are things you would like to teach others from this training? 	15 min
✓ Step 13	<p>To end the session, have youth share and present their overall feedback and experiences on the My Business module.</p> <p>Go around the room and discuss a positive thing about each youth and their contributions, skills and abilities you observed throughout the My Business module.</p> <p>Explain to youth that now that we are finished the My Business module, we will continue on in the YIA program and start preparing for our pathways in the next module: My Pathways.</p> <p>Congratulate youth for all of their work in the My Business module.</p>	10 min

Celebration & Ceremony Option:

The end of a YIA module is a good opportunity to host a celebration for youth, including food, family and other community members. If time and resources are available for a celebration, work with youth to host a celebration ceremony following the end of the module.

Encourage youth to lead the organization of the celebration and guide them in answering the following questions:

- Who will coordinate the celebration (committee)
- Where will the celebration will take place
- Who will be invited? How will we invite them?
- What activities (dances, songs, presentations) will be involved?
- What are the funds available by YIA for the celebration?
- What food can we provide?

