

ENTREPRENEURIAL THINKING

A GUIDE TO CREATING AN ENTREPRENEURIAL MIND-SET
FOR YOUNG PEOPLE

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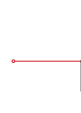
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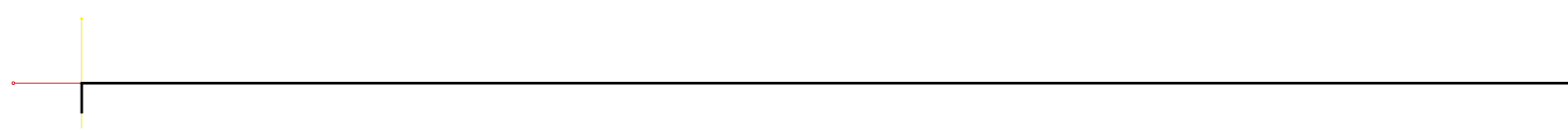


Almighty Creator, Sovereign Lord, who spoke and there was Light. You spoke to my spirit regarding an education movement, a movement that would contribute to the lives of many children in Africa by helping them reach within themselves, into the nucleus of their souls, to access the infinite resources within them and to be master creators themselves just as you are. Thank you. As we are all created in your image and likeness to go forth and do exploits, I pray that this book will go forth and do just that!

To the future users of this book through private study or through an Entrepreneurial Club:

This book is for you! I pray that through the pages of this book, you will have light bulbs of insights and that your entrepreneurial dreams will come true!

This is especially dedicated to all aspiring entrepreneurs!



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To my family, friends, and fellowship members, thank you for your contribution through your generous advice, concern, and prayers.

I am grateful! Thank you very much.

Asante sana!

INTRODUCTION



WELCOME

Entrepreneurial thinking is a crucial concept that is aimed at churning and rejuvenating the creative and innate risk-taking nature evident in all human beings. Although not defined, it has been argued that the best starting point for inculcating this should be during the early formative ages. In all, there is a general consensus that the related skills are crucially what young learners require in order to thrive in the 21st Century.

The content of this book has envisaged building on evidence-based attempts to introduce some relevant topics in some of the examinable subjects in the current educational curriculum. It has gone on to identify other important skills that could strengthen an individual's capacity to be both resilient and creative in different circumstances.

Although this does not exhaustively cover all the skills required, this publication has attempted to cover everything necessary in order to ensure that the users are ready to face the day-to-day challenges they meet. It has placed much emphasis in building a positive attitude, in tackling the challenges and in the end proposing an entrepreneurial mind-set.

The book provides information for the learner and for the patron or guide of the sessions. Throughout the learning sessions, there are explicit examples of real life situations, practical references in modern day events, and exercises to help delve deeper into finding and developing the ideal and customised solutions for different challenges.

Enjoy the read.



IMPORTANT WORDS USED

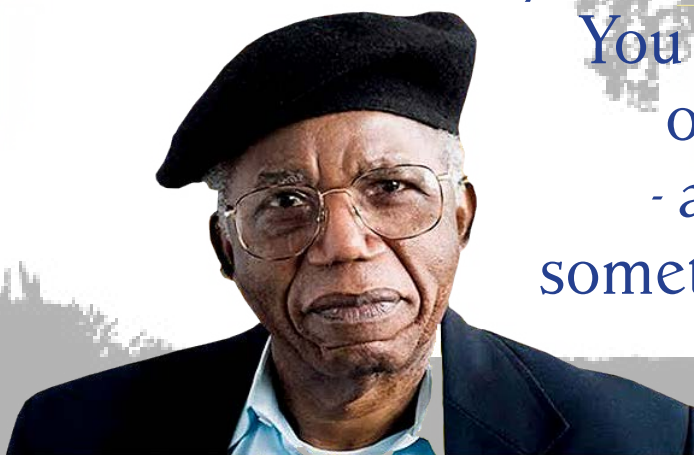
Assets	Anything that brings money into the business. In other words, an asset, is something of value that can be used to generate income for the business. For example, an oven used by a chef to bake cakes is considered an asset. It enables the chef get money for his business.
Audience	This is the information on the demographics of your target audience or who you intend to sell your products or services to
Brand	The name or identity given to a product or service that distinguishes it from the others in the market. It signifies the worth that an enterprise proposes that sets it apart from what is currently in the market. It can be represented by the name, colour, logo and anything that identifies that product or service
Business Goals	A short introduction into the business, the vision or mission and overall sales and financial goals
Buyer	A person who buys goods and services from a business either for themselves or for someone else makes them a buyer,
Client	A customer mostly requiring extended services beyond the product or service they are acquiring. This is a person or entity with whom an entrepreneur builds a relationship. In other words, a client is a more loyal customer.
Competitor	Anyone offering similar products or services, or one who satisfies the same need you intend to satisfy e.g. if you are offering to quench thirst, you could provide water, soda, juice, or milk shake. These are known as generic competitors. There are many other products branded differently offering to meet the same need. These are known as brand competitors. All these make up your competition.
Consumer	The act of using the purchased product or service makes one a consumer. E.g. a mother who buys diapers for her baby, the mother in that case is a buyer, whereas the baby is the consumer.
Customer	A person paying money for a product they need to immediately to use. However, there are also times the customer acquires not only the products but its services too e.g. a customer paying for a phone from a Safaricom shop, might also need to be connected to internet services. In this case, the customer will also become a client to Safaricom.
Financials	Details of assets, liabilities, projections on average revenue per customer, monthly client growth, forecasts on revenue etc.
Ideal Customer	The target customer who perfectly matches the unique solution that you are providing, e.g. School pupils are ideal customers for ruled exercise books. Construction workers are ideal customers for hot lunches; babies are the ideal customers of diapers; and so on.
Income	The money received from someone from provision of products or services. Sometimes income can be from a gift e.g. you get Ksh 500 from your mum for doing well in your exams. It could also be money earned for offering a service or selling a product. E.g. if you offer your auntie babysitting services and they pay you for it, that could be considered income. On the other hand, if you make jewellery and sell it to your friend at a profit, that too can be considered income generated from the sale of goods and services.
Investment	An asset acquired with a goal of using it to generate income. For example, if a chef buys an oven for his bakery business, the oven is considered an investment.

Liabilities	Anything that takes out money from the business. Liability comes from an English word “Liable” meaning responsible or answerable in law. These could be debts and obligations related to the business, e.g. if the chef had borrowed the money he had spent to acquire the oven from a local bank, the loan is a liability to the business.
Marketing strategy	How you intend to advertise and market your brand or products; a brief on what channels or platforms in which you will advertise
Profit	The financial gain a business gets after deducting all costs and expenses after a period of time. Thus Profit = Revenue minus Costs/Expenses
Revenue	This refers to the channels that the business can use to generate its income. Revenue refers to the sales that the business makes from all the products sold or for the services rendered.
Savings	Refers to the income that is not spent. Prudent business owners do not borrow money either from the bank or from other sources to finance their businesses. Rather they put aside money over a period of time that they use in the business. There are many methods of saving money. This could be in a bank, mutual fund, or through buying government treasury bonds which are then sold back for a little profit. It is always prudent to consider saving money when you are running a business as this is comes in handy on ‘a rainy day’.
Timeline	Providing for different milestones in the business can be helpful visual element for investors, e.g. launch date, marketing timelines, a hiring plan, and other pertinent business growth information
Unique selling point	A realistic solution of solving the identified challenge/problem making you stand out from the rest; added value to existing solutions
Unique Value Proposition	A statement used to explain to your customers the uniqueness of your products or services from those of the competitors. It talks about the benefits that your product or services have on your ideal customers. It usually aims at increasing buy-in for your product or service.

LESSON

ONE

SELF AWARENESS



“Nobody can teach me who I am.
You can describe parts
of me, but who I am
- and what I need - is
something I have to find
out myself.”

- Chinua Achebe

LESSON 1: INTRODUCTION TO SELF AWARENESS

OBJECTIVE

By the end of this lesson, you shall be able to:

- i. Define who you are
- ii. Identify your strengths and weaknesses
- iii. Identify your gifts and talents
- iv. Identify how you can apply these aspects in your daily life

1.1 Who I am – Becoming Self-Aware

Defining who one is produces immensely satisfying results for each one of us. We all experience different feelings at varied times. For example, we may feel happy, sad, fear, sleepy, tired, energetic, remorseful and so on.

These feelings affect how we respond to different situations or even how people occasionally view us. For example, when one is feeling tired, they would be unable to think clearly or even understand what they are reading. Their ability to make good judgements is often hampered. One would need a clear mind to comprehend what is around them in order to take the appropriate action.

Self-awareness therefore is the introspection capacity that a person has to understand and know one's qualities, strengths, weaknesses, thoughts, beliefs, creative ideas, reactions, attitudes, emotions and driving motivations.

Introspection means assessing how one thinks about themselves, how one is perceived by others and how others are impacted based on one's behaviour and reactions. It is therefore our ability to accurately define and identify our thoughts, feelings and impulses in order to decide whether they are grounded in truth or not. When this is done, it can help one improve their decision making processes, an aspect that is vital in entrepreneurship.

In order to understand this, let us carry out the following exercises:

Self awareness is “the ability to take an honest look at your life without attachment to it being right and wrong.”
– Debbie Ford



REFLECTION EXERCISE 1-1

- i. Walk outside your house or classroom and look around you. Describe what you see. Write down three things you can see.

.....

.....

.....

- ii. Now close your eyes for a moment. Describe what you feel about what you have seen. Write down these feelings for each of the three things you have seen.

.....

.....

.....

Notice how everything we have seen makes a huge impact on the way we view our individual feelings. This helps us associate everything with our feelings. That way we are able to define and express what everything means to us. This process is known as self-awareness.

How then do we apply self-awareness in our lives? To answer this, let us reflect on ourselves and answer the following questions:

- i) What do people know about me? (Public View)
- ii) What don't people know about me? (Hidden View)
- iii) What do people know about me that I do not know? (Blind Area)
- iv) What is still a mystery to me? (Mystery)

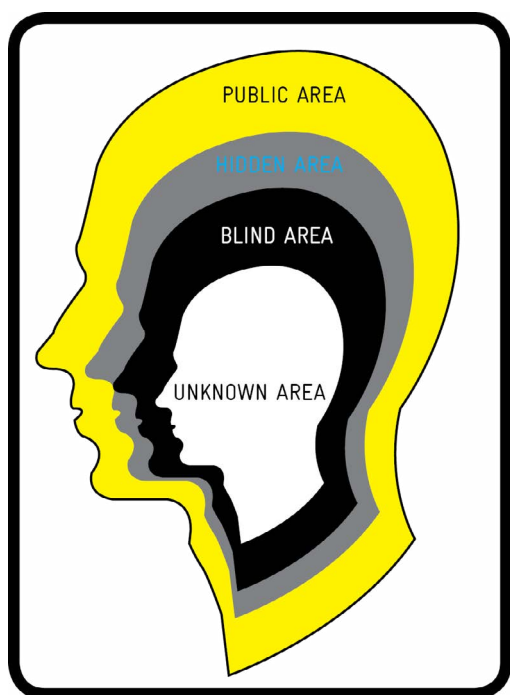


Figure 1: Self awareness map

Figure 1 represents our wholesome view of the world around us and helps us to reflect on the areas about ourselves that are either known to us, known to others, not known to us and only known by God.

Yellow represents what everybody can tell about us, for example, I am a girl in school uniform;

Grey represents what is known to me but not immediately evident, for example, I am a teenage girl in junior secondary school;

Black represents what is known by only me, for example, I am a teenage girl in junior secondary school who does not have fare to take the bus; and

White represents what is only known by God about me, for example, why today I do not have what I need as I go home.

REFLECTION EXERCISE 2-1

Take a moment to reflect on yourself. Use the table below to write down the following;

- Three things that everyone knows about you;
- Three things that not many people or very few people know about you (it could be interests, talents, things you like or dislike);
- What people say about you; and
- What no one knows about you except God.

		KNOWN TO SELF	UNKNOWN TO SELF
KNOWN TO OTHERS	OPEN SELF	PUBLIC VIEW Information about you that both you and others know	BLIND SELF HIDDEN VIEW Information about you that you don't know but others do know
	HIDDEN SELF	BLIND AREA Information about you that you know but others don't know	UNKNOWN SELF MYSTERY Information about you that neither you nor others know
UNKNOWN TO OTHERS			

For this exercise, focus more on the activities, interests, things you like or dislike, etc.

REFLECTION EXERCISE 3-1

Have you been involved in an activity that you enjoy? Do you find that time flies when you are immersed in that activity? When you are in this activity, do you realise you rarely get distracted? Each of us gets into such a moment from time to time. This is called 'flow'. Take the next few minutes to identify the activities that cause this flow that occupies you and write this down in your notebook. Share some of your answers with your club patron.

REFLECTION EXERCISE 4-1

To enable one become self-aware, there is a set of questions that could guide you. In your note book, try and answer these questions below. Please be as reflective, detailed, and specific as possible.

- Who am I?
- What do I like?
- What beliefs are important to me?
- What do I think?
- How do I look?
- What is my personality?
- What do I believe?
- What is the one thing that makes me unique?

NOTE

This is not meant for discussion, but rather for your independent personal assessment

The exercises we just carried out were meant to help us define what self-awareness would mean to us and how we can effectively begin to understand its value. As entrepreneurs, the first step requires us to bring out our inner selves. Once this is done, we can then move swiftly into developing the ideas we feel would best suit us. We shall cover these aspects throughout this manual.



Watch the following video clip

Identity Explained for Children by popnolly.com/donate

<https://youtu.be/eRzRAh2M2Ao>

1.2 Define your Personal Attributes

Personal reflection question: Who do I consider myself to be? How do I view myself?

Reflecting on such questions is important as it gives one the confidence to draw out their inner energies.

Having understood WHO one is, the next step involves defining one's personal attributes. Personal attributes are the traits that one naturally has that makes them unique. These are driven by what one believes and holds dear to their hearts. This influences our behaviours or mannerisms.

Successful entrepreneurial attributes involve thinking positively about one's self, ideas and plans. To become great entrepreneurs, it is important not to allow negative thoughts to shoot down our great ideas by always finding fault in everything.

A successful entrepreneur holds the following attributes:

- i. Strong willpower - longing desire to succeed despite the pitfalls
- ii. Management - ability to make and implement one's plans
- iii. Obsession - driven and enthusiastic about the goals and willing to take calculated risks
- iv. Intelligence - competence and ability to make good decisions
- v. Devotion - hard working long hours and days; passionate about what they do
- vi. Inspiration - hold creative ability to think 'outside the box' - huge vision
- vii. Flexibility - ability to adjust to different situations and environments
- viii. Self-assurance - confidence in one's abilities and driven to motivate others

REFLECTION EXERCISE 5-1

There are important attributes which are demonstrated by an entrepreneur, for example: commitment, confidence, embraces failure, is flexible, open minded, polite and is a risk taker. Discuss these and other attributes that are demonstrated by successful entrepreneurs you know.

NOTE

Think about your own attributes or characteristics, what specific personal attributes are unique to you?

List 10 additional attributes that you know or have across.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

1.3 Developing Personal Mantras

Each one of us has what excites us every day to perform what we love, driven by a combination of individual strengths, passions and visions. These become our convictions. To thrive and do well, we consciously persuade ourselves even at our lowest moments to push on. Despite our shortcomings, this ability is referred to as “grit” and it is an important entrepreneurial quality.

A great entrepreneur grounds their ambitions on solid facts and beliefs. They are the basis of our attitudes in life, more so an entrepreneur’s drive in the society they live in. During this persuasion process, one repeats positive messages and phrases either audibly or by heart until they become part of their beliefs. These phrases and messages are known as mantras.

A mantra is a word or phrase used to remind one of their rules and principles. It is important to be self-aware to develop a personal mantra that aligns with who you are and your future aspirations.

REFLECTION EXERCISE 6-1

Think about three quotes/sayings or phrases that you use whenever you are discouraged. For example: “I cannot make it”; “I cannot fit with them”; I am not beautiful”

1.
2.
3.

From the exercises, we find out that we all have statements and phrases that keep driving us, or give us the energy to wake up and set out to do what we love. That is a strong trait for an entrepreneur.

A Successful entrepreneur constantly reminds themselves: who they are; why they are in the enterprise; what they are helping solve; and what their greater vision in life is. A great mantra is drawn from everything a successful entrepreneur believes in. This entrepreneur is not only serving one’s self interest, but is driven by a need to change the overall society.

However, there are times when one would feel insufficient. A successful entrepreneur does not allow room for negative talk or pessimism. They develop solid principles that keep reminding them about their passions.



It does not matter how low one feels, the reflection in the mirror is always bigger and better. Everyone deserves to feel good about who they are.

A well-grounded entrepreneur will be driven by the following mantra:

"I am a child of God, created for His purpose, with gifts and talents to serve His creation."

NOTE

"The number one reason why people fail in life is because they listen to their friends, family and neighbours."

– Napoleon Hill

Which mantras have you developed? Repeat these as often as you can and you will find that it gets you through each challenging task.

The quote by Napoleon Hill encourages us not to rely on other people's opinions about us when making critical decisions or choices.

REFLECTION EXERCISE 7-1

Look into a mirror and describe yourself. Think about three things you think about yourself when you look at yourself in the mirror and write these down in your notebook.

1. _____
2. _____
3. _____

REFLECTION EXERCISE 8-1

What phrases or statements would you use to encourage yourself even at your lowest moments? Write these down in your notebook as you will have to remember them all the time.

1.4 Recognising one's Gifts and Talents

Each one of us has God-given talents and gifts to serve creation. For example, those who cook, feed many. Those who can draw, entertain many. Those who understand complex subjects, provide solutions to many and so on. We need to identify our gifts and talents and how these can be beneficial to others in society.

Self Care and Mental Health Tips

Whenever you feel low, practice the following measure to get out of the situation:

- i. Focus on the moment
- ii. Recognize toxic stress activities, environments and events
- iii. Share your own feelings to encourage self-awareness with others
- iv. Set aside time for low-stress of solo activities
- v. Cultivate interests and hobbies
- vi. Encourage journaling and writing
- vii. Join social groups that provide a sense of belonging
- viii. Establish and practice a self-care routine for yourself to set the standard

REFLECTION EXERCISE 9-1

There is an interesting story that is found in the Bible in the book of Matthew 25:14-30. Please read it alone or in your groups.

From the story, please answer the following questions:

- i. What five lessons do we learn from the story?
- ii. What gifts and talents do you have? Please list these in your note book and share with your patron.
- iii. In groups of five, evaluate each other's gifts and talents and write them down on a pinned manila paper.

REFLECTION EXERCISE 10-1

We now know that we all have gifts and talents. Take some time and answer the following questions in your note book:

- a) What do you like to do?
- b) What are you most good at?
- c) What do you do easily and effortlessly?
- d) What makes you feel good doing it?
- e) What mantra drives you? Develop your own.

NOTE: These responses will be important later as we cover the club activities so make sure that you can come back to them.

1.5 Applying Our Gifts and Talents to Help Others

Reviewing Exercise 9-1, we find that each answer has an application in day-to-day life and can be developed further into a business idea. Below are some of the examples of these applications:

- I am good at math: I can help others understand math by coaching them
- I like to read out loud: I can read stories for my younger siblings or in public for a fee
- I am good at organizing stuff: I can help my parents to organize cabinets at home.
- I like to work on the computer: I can develop solutions that solve solutions to common problems using computer applications
- I like to bake cookies for other people: I can bake and sell cookies and cakes to my friends during their parties.
- I like to take pictures: I can become a photographer during parties for my friends.
- I like playing football: I can become a professional player and train others to be better footballers.

REFLECTION EXERCISE 11-1

On your own identify how what you love can be used to improve another person's life or even the general community. List your likes on a 2-column table as shown in the table below.

What You Love To Do	What Business Idea can you Develop from your Area of Interest/Passion
1.	
2.	
3.	



To practice what we have learnt and how it could benefit others in your community, we shall listen and learn to the following rhythmic song.

By Pinkfong Baby Shark - Kids' Songs & Stories

<https://youtu.be/o0ccLld-LJg>

NOTE

As long as you are using your gifts and talents, you will acquire better skills, and improve your performance. If you do not use your talents and gifts, you will end up becoming poor and your performance will be worse. No one wants that.

“Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by dogma - which is living with the results of other people’s thinking. Don’t let the noise of other’s opinions drown out your inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary”

– Steve Jobs



LESSON 2: INTRODUCTION TO ENTREPRENEURSHIP

OBJECTIVE

At the end of this lesson, the learner must be able to:

- i. Know who an entrepreneur is;
- ii. Know what an entrepreneur does;
- iii. Describe the different types of entrepreneurs; and
- iv. Develop a business idea that can be started and operated

2.1 Define an Entrepreneur

It is time to apply our gifts and talents to good use, having learnt the importance of self-awareness. We will learn how to become entrepreneurs. But who is an entrepreneur?

An entrepreneur leaps, works hard enough and sacrifices everything else around them to solve problems like no one else can, with a mindset directed towards earning a profit. Entrepreneurs often alone, dive headlong into one's self-made-likely-very-risky venture, work hard for long hours, and derive pleasure in both success and failure without giving up. Moreover, entrepreneurs create jobs, innovate, create change, and while at it, earn profit as their activities add value to society.

Entrepreneurship involves an entrepreneur taking **ACTION** to solve a problem that many struggle with each day, bring people together in a way no one has before, or build something revolutionary that advances society changing its status, taking the first step into making the world a better place – for everyone in it, including themselves.

We shall break this down as we proceed

REFLECTION EXERCISE: 1-2

Think about the people and businesses within your community who solve different problems and provide value creatively and in exchange they receive some payment for it. List at least five people or businesses in your notebooks in a table as shown below.

PEOPLE / BUSINESS	PROBLEM SOLVED	SOLUTION PROVIDED – PRODUCT/SERVICE

As seen from the exercise, there are people in our communities who provide us with products or services which improve our lives. This improvement is also described as “value.”

In the next Lesson we shall look at this “value.”

2.2 An Entrepreneur Providing Value

By using their gifts and talents an entrepreneur creates a business that solves other people's problems and challenges and gains a reward for it. This process means that an entrepreneur provides value. Value is a well-defined solution (product or service) to a problem or challenge.

To illustrate this, let us look at the example we covered in Lesson One. Refer to where you had identified your gifts and talents. From these, point out what value you would provide using each to your society.

For example:

YOUR GIFT OR TALENT	WHAT VALUE DOES IT PROVIDE?
<i>I am good at math</i>	I can coach others to understand math
<i>I like to read out loud</i>	I can read stories for my younger siblings or for the public for a fee
<i>I can do good beadwork</i>	I can make beautiful jewellery and artwork
<i>I like knitting and crochet</i>	I can knit children's booties and hats

REFLECTION EXERCISE 2-2

- Referring to your own gifts and talents, identify five things you are good at and write them down in your note book.
- Describe how each could provide value to the community you live in.

It is important to identify one's strengths, gifts and talents are to know the value they will provide. The secret ingredient of a great entrepreneur is that they use what they have, their gifts, their passion, their skills, and their networks, to provide value! The value one provides comes from the solutions to problems or challenges one tackles in society.

NOTE

When you are providing a solution to the problems or challenges, you are providing value.

2.3 Products, Services & Concepts

An entrepreneur offers value by creating either products, services or concepts. Sometimes an entrepreneur can offer both products and services. We shall illustrate these ways as we go on.

What is a product?

A product is usually a tangible item – that which you can sense with the five senses of the body (see, touch, smell, feel, taste). Most product entrepreneurs avail items aimed at satisfying people's needs e.g. bread, sweater, shoes, pen, bottled water etc.

What is a service?

Basically, a service, valuable nonetheless, is intangible, which means that instead you encounter it e.g. security, electricity, transportation, digital apps, mail/package courier, laundry, hair styling, hotel etc.

NOTE

People do not pay for the goods or services an entrepreneur provides. They pay for the value the good or services provide. When you provide value, people will pay you.

Differences between a product and service

PRODUCTS	SERVICES
Product e.g. clothes, shoes, houses	Services e.g. cobbler, tailor, dancer, singer

Products are tangible (you can touch them)	Services are intangible (you cannot touch it)
Products can be returned	
Products can be counted (quantifiable)	Services cannot be returned
Services cannot be counted (unquantifiable)	

So By coaching someone to understand math or by reading stories to your siblings, you are offering a service. Whereas if you can make beadwork or you can knit booties and hats, you are offering a product. From providing products and services you can deliver forms of value that can satisfy the needs of your clients/customers.

The easiest way to distinguish what is required, one can use the following analogy:

When a person asks:

"What can you physically give me?" they are asking about products;

When a person asks "What can you do for me?" they are asking about services.

What is a Concept?

Just before products and services are a reality, they are ideas. These are presented on paper as novel designs, drawings, diagrams, or even sketches. These presentations are pitched as concepts. For example, if one is researching on a new way of doing something, and would like to attract the attention of future consumers or funders, they normally pitch a concept.

REFLECTION EXERCISE 3-2

- i) Take a walk in your neighbourhood and identify different people, their businesses and the value that they provide
- ii) Using the distinction provided in the table above, identify entrepreneurs who either provide a product or a service.

When an Entrepreneur provides both a service and a product

There are instances when an entrepreneur can provide both products and services e.g. a butcher offers meat (product) and its packing (service). Safaricom delivers mobile telephony as a service but also sells mobile phones as products. In more complicated situations, Google has an online App (digital services), and also avails a market for products and services. Although its products are not tangible the services can be quantified.

Other examples where an entrepreneur can offer value in both products and services, would be a car dealer selling both the car (product) and its insurance and mechanics (service).

REFLECTIVE EXERCISE 4-2

Think about 3 entrepreneurs in your neighbourhood who provide Products, Services and both Products and Services and fill in the table below.

PRODUCT PROVIDERS	SERVICE PROVIDERS	PRODUCT & SERVICE PROVIDERS

Presenting Products and Services

Products and Services are presented using **Problem – Solution – Benefit (PSB)**: which means, you highlight the problem, present the solution you propose to implement, and then show the benefits of your method of intervention. For example, Jamie Bahati has identified the need for fresh baked cakes in his neighbourhood (**Problem**). He will use his home oven and space to bake and deliver fresh baked cakes to the resident grocery shop (**Solution**). He is a member of this community and is totally in touch with his customers' needs and feedback (**Benefit**).

REFLECTIVE EXERCISE 5-2

Can you identify an example of a business in the neighbourhood that implements its own product or service Problem-Solution-Benefit? Do you have a business idea that can provide Problem-Solution-Benefit?

Present this to the patron for discussion.

2.4 Buyer/ Customer/ Consumer/ Client/ Competitor

These words are in most cases used interchangeably. However, we shall find out that their applications are different.

Buyer – A person who buys goods and services from a business either for themselves or for someone else makes them a buyer, whereas the act of using the purchased product or service make them a consumer. For example, a mother who buys diapers for her baby, the mother in that case is a buyer, whereas the baby is the consumer.

Customer – A person paying money for a product they need to immediately use is most of the time referred to as a customer. However, there are also times the customer acquires not only the products but its services too e.g. a customer paying for a phone from a Safaricom shop, might also need to be connected to internet services. In this case, the customer will also become a client to Safaricom.

Client – A client is a customer mostly requiring extended services beyond the product or service they are acquiring. This is a person or entity with whom an entrepreneur builds a relationship. In other words, a client is a more loyal customer.

Competitor – Anyone offering similar products or services, or one who satisfies the same need you intend to satisfy e.g. if you are offering to quench thirst, you could provide water, soda, juice, or milkshake. These are known as generic competitors. There are many other products branded differently meeting the same need. These are known as brand competitors. All these make up your competition.

REFLECTIVE EXERCISE 6-2

i) From the explanation above, mark and fill in the appropriate spaces who one you might find in the following business enterprises. Use the example here:

BUSINESS	BUYER	CUSTOMER	CLIENT	CONSUMER
Hotel		X		
Bank	X	X	X	
Supermarket	X	X	X	X
Grocery Store				
Phone Shop				
Beauty Parlour				
Petrol Station				
Hospital				
Law Firm				
Photo Studio				
Computing Store				

ii) On the chart below, fill in what product or service one could get from Value provided as shown in the first column. What kind of customers/clients would require the value proposed?

VALUE	PRODUCT/ SERVICE	IDENTIFY THE CUSTOMER
Car Wash	Service	Vehicle owners, Matatu drivers, motorbike riders, carpet owners
Cleaning dog kennels		
Grocery Shop		
Supermarket		

2.5 How do “I help...” Statements?

Entrepreneurs always explore what value they could provide in the community through harnessing their gifts and talents. Thus, asking themselves “How do I help”?

The answers to the “I help” statements created point out the solutions that provide the required value. Examples of these are outlined below:

“I help...”

- I help people.... To save time
- I help people.... To save money
- I help people.... To improve their health
- I help people.... With food
- I help people.... With technology
- I help people.... Get suitable gifts for their loved ones
- I help people.... In handling waste
- I help people.... With their farm animals

REFLECTION EXERCISE 7-2

Now on your own, define five “I help...” statements from the value you provide and put this down in a table as shown below:

I help....	
I help....	
I help....	
I help....	
I help....	

2.6 How Providing Value becomes a Business

Entrepreneurs mainly rely on the strengths of the gifts and talents they possess. For one to become a successful entrepreneur, one must self-assess themselves, identify their strengths and find out how each can be converted in to a “I help...” business. Most businesses are based on individual “I help ...” statements.

For example, one might have said, “I help people look sharp and smart, through knitting them smart sweaters.” A person can require a good sweater (value) for when it is cold and chilly. In this case this gift or talent of knitting can be converted to become a thriving business as it provides needed value to customers.

REFLECTION EXERCISE 8-2

Convert your own “I help...” statements in to “Businesses I can do...” State whether the business offers a product or a service.

I HELP....	BUSINESS I CAN DO....	PRODUCT / SERVICE

REFLECTION EXERCISE 9-2

Here are some examples of people who provide value:

The veterinarian, teacher, police officer, nurse, milk deliverer, mechanic, doctor, taxi driver, fire-fighter, garbage collector, caretaker, lifeguard, water vendor, grocer, stone mason, plumber, steel engineer.

List other people you know that provide value like we have described and describe what value they provide. Discuss your answers with your patron.

REFLECTION EXERCISE 10-2

The table below has a list of problems/issues that need to be addressed. With the perspective of an entrepreneur, identify the solutions that can be offered for each of the problems

PROBLEM/ISSUE TO BE ADDRESSED	SOLUTION PROVIDED
An elderly lady who lives next door has a garden but can't afford to pay someone to take care of it	
New neighbours just arrived in your neighbourhood and have no one to welcome them or show them around	
At my friend's birthday party, and he or she needs me to do something special for her?	
My mum needs help cleaning up the house because we have visitors coming over	

REFLECTION EXERCISE 11-2

Visit to your neighbourhood. Identify five businesses and find out what value they each offer. For each, identify at least 10 characteristics of that entrepreneur. How is each of the qualities you have identified illustrated or shown? The table below explains how to carry out this exercise.

In your groups, provide other relevant examples

PERSON	VALUE PROVIDED	CHARACTERISTICS	ILLUSTRATION
Barber	Shaves/Styles my hair	Punctual, Creative, Hard-worker, Clean	Goes to the barber shop every day at 6 am
Mama Mboga	Sells groceries	Hard-working, Keen, Kind	Makes sure that her stall is clean every time I visit
Matatu Tout	Assists passengers to board and alight into vehicles	Friendly, Hard-worker, Clean	Always speaks kindly to me and other passengers whenever I board his matatu

REFLECTION EXERCISE 12-2

The Daily Nation Saturday Magazine normally discusses the stories of entrepreneurs in the country. Read the "Woman of Passion" section and discuss some of the characteristics of the entrepreneurs in that section.

2.7 Bringing my business to life

We are now progressively converting our gifts and talents into businesses that provide value to our customers. But this is still in our hearts. For this to become a reality, we need to look at the ideas that we have developed. One must therefore be able to answer the following questions:

- Who am I? – (What is your passion/ interest/gifts? What things come easily for you?)
- What do I know? – (Am I skilled in my area of interest to solve the proposed problem?)
- Whom do I know? – (e.g. a parent/family that can provide capital for the idea; a potential

customer/client who could benefit from the solution etc.)

- What do I have? – (Do you have access to any resources they have such as sewing machines, an oven, a blender, space at home, a camera, a digital phone etc.)

We shall use the example of Jamie Bahati, a young man who lives in Green Valley Estate in Nakuru. He wants to start baking and selling cakes in the neighbourhood during the weekends to help earn some money for his family. Below is his Business Chart.

Sample Business Chart

Name: Jamie Bahati	AGE: 13 Years old
Who am I?	What do I know?
I am a young and passionate chef who loves to make pastries	I know how to bake cakes I know where and how to deliver the cakes I know how to decorate the cakes
Whom Do I know?	What do I have?
I am financially supported by my mother I know my neighbours I know the groceries that can distribute my cakes I know a few friends who can help market my cakes I know a boda-boda rider who can deliver my cakes I know a friend who has quality supplies to make my cakes	I can bake cakes I have vacant space and an oven at home I have learnt how to bake cakes I have free time as we are on holidays

REFLECTION EXERCISE 13-2

In your notebook, draw out your own business chart. Identify one idea you would like to bring to life. Use that idea to answer these questions as illustrated in Table 2 above:

Who am I?	What do I know?
Whom Do I know?	What do I have?

“All men dream, but not equally. Those who dream by night in the dusty recesses of their minds, wake in the day to find that it was vanity: but the dreamers of the day are dangerous men, for they may act on their dreams with open eyes, to make them possible.”



- T. E. Lawrence

LESSON 3: VISION BOARDING

OBJECTIVE

At the end of this lesson, the learner must be able to:

- i. Know what a Vision Board is
- ii. Develop a Vision Board
- iii. Understand its application in entrepreneurship

"Where there is no vision, people perish"
Proverbs 29: 18.

(The Bible reference-
KJV?)

3.1 Introduction to Vision Boarding

An entrepreneur's important attribute involves observing problems within their communities, imagine solutions, and develop and deliver products or services of value that will solve these problems. This is the process of visioning.

According to the Oxford Dictionary, a vision "is an idea or a picture in your imagination and the ability to think about or plan the future with great imagination and intelligence."

A vision is the ability to see, but in this case, we are referring to that ability to creatively see beyond what our physical eyes can see. It involves being able to use our imagination to envision people, a place or things that do not exist

3.2 Difference between Vision and Memory

To illustrate this, we shall perform an exercise:

REFLECTION EXERCISE 1-3

Close your eyes for a moment. Think about the most beautiful place you have ever been. What are the colours of the environment? Describe the sounds you hear? What smells are in the air? What do you like about this place?

Now write these feelings down on a plain paper. Use different colours to illustrate your imagination.

REFLECTION EXERCISE 2-3

Now imagine of a place. Think about the beauty of the trees, flowers, smells and odours. In your vision, what is the colour of the sky? What does the sound of birds' chirp feel like? If you were to go there, how would you feel? Who would you like to meet there?

Both Exercise 1-3 and Exercise 2-3 have reached out to a part of your senses which is important for envisioning. However, Exercise 1-3 just helped you remember what you already know and have already seen. For example, if your most beautiful place was a beach pool at the Coast of Kenya, you remembered the splashing of the waves, people screaming in joy, the sweet smelling juice and burger you took that day, the music being played, and the friends you made that day.

On the other hand, Exercise 2-3 caused you to creatively build what you have never seen, right? As you may have realised, you did not have to open your eyes to remember about the

most beautiful place you have ever been. This is what a vision does. It reaches out to your memories and senses and gives you an insight of everything.

The most distinct difference is that a vision is something that you have no memory of, and you would have to reach out to your creative energies and come up with a picture of what it would look, right? This is called visioning.

3.3 All Men see, but not equally!

Each one of us has a different dream about their future just like the flowers and the leaves of plants. They have varied colours, shapes and sizes. This makes the world beautiful. Therefore, everyone can develop their own unique and individual visions about the future.

Before we go, on let us read the following story.

STORY TIME: A FOLK TALE FROM INDIA

www.peacecorps.gov/educators/resources/story-blind-men-and-elephant



Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten

young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an elephant when she travelled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain

why the Rajah's daughter can travel safely throughout the kingdom."

"I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke."

Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" He declared. "It must be very powerful."

The second blind man put his hand on the elephant's limber trunk. "An elephant is like a giant snake," he announced.

The third blind man felt the elephant's pointed tusk. "I was right," he decided. "This creature is as sharp and deadly as a spear."

The fourth blind man touched one of the elephant's four legs. "What we have here," he said, "is an extremely large cow."

The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops," he said.

The sixth blind man gave a tug on the elephant's coarse tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed," he scoffed.

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink."

While they waited, the six blind men talked about the elephant.

"An elephant is like a wall," said the first blind man. "Surely we can finally agree on that."

"A wall? An elephant is a giant snake!" Answered the second blind man.

"It's a spear, I tell you," insisted the third blind man.

"I'm certain it's a giant cow," said the fourth blind man.

"Magic carpet. There's no doubt," said the fifth blind man.

"Don't you see?" Pleaded the sixth blind man. "Someone used a rope to trick us."

Their argument continued and their shouts grew louder and louder.

"Wall!" "Snake!" "Spear!" "Cow!" "Carpet!" "Rope!"

"Stop shouting!" called a very angry voice.

It was the Rajah, awakened from his nap by the noisy argument.

"How can each of you be so certain you are right?" asked the ruler.

The six blind men considered the question. And then, knowing the Rajah to be a very wise

man, they decided to say nothing at all.

“The elephant is a very large animal,” said the Rajah kindly. “Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace.”

When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah’s advice.

“He is right,” said the first blind man. “To learn the truth, we must put all the parts together. Let’s discuss this on the journey home.”

The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend’s shoulder, and so on until all six men were ready to travel together.

REFLECTION EXERCISE 3-3

Write answers to the following questions.

- i. What lessons did you learn from the story?
- ii. What happens in the story when each blind man “sees” the elephant?
- iii. Why were there six different ideas about the elephant?
- iv. Were any of the men right about the elephant?
- v. Were any of them completely wrong?
- vi. What did the blind men learn from the Rajah?
- vii. What does the storyteller want us to learn from this tale?
- viii. What if the men in this story were not blind? Would they still have different perceptions about elephants? Why or why not?

NOTE

Remember, there is no wrong answer. Think as widely as possible.

3.4 A Vision Board

Each of us is gifted and thinks differently. One’s reaction and response to a situation depends on our point of view. However, we all need to dream first and then convert that dream to reality.

Therefore, when developing a vision board, we reach out to our vision and memory, as they visually define what we expect. We shall understand this much more as we go on.

Generally, developing a vision board involves using our imagination, intelligence and creativity. It involves one drawing out their aspirations, dreams and visions on a physical board. This way one would be reminded of what they would like to see in future. The vision board is composed of visual representations of your creative memories and imaginations. It is a beautiful process.

A Vision Board is a dream board intended to serve as an inspiration or motivation tool. It is the best method of bringing our dreams to reality. It is a collage of images, words and numbers representing a person’s wishes or goals. It therefore illustrates goals or resolutions on a board, effectively becoming one’s dreams on a physical wall.

It becomes a motivator to look at as you pass by, daily reminding you of your aims, and in turn re-energizing one to be at their best in one’s achievements.

So what must we include in our ‘Dream Board’?

3.5 What's in a Vision Board

In order to make it comprehensive, the following table presents what one includes in a Vision Board. These can be in form of messages, phrases, pictures or figures if any.

Personal values	What guides you daily ?
Personal strength	What are you good at?
Passions	What things make you happy ?
Gratitude	What are you thankful for everyday?
Goals	What are you aiming to become? Could be short/long term

3.6 Principles of a Vision Board

A Vision Board is a physical representation of one's dream. It includes beautiful images, positive statements, attainable numbers and so on.

A Vision Board is **SMART** - Specific, Measurable, Achievable, Realistic and Time Bound
Specific - Guided by your strongest desire and strength

Measurable - Provides results that can be pointed out

Achievable - Tells the truth of what you aim at

Realistic - Derives its presentation of real things only

Time-bound - It is occasionally revised and updated

REFLECTION EXERCISE 4-3

You can also make you own vision board using manila papers, colouring pencils, rules, pencils etc. Page 25 has samples of Vision Boards you could look at while developing your own. Notice how colours, images and illustrations have been used.



Click on the following link and practice making your own Vision Board on the digital platform below:

<https://www.canva.com/design/DAEa-Qe8rF0/tQPyrGlugkZW6TIFL9jRxA/edit>

3.7 Expanding our vision

One can expand their vision in several ways to ensure they are in tune with the current situation. This can be by:

- Reading more books* – especially motivational and aspirational ones. Story books and romance books might not provide you with what you need, because they are based on unrealistic situations
- Watching technical and scientific documentaries and inspirational videos* – Animated and Science Fiction (Sci-Fi) movies might not provide what you require for this because they are just for entertainment



Source:

u/Bananaenvious@reddit - <https://tinyurl.com/zsuzvjd6>



Source:

https://www.sheknows.com/wp-content/uploads/2018/08/Visionboard3_lsgoah.jpeg

- iii. *Travel locally/internationally* – take advantage of any opportunity to go to a new place, where you will see different things that might stir your creative edge
- iv. *Write a journal* – this is a recommended method for reviewing your performance presently or in the future. It has been found to increase your imagination and creativity (remember what we said about doing things over and over)
- v. *Develop a scrapbook* – like journaling, whenever you come across interesting articles in the newspapers, magazines, online and so on, collect these in a scrapbook. You might be surprised how far they go in expanding your thinking horizons
- vi. *Learn a new language and culture* – this will be valuable in the future. You will also find that it expends negative perceptions about what we do not know about others which is a good aim when developing a business idea.

REFLECTION EXERCISE 5-3

In groups of five, develop a scrapbook from different articles or resources on the different things that interest you as a group.

3.8 Implications of Visioning to Entrepreneurship

Entrepreneurs are said to have a third eye. This means that they can see what other people cannot. The power to look at things differently, to see opportunities, and to have foresight is what is crucial for visioning. When other people see problems, an entrepreneur sees opportunities. When other people complain that the government is not doing its job to keep the environment clean, the entrepreneur uses that as an opportunity to clean the environment by collecting and recycling waste items to develop products of value. Hence an entrepreneur sees waste as treasure. For example, some entrepreneurs have converted organic waste from their kitchens into compost for their kitchen gardens.

NOTE

A Vision Board is not permanent – not cast in stone. It can be improved, changed and advanced. It changes based on time and circumstances



“It’s not about ideas.
It’s about making ideas
happen.”

— Scott Belsky

REFLECTION EXERCISE 6-3

Think of a vision board as a collage. A collage is a technique of creating visual art with meaningful results using different visual aids, items and materials.

We shall now develop our vision boards based on the dreams we have. Collect different materials that you can use to build your Vision Board. For example, you can cut pictures from magazines, catchy phrases and statements, coloured papers and so on to create a beautiful Vision Board.

The following questions will guide the process of putting together your Vision Board.

NOTE

Never let your Vision Board overwhelm you. When you look at it, periodically review how things turned out and adjust accordingly. Some events might affect one's plans so let that not discourage you. Take one day at a time and above all commit your plans to God.

- i. Who are you? How can you define yourself? Think about the images that represent this and acquire them appropriately
- ii. What do you want to achieve in your dream? Think about the business you want to start
- iii. How will you achieve your goals? Think about the things you need e.g. equipment, money, people/friends, internet, etc.
- iv. Where do you want to be at the end of the year? Think about sales, numbers, money etc.
- v. Who will you target as your customer or client?
- vi. When do you intend to review or evaluate your Vision Board?
- vii. How many customers/clients do you want to reach?
- viii. How many products or services do you want to achieve?
- ix. What is your motivating mantra?
- x. How many stars do you intend to gain at the end of the year?

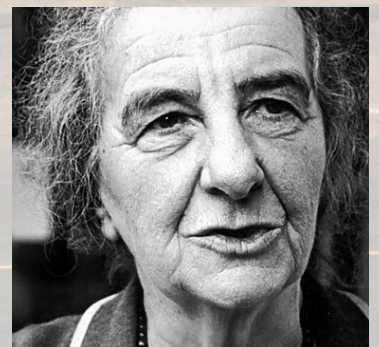
Once you have built your Vision Board, present it to your patron and discuss it.

LESSON
FOUR

DEVELOPING BUSINESS IDEAS

“Make the most of yourself by
fanning the tiny, inner sparks
of possibility in to flames of
achievement”

- Golda Meir, 4th Prime Minister of Israel



LESSON 4: DEVELOPING BUSINESS IDEAS

OBJECTIVE

At the end of this lesson, the learner must be able to:

- i. Clearly describe their business ideas
- ii. Learn the process of developing community problems into business ideas; and
- iii. Creatively develop solutions that will be implemented into business ideas

4.1 Generating Business Ideas

Earlier in Exercise 5.2, we converted our “I help...” statements into business ideas. In this lesson, we shall find how to put our ideas into practice and use these as the platform for our businesses as entrepreneurs. To remind you, please look at the table below.

I help ...	People with their pets	A business that cleans dog kennels
I help....	People with technology	A business that develops tech-code for sale
I help....	People with entertainment	A business that brings kids together to play a sport
I help....	People get suitable gifts for their loved ones	A business that sells hand-crafted gifts such as cards, ornaments etc.

In the table, we can find out three things:

- i. What we love to do
- ii. How it might help others
- iii. How it can become a business idea

Therefore, the same logical method is used to develop the business ideas. Find out if you would further develop this into a business idea once you know what you love to do.

REFLECTIVE EXERCISE 1-4

In your note book, write down as many ideas as you can that you would like to convert into business ideas.

BUSINESS IDEA	VALUE PROVIDED
E.g. Blending fruit juice	Offering a refreshing drink to customers during hot open days at my school
E.g. Writing poetry	Creating beautiful dramatized performances to be presented during events
E.g. Making jewellery	Provide accessories to make one look beautiful and presentable

4.2 Business Ideas becoming Businesses

While populating your business ideas, one must remember that the role of an entrepreneur is not only to solve a problem in the community they live in but also to earn money from the venture. Usually one generates many options before an appropriate solution has been identified. The process involves the entrepreneur sifting through the ideas they have identified and prioritizing those that are most promising for a business venture. This is called the business idea generation. This process engages a business idea (community problem) into becoming an enterprise (solution with value).

Let's use an example here:

Christina has many girlfriends. They like to hang out at the estate canteen on weekends where they have so many experiences to share. Christina likes to make beautiful ornaments at home. She feels that she can convert her passion in to a business. She would sell the ornaments she makes at home to her friends at the canteen. Her friends would become her first customers and indeed her best marketing agents once they embrace her ornaments.

Christina will use the 'Idea Generation Sieve' to find out if her idea would work before she launched her business. (In higher circles, it is known as the 'Design Thinking Process').

Figure 4 illustrates how this process is carried out. It is important to understand that this is not a linear process but rather an iterated one – meaning that the steps are repeated often in case the next step is found wanting or requires improvement. In the next session, we shall explain what each step represents and how it is carried out

4.3 Steps involved in Generating a Business Idea

There are six steps involved in generating a business idea. These steps are not followed sequentially or chronologically, because they are normally iterated throughout the business idea generation process. The chart below summarises what happens in each step.

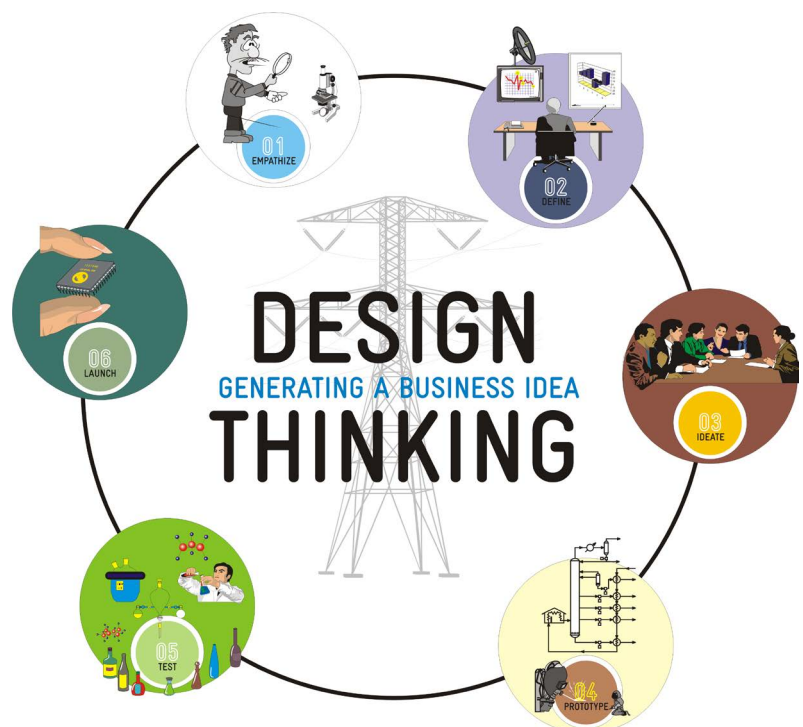
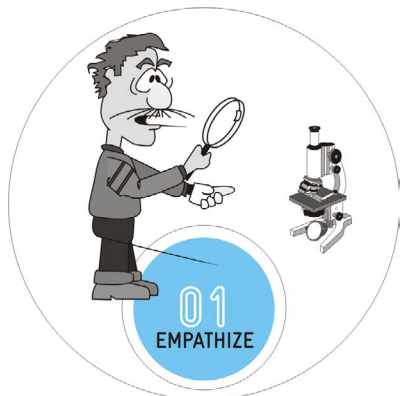


Figure 4: Design Thinking Process Illustration

1. EMPATHIZE	2. DEFINE	3. IDEATE
Look, Write, Draw	Ask	Imagine



Here one begins to learn a bit more about the problems in the community.

This can be done through research, interviewing, and listening and observing the target customers

Ask as many questions as you can to understand before you develop a business idea.

In the next step, one analyses the information they have collected from the target customers.

Ask yourself the following questions:

- What does my target customer want?
- Do I know how to meet these needs? Do I have the tools to do this?
- Where else can I get a solution that solves the community problems?

To better understand the problem, one can go back to the first step e.g. one can carry out further research or interviews in detail again.

Finally one comes up with one or two solutions that can be converted into business ideas.

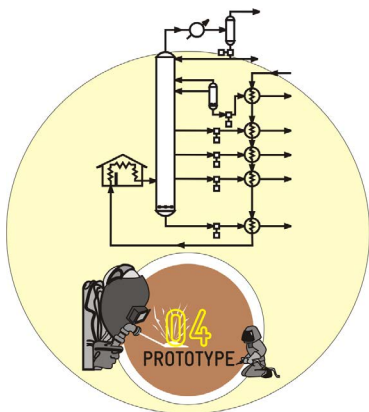
At this point, one proposes as many solutions to the problems.

All ideas are acceptable at this point. The wilder the better.

To refine them better, the problems and the proposed solutions can now be reviewed by others.

This process involves brainstorming, discussions and research to find out where else to find appropriate solutions

One can also choose a partner to help them develop the solutions/ideas.



4. PROTOTYPE	5. TEST	6. LAUNCH
Build and Test <p>This refines the ideas much better because it allows one to try out one solution after another to identify the most applicable one</p> <p>Present the proposed solution to a group and listen to their ideas. This could be friends at school or one's family.</p> <p>Ensure that one gathers all the feedback from the target customers. This helps one to learn much more about the subject as well as the applications of the required solution to the identified problem</p> <p>Refine your solutions now guided by the proposals made from the exercise.</p>	Improve <p>The solutions are now converted into business ideas and tested</p> <p>At this stage, it is crucial to find out what the target audience thinks about the idea</p> <p>Collect all this feedback and learning</p> <p>The idea can be further refined or even against the following questions:</p> <ol style="list-style-type: none"> What went well? What solution worked? What did not work well and why? 	Introduce to the market <p>Once one has a refined idea, the ultimate step is to launch the solution as a business</p> <p>Remember to continue evaluating the performance of the solution and improving it accordingly.</p> <p>For validation, it is crucial to iterate the solution back and forth. An entrepreneur is always innovating new ways of solving the problems they come across.</p>



Look at the chart displayed on the board. Use it to refine your business ideas.
 Watch the following video clip https://youtu.be/D6_QAy9K3yY
 Source: #askultra

4.4 Practicing Idea Generation

In Session 4.2, we found that our friend Christina has identified a business opportunity. However, before she ventures in to it she has decided to use the Idea Generation Sieve to help her reflect on if her idea is a viable business. Figure 4 shows the steps Christina's idea will be taken through:

Step 1: Empathize: Christina will begin by observing her friends and other people going about different activities, noting down what she saw. She will outline what they like doing, more so what they like to wear and where they like to socialize. She will find out what makes them happy and record down all these observations.

Step 2: Define/Ask: Christina will then brainstorm with her friends about the activities she has been observing. She would ask them to describe what problems or challenges they faced; what their current solutions were and how they felt about them; what their frustrations were; and what they envisioned their solutions to be in order to solve their current challenges.

Step 3: Ideate/Imagine: Christina would populate all the problems and challenges that she found from the brainstorming session (see Step 2). She would then match the problems/challenges with the proposed solutions provided in the discussion. At this point she would also sift through the solutions, identifying which solutions were similar, not viable (costly, not practical, bad for the community etc.), and reduce these to the most practical options. From the proposed solutions, Christina would now evaluate and screen these options to find out the extent to which they can solve the problem, defining the required solutions for example, if one of the proposals would involve producing Kenyan flag coloured bracelets and earrings for sale, where would she source the coloured beads, strings/thread, cloth, leather paper etc., how much these would cost, how regular would the supply or source be and so on. At this level she would just be querying each solution proposed to ensure that she understood it well.

Step 4: Prototype: At this point Christina has an idea on what her potential customers would need. So now she needs to find out what would really work. She would try out a number of designs; in different sizes and colours; in what weight and materials; and what the cost and demand would look like. (We shall look at Costing in a later session).

Step 5: Test: At this point Christina is feeling confident. She would produce samples based on her potential customers' options. She would develop the ornaments using the feedback she gets and see if that was working. She would consistently note the likes of her customers, even interviewing her customers to find out as much as she can about her ornaments. She will use their feedback to improve her ornaments and make them available for the final step in the process.

Step 6: Launch: Christina is ready. She is producing attractive and demanded ornaments for her customers. She is prepared to get them to the market where she knows that there is a willing buyer. This final step requires Christina to ensure that she can meet her market. It is also important for Christina to ensure that she opens up to new ideas about new products or solutions presently of in the future. Christina's customers are happy!

NOTE

Step 5 and Step 6 are normally iterated steps (meaning that they are often repeated) until the final acceptable/viable product or service is identified. These are not the only iterated steps because the interaction with the potential target customer or client will tell you what one needs to do before moving to the next steps.

REFLECTIVE EXERCISE 2-4

This is an outdoor exercise.

Observe people going about different activities outside school, at home, at the market, in church/mosque/temple or wherever you are. Use the design thinking process to come up with feasible business ideas as solutions to the problems or challenges faced. Be as creative as possible, do not limit yourselves!

At the end of the exercise, you will now outline what problems or challenges faced by the community and propose the best solutions as entrepreneurs. As described in Christina's example, illustrate what you will do at every step in order to come up with the required and practical solution. Use the chart below to fill in your findings and solutions.

	STEP	ACTION
Step 1	Empathize	
Step 2	Define/Ask	
Step 3	Ideate/Imagine	
Step 4	Prototype	
Step 5	Test	
Step 6	Launch	

LESSON
FIVE

BUSINESS PLANNING PROCESS



“What do you need to start a business? Three simple things: know your product better than anyone, know your customer, and have a burning desire to succeed.”

-Dave Thomas, Founder of
Wendy's

LESSON 5: BUSINESS PLANNING PROCESS

OBJECTIVE

At the end of this lesson, the learner must be able to:

- i. Know the concept of business planning
- ii. Evaluate the importance of business planning; and
- iii. Know and apply the components of a business plan

5.1 Introduction to Business Planning

So far we have generated business ideas by evaluating various steps using the design thinking process steps (See Fun Exercise 2-4).

The final step in design thinking is launching your business idea. This is normally done by developing a business plan. A Business Plan is a written document that defines the solution you intend to implement, either as a product or service.

The plan illustrates what you intend to do, how you intend to provide value (in terms of goods or services), how you will make money, everything you intend to do and how it will be done to bring your idea into reality. It is a blueprint of how your business could look like on paper.

5.2 A Business Plan

A good Business Plan will make it easier for you to plan your business by answering the following questions:

- i. *Describe your Business* — What do you plan to do? Why are you starting the venture?
- ii. *Describe your Market* — Who will be your customers? What do they want from you?
- iii. *Who are your Competitors* — Who will you compete against? What do these competitors offer?
- iv. *What is unique about your products or services* that is not offered by competition?
- v. *What are your Marketing ideas* — How will you reach your customers? What avenues will you use to reach them e.g. word-of-mouth, posters, online ads, radio, etc.?
- vi. *Operating plan* — How do you plan to implement your idea?
- vii. *Financial plan* — How much money will it cost, and where will you get the necessary funds?

Components of a Business Plan

The table below illustrates how each of the aspects is addressed in a business plan.

1. Business Narrative	2. Market Description
What do you plan to do? Why are you starting the business venture?	Who will be your customers? What do they want from you?
Here one needs to write precisely what the business idea is about. Describe what problem your solution intends to solve and what value you intend to bring through the idea. What is the name of your business? How will you brand your business?	Take time to identify your potential customers/ clients of your business idea. For example, children, adults, your church members etc. Where do they live? What do they like or dislike? This helps one package their solution to fit the situation and therefore providing the best value for them
3. Competitor Analysis	4. Marketing ideas
Who will you compete against? What do these competitors offer? What will make your business unique than that of your competitors?	How will you reach your customers?
It is important to identify who else has a similar business venture around the region you intend to operate. In this way one can find alternative and innovative ways of delivery in order to maximize on the business idea. Remember that one's idea must be as unique as possible. So what makes your idea unique?	How will people know about your business? This depends on whether the size and scale of the business. Some channels include: word-of-mouth, online on social media, through media (electronic or print) etc. For instance, a home-based business can reach its customers through word-of-mouth, social media and printing of posters. A larger business can use advertising space in the media (radio, TV, websites etc.)
Write five things that make your product/service unique? What do other existing products not offer that your product will? Why will people buy your product?	
5. Operating plan	6. Financial plan
How do you plan to implement your idea?	How much money will it cost, and where will you get the necessary funds?
Where will you operate your business? Where will you sell your products/ services? What resources will you require, e.g. space, equipment, skills, labour etc.? When do you want to run your business, e.g. every Saturday morning, every evening after school etc.? This is a wider reflection that brings life in to your business.	Here one needs to list everything one requires for run the business. This includes the costs of all the assets and liabilities e.g. space, equipment, labour, raw materials, transport, etc. Once one has the cumulative cost of these items, then one needs to illustrate where this budget will be raised from e.g. personal savings, loan, partnerships etc.

It is important to note that writing a business plan helps one to reflect on the business idea, identifying on the areas that require rethinking or extra support and how to turn it into a business.

REFLECTIVE EXERCISE 1-5

In groups of three, explore the items that have been given to you by your patron. Using these items, develop a business idea and a plan to sell a product developed using the items. Use these items to:

- i. Identify a unique product that can be sold to customers.
- ii. Develop a business plan answering all the aspects as in the table above

REMEMBER

A business plan is a written document that will help one answer the following questions:

- i. What will be the name of your business?
- ii. What is your business idea? Why is it unique?
- iii. Where will you implement your business idea?
- iv. Where will you operate your business?
- v. Who will be your target customers/clients?
- vi. What resources are available or are required to implement your idea?
- vii. How much do you need for your business? Where will you get this money from?



For this exercise, take time to look at the following Business Planning clip
<https://youtu.be/7ykkhepT9aE>

REFLECTIVE EXERCISE 2-5

Below, a Sample Business Plan has been presented. Using the Business Idea you had identified earlier, fill in the blank spaces. It will present to you what the plan for implementing your business idea will look like. Once you have completed this, review it with your class.

Sample Business Plan

BUSINESS IDEA

What is your big idea?

Is it a product? A service?

What makes your idea unique?

How will your products/services stand out from the competition?

Why will people want to buy?

BUSINESS NAME

What does this name say about your business? It is unique? Memorable? Easy to pronounce?

TARGET MARKET & DEMOGRAPHICS

Who will your customers be?

Other kids? Teenagers? Men? Women?

Where do they live? What is your target market passionate about?

Describe your target customer with as much detail as you know.

MARKETING

How will you get the word out about your business?

Online? Posters? Through the newspapers? By Email?

Where will you sell your products or services?

PRICING

How much will you charge?

How does your pricing compare to your competitors? Make sure you set your price above the cost per unit.

PROFIT

How much will you make on each sale after you subtract your expenses?

Profit = Income less Expenses

Profit = I - E

SALE PRICE OF ITEM	COST OF ITEM	PROFIT
What will you do with the money you make? How much?		
a) Reinvest in the business?		
b) Save for college?		
c) Donate?		

Source: HomeSweetRoad

5.3 Business Canvas Model

The traditional approach to business planning has always been to write a detailed Business Plan before starting a business. The Business Plan is normally targeted to an external model and it thus presents some unique challenges:

- i) It involves a lengthy proposal that might always not be actualized.
- ii) It portends that the entrepreneur should have had the resources before engaging in the enterprise.
- iii) It is a linear step-by-step approach that doesn't allow for alterations.
- iv) Its goal is to avoid failure at all costs and
- v) It is mostly written as a document to get funding from investors and financial institutions.

However, over the years, the number of investors who have been using Business Plans to predetermine whether to fund a business or not has been on the decline, as more investors favour more contemporary approaches such as the Elevator Pitch as well as the Business Canvas Model.

Unlike a Business Plan, a Business Canvas Model is a strategic management tool that entrepreneurs use to define and communicate their value. It is a visual diagram, usually a page long that summarizes all the aspects of the business.

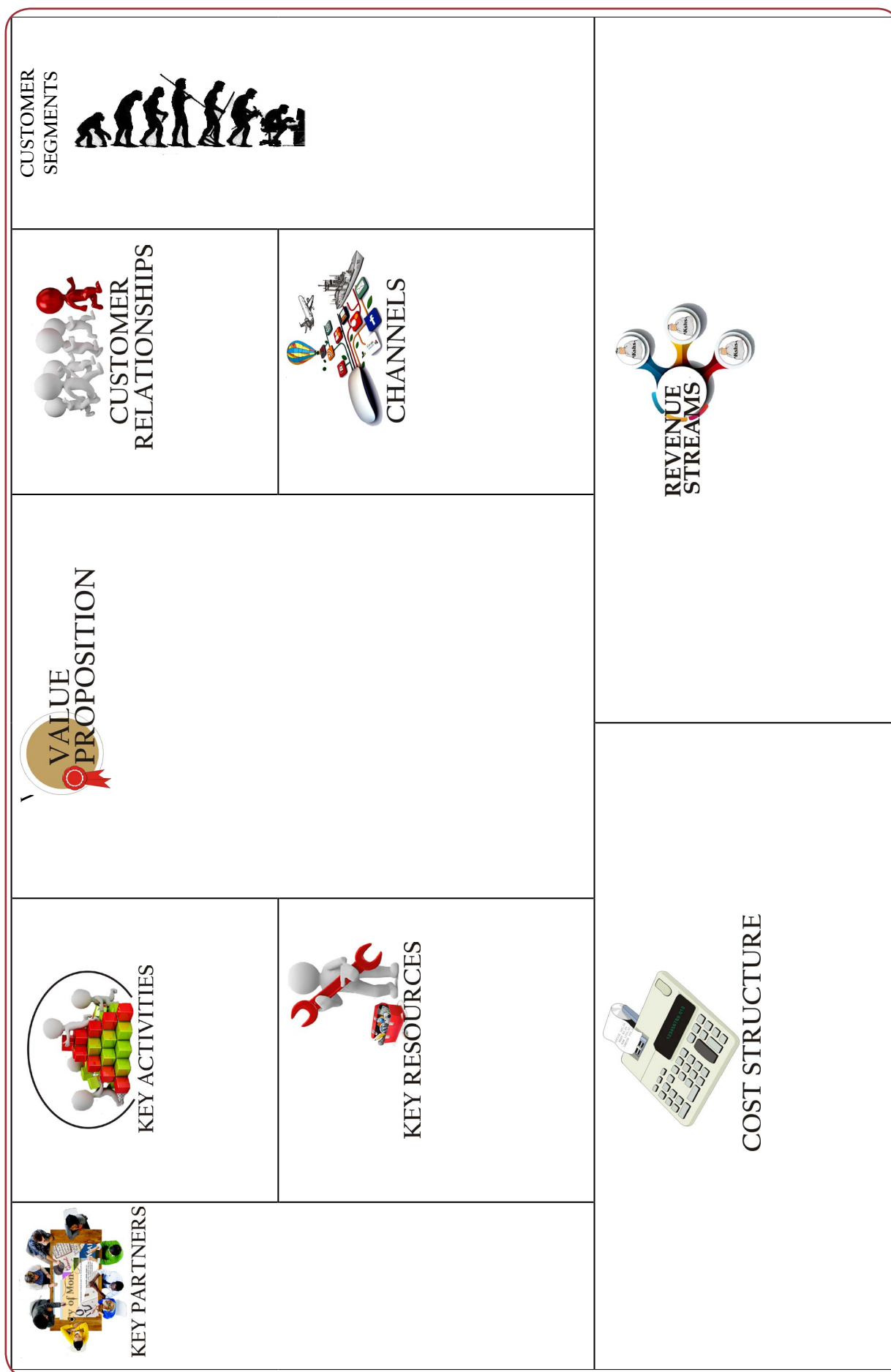
Whereas, a business plan is mostly for the investors and to acquire external resources, the Business Canvas Model is an internal document, used mostly by the entrepreneur to evaluate the resources that they already have to start up.

Hence the Business Canvas Model relies on the lean start up approach that allows for experimentation, evaluating the affordable loss of a business, encourages the entrepreneur to start the business with the resources that are already available at their disposal and it encourages collaborations in form of partnerships among different players in the market.

Differences Between a Business Plan and a Business Canvas Model

	Business Plan	Business Canvas Model
Audience	This is targeted at an external audience	This is an entrepreneur's internal document
Benefits	This provides findings of an extensive research on how to make the business successful	This provides a snapshot that an entrepreneur needs to start the business.
Definition	This is a written document that describes in detail how the business will achieve its goals. It involves a road map of how the business will market, finance and run all its activities.	This is a strategic management tool, that is presented in a visual format, that quickly and easily communicates and defines a business idea
Document	Normally this is the final document that is presented to external persons for funding resources	This is working document that is used by the entrepreneur to brainstorm on the business idea/ concept
Finance	It extensively communicates the financial projections of the business	This identifies the cost structures and the revenue streams of the business without going into the depths of making projections
Goal	The goal of a Business Plan is to help the entrepreneur get funding from external sources	The goal of a Business Canvas Model is to help the entrepreneur pitch to investors and partners and guide them to make decisions on funding the business idea/concept
Process	Extensively guides on how to build the business	Describes the business in a precise and concise manner
Structure	This is an in- depth description using long texts that documents how the business will achieve its strategic and financial objectives	This is a precise (usually one-page) representation of how the business intends to create, deliver and capture value.
Value	This evaluates the business from the owner's and customers' perspective	This communicates the value proposition to the customer

Components of a Business Canvas Model



Components of a Business Canvas Model

The business canvas model aims at answering the following questions:

Key Partners 	<p>These refers to the people, agencies or organizations that offer complementary services to your business, that you can partner with, so that you can concentrate on your core business. For example, if you run a bakery, you can partner with transporters e.g. boda-boda rider, courier or taxis, to help you deliver your orders, while you concentrate on baking cakes. One needs to identify the non-core activities that one can outsource or subcontract to other providers.</p>
Key Activities 	<p>These are the main unique and strategic actions carried out by the business that allows it to deliver its value proposition. For instance, using our earlier example of baking cakes, the key activities are in line with baking, including acquiring baking supplies, baking process, scheduling baking times, and packing the cakes ready for delivery. Delivering the cakes can be outsourced or subcontracted.</p>
Key Resources 	<p>This refers to the means through which the business is able to deliver on its core business. What will the business require in order to deliver its products and/or services to its customers? These resources can either be tangible or intangible. In the case of a bakery, Tangible Resources could include equipment, tools, and materials (oven, heating source, utensils, baking recipes and supplies, water, etc.), while Intangible Resources include specific skill sets (e.g. baking, confectionery making, mixture expertise etc.; electricity, marketing, etc.).</p>
Customer Segment 	<p>Also known as a Customer Niche, this refers to a description of who the target customers are. For example, if they are women or men (demographic characteristics); where they are located; their incomes (to define affordability); their tastes and preferences etc. When evaluating this, it is important that you are very specific. For example, in the baking business, the customer segment could include children who celebrate various occasions e.g. birthday parties for 3 – 12-year old or young adults who celebrate milestones such as weddings. One could have a customer segment, that does not consume wheat or sugar products because of health-related conditions, and therefore bake cakes that use other substitute products such as gram, cassava, arrowroot or sweet potato flour. It is important that one is specific about the customer segments, in order to be informed on how to develop products that suit the unique market needs</p>
Value Proposition 	<p>Also referred to as the Unique selling point, a value proposition presents the distinctiveness of what the business offers to its target market (customers or clients). This is mostly presented as a statement. It is what keeps the customers/clients buying from the business. A good value proposition will show that following aspects: i) Relevance – is the product in solving customers' problems; ii) Measurability – should be quantifiable through specifying the benefits that customers will receive by consuming the products/services; and iii) Distinguishable – should be differentiated from what other competitors are offering. For example, for a bakery, the value proposition could read: Tasty, nutritious, preservative-free cakes delivered to your door step.</p>

Channels 	<p>This describes how the customers/clients will get to know about my products or services; as well as how they will access their products and services. For example, they could be informed through social media, (WhatsApp, Instagram, Facebook, etc.), SMS messaging, referrals, word-of-mouth etc. The products could be delivered to them through walk-ins, online (Email, website, chat rooms etc.), courier, boda-boda, etc. Using the same example of a bakery, most of the customers buy cakes through referrals or through the social media pages.</p>
Customer Relationships 	<p>This is driven by the need to grow and retain the clients or customers. For example, some businesses use loyalty points or give discounts for the repeat customers or for every referred customer. For a bakery business, to keep customers buying its cakes. One could send personalized cards or flowers alongside the birthday cake deliveries to the customers.</p>
Revenue Streams 	<p>This refers to the different methods through which a business generates its revenue. Each business defines its primary and secondary streams of revenue. Primary sources of revenue are derived from the core activities of the business, e.g. for a bakery, this would be from selling of cakes. However, if one provided bakery training to people for pay, this is considered a secondary revenue stream. The goal of an entrepreneur is to ensure that one gets a consistent income from the core business while one increases through the secondary sources of income.</p>
Cost Structure 	<p>This provides a breakdown of cumulative costs of resources and assets required to run the enterprise. These are Fixed Costs and Variable Costs. Fixed Costs refer to the costs that are not affected by the production process, e.g. for the bakery, the cost of buying an oven is a Fixed Cost. On the other hand, Variable Costs are those that vary with the production process e.g. the cost of buying baking supplies such as flour, sugar, oil, etc. Usually these costs affect and influence the cost of the product or service.</p>

REFLECTION EXERCISE 3-5

Practice what we have learnt and look at the Business Plan you had earlier developed. Prepare a Business Canvas Model for your business, incorporating as much detail as you can. Share this with your patron.

LESSON
SIX

AN ENTREPRENEUR'S TOOLS



“Even the simplest of
tools can empower
people to do great
things “

- Biz Stone

LESSON 6: RESOURCES NEEDED BY AN ENTREPRENEUR

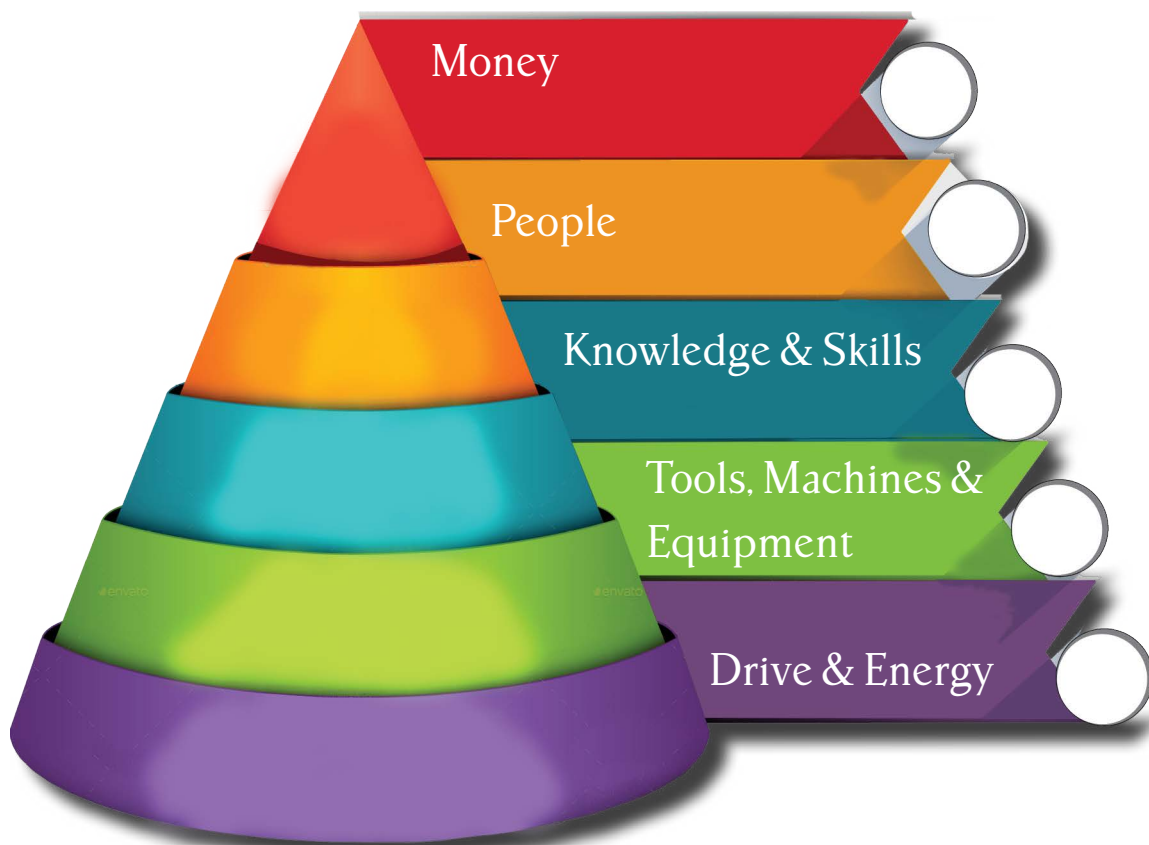
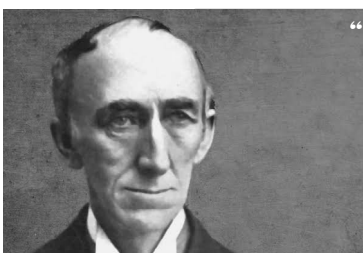
OBJECTIVE

At the end of this lesson, the learner must be able to:

- i. Define the resources needed by an entrepreneur
- ii. Understand money as a resource
- iii. Use the budgeting tool of saving and investing money

6.1 Resources needed by an Entrepreneur

A resource refers to the materials or tools required to fulfil a certain goal. Every entrepreneur is unique and is driven by their independent goals and visions. Apart from their own individual strengths which, as we have seen, are crucial for an entrepreneur to succeed, they as well require specific resources or tools that help them set up their businesses. They are represented by the figure below:



“It is essential to have good tools, but it is also essential that the tools should be used in the right way”
- Wallace D. Wattles

Financial Resources (Money)	Every kind of enterprise requires money. This is used to access the raw materials or meeting the daily expenses related to the business. While an entrepreneur requires a good source of money for their business, one must also be able to budget and account for it for the business to run efficiently. One must know where each shilling is going and how much has been saved - in terms of profit or loss.
Human Resources (People)	These are the people required to support specific functions in the business. For example, one might require the services of a chef to cook pastries for your business. In using this example, the chef must be skilled in pasty making. The chef could have been referred to you by a friend/ neighbour or recruited from an agency. These resources are important because they lend the operations of the business the mechanics to drive it. Otherwise the business might not be as effective if growth is to be seen.
Educational Resources (Knowledge & Skills)	A passion and drive for a specific industry is important for an entrepreneur. However, in order to stay ahead, an entrepreneur must invest in learning about the business or industry know-how and even how the competition is doing. Only then can they be able to make good decisions. Nowadays there is a great deal of information resources available online or even in academic institutions which one can access.
Physical Resources (Tools, Machines & Equipment)	The question here will be, where do you want to set up your business? What type of business are you interested in? What equipment of tools do you require for your business? Once you have identified these as well as other aspects in your business it will be easy to envision what your business will look like. For example, for a cake business, one would require an oven, space to prepare the cakes, the required raw materials, utensils and most importantly, an energy source.
Emotional Resources (Drive & Energy)	We have covered these resources are the strengths an entrepreneur requires in order to run a successful business. We also defined the mantra that becomes the driving anthem for our businesses. Those in business will tell you that there are stressful moments in the business and these could affect the energies of the entrepreneur. These are resources needed by an entrepreneur to keep them motivated, enthusiastic and driven towards meeting their goals. In addition, an entrepreneur should network with others in the industry as well as seeking support from their mentors and counsellors.

REFLECTIVE EXERCISE 1-6

Please read the following stories and answer the questions that follow.

Story 1

Donald has an idea which he intends to convert in to a business. He has just joined secondary school having performed well in his final primary school examination. He is an ardent computer gamer who also has learnt how to code and develop computing apps from courses he had over the holidays at a neighbourhood forum. He has been keenly watching his friends gaming overnight at his neighbour's house and he had a 'light-bulb' moment.

“What if I could get my friends to game at our house instead and I earn some money from each game?” he wondered.

He figured that in order to establish the idea, he would require to write a list of items he would require. This would include: a four-station desk, a four-station gaming computer, four 4K-computer screens, four desk seats, five headsets, a laptop and a 50-inch TV screen.

He would have his dad convert the old dining table at their backyard in to a four-station gaming table using the scrap boards which would be beautifully painted. He would then reuse the old dining seats for this. He would request his dad to use the empty room at the servant’s quarters as the Game Room. Donald would then go to his mother’s office and request her to lend him some disused computing screens for his project. Of course with a weird look, his mother would reluctantly hand him five screens, which when he started up were completely functional.

Now would be the difficult part: ensuring that his dad bought in to the idea. Donald hoped that if his dad was sold to his idea, he would squeeze some money off him to buy the 50-inch screen and the upgrade of the four-station gaming computer.

“Don’t you already have a laptop which I bought you?” his dad queried.

“I would like to link it up to the four-station computer to be used for managing the gamers when they pay for their chances on the game,” Donald quickly replied.

“How much time would be spent on this venture?” his mother asked him.

“This will be operational until 10pm from 2pm,” Donald replied.

“And how much are you hoping to gain from this?”

“Mum, I promise that if all goes well I shall never ask you for an allowance,” Donald said.

To ensure that the business operations did not interfere with their home, Donald opened the side gate which his clients would use. He then went ahead to develop a business banner on his laptop while he waited for his dad to perform his request.

From this story, please answer the following questions:

1. What are Donald’s financial resources?
2. What are Donald’s human resources?
3. What are Donald’s educational resources?
4. What are Donald’s physical resources?
5. What are Donald’s emotional resources?

REFLECTIVE EXERCISE 2-6

Please read the following stories and answer the questions that follow.

Story 2

Cindy Kiongozi has been hand stitching and sewing since she was young. In fact, when she grew up, Cindy, as his friends call he, wants to become a fashion designer. Her father is a famous clothes maker in Maili Nane. Her mother has been selling fabrics and clothes in the boutique she owns in the town. It seems Cindy’s family is totally in the fashion industry, but

Cindy wants to change that. While her parents have been operating locally, she intends to take his family brand abroad. She is motivated by the fashion magazines her mother brings home and the many fashion and design books in her father's library. Cindy has a business idea. She intends to start an online cloth line company. She would use her father's brand 'Skileto' to push this cloth line business.

Cindy wants to approach a rich uncle in Bungoma for a small loan to buy some mannequins, cloth hangers, suit cases and stationery for this business. She would slowly pay him after once the business picked up. In the end she hopes her father would approach the bank for more money to grow the business.

She would then get the best clothes from her father's store and some of the best clothes at her mother's boutique. Using her camera phone, she would take pictures of all these beautiful clothes having set them up on the mannequins and cloth hangers at the back of her mother's shop.

Cindy has already opened a Facebook page for the 'Skileto' Brand which she will use to show off the dresses, skirts, shirts and suits with the agreed prices for each. She also has a link to her father's Mpesa shop account which people will use to pay after they purchased the clothes. She charges a little more for delivery through the bus and the boda-boda couriers.

Cindy hopes that after this, her family will not struggle financially anymore.

From this story, identify the following:

1. What are Cindy's financial resources?
2. What are Cindy's human resources?
3. What are Cindy's educational resources?
4. What are Cindy's physical resources?
5. What are Cindy's emotional resources?



Australia's sample money - Notes and Coins

6.2 What is Money

Money is also referred to as currency. Money is any commodity that is used as a unit of exchange that has the following qualities:

- i. It facilitates the access to our needs and wants
- ii. It is legal and registered by the government
- iii. It has an equal measure and identity thus not contestable
- iv. It has different denominations and kinds in every country

So if we take a Ksh100 note, we will find that it has these qualities and represents a certain value that is not above Ksh 100. With this note one can only afford anything that is not above Ksh 100 at any time. When one has a bigger denomination note, say Ksh 200, then one would afford twice the value of the Ksh 100 note and so on.

6.3 Functions of Money

To work well, all money needs to have four things in common:

- i. It must be portable – easy to carry
- ii. It must be durable – cannot be easily destroyed even if it is touched by many people over time
- iii. It must be regulated – is controlled and limited by authorities who make it available
- iv. It be easily divisible – one can use smaller pieces (denominations)

REFLECTIVE EXERCISE 3-6

Look at the table below and match each currency with the country it is used. For example, Kenya uses the Kenyan Shilling while Uganda uses the Ugandan Shilling.

COUNTRY	CURRENCY
Kenya	Kenyan Shilling
Uganda	Ugandan Shilling
South Africa	
Japan	
United States of America	
Canada	
Nigeria	
China	
United Kingdom	
Tanzania	
DRC Congo	
South Sudan	
Zimbabwe	

6.4 The Journey of Money

Each one of us uses money every day. But have you ever wondered where money comes from? Does it come from the bank? (*Whisper*) Is it made by someone rich somewhere? Is it printed? Why do we use money? What do you know about money?

In this session, we shall find out how money and its use begun and where we are today.

REFLECTIVE EXERCISE 4-6

In a group, discuss the following with fellow members:

- i) Where does money come from:
- ii) How did money and its use begin? And
- iii) What do you imagine is the future of money fifty years from now?

Present your findings to your patron.

6.5 The Evolution of Money

The following story presents the journey the money has taken over thousands of years to be what it is today.

The history of money begins in ancient times when the world had only a few people. In these early communities, individuals could borrow whatever they needed from their neighbours. However, as populations grew and needs increased, it became harder to obtain what one wanted from nearby sources, often necessitating long journeys to find essential items. Competition for resources sometimes led to conflicts, with only the strongest surviving.

As people began to travel greater distances, they established markets where they could meet and trade goods. This system, known as barter trade, involved exchanging one item for another. For instance, someone might bring a goat to the market and trade it for vegetables and cereals, while another might exchange salt for bush honey.

However, as the population continued to grow, the variety of available goods in the market remained limited, leading to problems. People often found that the items they brought to trade did not meet their specific needs. Additionally, determining the relative value of different items became challenging. For example, how could one equate a hand ornament to a barrel of honey, or a cow to a basket of herbs? Barter trade presented significant challenges.

In Asia, some people began using grains and salt as a form of currency, with a unit of measurement called a shekel. For example, one shekel might equal a handful of salt or two handfuls of grains. This system allowed for a standardized way to value items brought to market. However, it also had its drawbacks. Not all grains had a uniform weight against the same shekel measure, and traders had to carry both their goods and the means to measure their value. Additionally, unscrupulous traders would sometimes add water to salt to make it heavier and cheat others.

In the Southern Pacific, people used items like cowrie shells, whale teeth, and decorated stones as currency. This method simplified trading, as individuals could carry these lightweight items to the market to exchange for goods. However, this currency was only accessible to those living in the region, creating logistical challenges and limiting its use to the local area.

In Asia, the invention of smelting metal ores into coins marked a significant development.

Gold, brass, and silver coins, often stamped with the image of the king, became a widely accepted form of currency. Although coins were easier to standardize, they were still heavy to transport. This led to the invention of leather notes, which acted as receipts for deposited coins. People could redeem these notes for their coins whenever needed.

The production of uniformly smelted and printed money facilitated easier trading, and regions worldwide began to adopt this method. Each region developed its own currency rules and designs, improving inter-regional trading and establishing requisite regulations. Today, currencies like the Kenyan Shilling are accepted in markets and can be exchanged for other currencies, such as the US Dollar.

Advancements in technology have introduced new methods of trading, including online and digital transactions. Mobile payment systems like Mpesa and PayPal allow for business transactions without handling physical money. Furthermore, the creation of digital currencies like Bitcoin represents the latest evolution in the story of money, which continues to develop.



Watch the following video clip

The Story of Money

By Nigelkellaway

<https://www.youtube.com/channel/UCmx3BLPtZRMneZqDi4H5Mhw>

An animation made with young people at the Alan Pullinger Centre in conjunction with MyBank, a financial and enterprise youth education charity.

REFLECTIVE EXERCISE 5-6

From the story that you have read, please answer the following questions:

- i. Name the currencies you have ever come across
- ii. What are the images used in these currencies you have come across?
- iii. Describe the different currencies that you have interacted with
- iv. How many denominations does the Kenya Shilling have? Name them
- v. What are the three disadvantages does money currently have?
- vi. Money is the root of all evil. Is this statement true or not? Discuss this issues as a group and present your findings to your patron.

6.6 How money is generated

We generate money from the activities we are involved in and from investments we make.

Activities involve either selling or providing products, services or both. For example, a general grocery shop sells to us products. A doctor provides us with health services. The milk truck delivers milk at the shop i.e. it provides transport (a service) as well as milk (a product).

On the other hand, investments are different forms of assets, that can be resold in future when money is required. These could be a disused item (an old bicycle, toys, clothes); land; bonds at the stock market and so on. The advantage of investments is that they provide ways of holding money that can be used in the future. In this book, we shall not dwell much on investments but in activities we can be involved in.

We can get money by working for someone or by working for ourselves. A person employed by a company is working for someone else. An entrepreneur works for themselves.

Some of the other ways we generate money could be:

- Car washing on weekends
- Tailoring services
- Wall painting
- Playing music for a party
- Lawn mowing
- Phone charging
- Typing services
- Babysitting
- Making Jewellery
- Baking cookies

REFLECTIVE EXERCISE 6-6

Could you identify other ways of generating money through providing products or services? List these methods in your note book.

6.7 Money for Needs and Wants

We all use money for varied reasons. We already know that without it, we would not go to school, eat, buy clothes or even have the possessions we have. Those who have money are easy to identify because of what they own or what they can do, right? And we all wish we could earn enough money to satisfy what we need and want. But what are needs and wants?

- A **NEED** is a basic thing necessary to live. For example, a home, food and clothing.
- A **WANT** is something that is not necessary to live but you really desire or wish for it. For example, roller skates, video games or vacation

REFLECTIVE EXERCISE 7-6

Using the table below, please identify the following items as either NEEDS or WANTS and put them in the appropriate box.

Cap, Medicine, Camping tent, Bicycle, Football, Holiday, Heels, Car, Scarf, Chess Board, Phone, Computer, Masks, School, Pet, Watch, Camera, Guitar, Notebook, Soap, Home, Teddy bear, Oven, Sweater, Desk, Wheelbarrow, Fries, Towel, Water

NEEDS	WANTS
1.	1.
2.	2.

In conclusion, we use money to meet both our needs and wants in a business. While both needs and wants in a business require to be met, identifying this helps us make proper decisions regarding our expenses. In the end we all want to make a profit and not a loss, right?

LESSON

SEVEN

BUDGETING

“Entrepreneurship means being the one that is willing to take a leap, work hard enough to sacrifice everything else around you, all in the name of solving problems because no one else is capable or possesses the desire.”



Christopher Molaro,
Founder & CEO,
NeuroFlow

LESSON SEVEN: BUDGET MAKING PROCESS

OBJECTIVE:

At the end of this lesson, the learner must be able to:

- i. Explain budgeting and its application in real-life
- ii. Define different terms used in budgeting
- iii. Understand the importance of budgeting
- iv. Use a budget as a tool for entrepreneurship
- v. Prepare an applicable budget

This is an interactive session requiring the participation of every learner in the exercises as well as the different sessions.

7.1 Why we Budget

As an entrepreneur, knowing the needs and wants of your business is important. It is also crucial to know the cost of each item required. Therefore, an entrepreneur develops a budget. A budget is a money-utilising tool that establishes the spending plan based on income and expenses.

Income = Money that comes in

Expense = Money that goes out

A budget tells your money where to go, rather than wondering where it went.

7.2 Importance of Budgeting

Budgeting involves knowing what money is in hand and what is required. A good budget covers everything needed for the business. Budgeting creates a spending plan for all your business resources to ensure that it is sufficient to meet all the expenses and liabilities.

It is an important business practice because it helps one to:

- Track your expenses to ensure that you do not spend money you do not have
- Save money
- Enable you to make better financial decisions
- Not to get impulsive keeping your focus on the most important aspects of your business
- Prepare for emergencies; and
- Shed light on bad spending habits

Budgeting is a proactive planning process, where one pre-determines ahead of time, how they will use the resources (in this case money at their disposal). For instance, this a simple budget for when your mum gives you a shopping list that includes the prices of the things to buy as shown in the chart below.

Simple Home Budget

ITEM	UNITS (Pcs)	PRICE
GROCERY		
1 kg Sugar	1	120
1/2 kg Salt	1	40
1/2 kg Cooking fat	1	100
Food colour	1	30
Bar of soap	1	100
Steel wool	2	30
1 kg Tea leaves	1	300
Royco cubes	1	70
Baking powder	2	50
2 kg Wheat flour	2	400
Finger millet flour 2 kg	1	200
BUTCHERY		
1 kg Meat	1	400
GREENS MARKET		
Kales	1	60
Carrots	1	100
Sweet potatoes	2	200
Onions	1	100
Yams	1	400
Tomatoes	1	100
FUEL SHOP		
1 Lt Paraffin	1	110
TOTAL BUDGET COST		2910

If you notice from the example used in preparing the simple budget, total budget cost is indicated.

However, a good budget must also help you identify and track where your source of money will come from. Therefore, we shall look at the process involved when preparing a budget in the next section.

REFLECTIVE EXERCISE 1-7

- Refer to your business idea and illustrate the ways you will use to generate money for your business
- From your list of items establish the estimated amount of income required

- iii. Using the table below, place the Income (Money received) and Expenses (Money Spent) as a presentation of the budget for your business.

INCOME	UNIT	COST	EXPENSES	UNIT	COST	BALANCE

7.3 Budgeting Process

Developing a budget begins with:

- Developing a list of needs and wants
- Attaching a value for each item;
- Calculating and reflecting on the total amount needed; and
- Identifying the income and alternative ways of generating money

To be a prudent entrepreneur, it is important to account for all money that we receive or spend. Below is a sample Budget Worksheet. A budget worksheet presents an active day-to-day status of how much we have spent and how much we have at our disposal.

REFLECTIVE EXERCISE 2-7

For this exercise, develop your own budget worksheet, clearly describing:

- Your sources of income;
- Your expenses – what you bought or paid for; and
- How much you have at your disposal.

The table below will help you to regularly find out how well or poorly you are doing when it comes to identifying how much you have got, spent and saved. Look at it and practically refer to what you have done from the Reflective Exercise 2-7.

DATE	DESCRIPTION	INCOME	EXPENSE	AMOUNT	BALANCE
	WHERE I GOT MONEY OR WHERE I SPENT IT	MONEY COMING IN (KSH)	MONEY SPENT (KSH)	MONEY NEEDED (KSH)	HOW MUCH MONEY LEFT (KSH)
11/28	Starting Balance				2300
11/1	Allowance (Babysitting)	x		500	2800
11/3	Toy Store		x	425	2375
11/4	Candy Store		x	200	2175
11/8	Allowance (Babysitting)	x		500	2675
11/9	Allowance (Selling cookies)	x		300	2975
11/10	Church offering		x	50	2925
11/12	Stationery		x	200	2725
11/13	Birthday gift		x	100	2625

7.4 Budgeting in Practice

To understand this, we shall use an example.

John proposes to wash dog kennels in his neighbourhood for a fee. He will be paid Ksh 200 for every dog Kennel he cleaned. He also outlines the items he requires for his business as follows:

- Some gloves at Ksh 10 per pair, enough to clean two kennels each
- A litre of soap at Ksh 30 is enough to clean 5 kennels;
- A sweeping brush for Ksh. 500
- Pay his friend Ksh 50 for every kennel he helps clean

If John cleans 5 kennels a day, his simple budget will look as represented below:

John's Budget

INCOME	UNITS	COST	EXPENSES	UNIT	COST	PROFIT
5 Dog Kennel Wash @ Ksh200	5	1000	Pair of gloves	10	30	
			1 Lt of Soap	30	30	
			Scrubbing brush	200	200	
			Labour	50	250	
TOTAL INCOME		1000	TOTAL EXPENSES		510	490

7.5 Terms used in Budgeting

Fixed and Variable Costs

There are two types of costs: *Variable costs* and *Fixed costs*.

Variable costs are the costs that change in proportion to the products sold or services rendered. For example, using the example above, the cost of soap, labour, and gloves, varies with the number of kennels cleaned.

Fixed costs are constant and do not vary depending on what is sold, e.g. the cost of purchasing a brush is fixed. However, it will take a long time before John buys another one. Therefore, in this instance, one brush will be enough to clean the five kennels.

Diversifying Business Income Streams

From the example above, (See John's Budget), as John cleans more kennels over time, he will be able to keep more money as his profit (income less expenses). He can then decide to save his profit to expand to a dog-cleaning business that would offer dog-related products and services e.g. dog foods and supplements, kennel accessories, and dog-walking services in the neighbourhood. This means that John will have diversified or increased the revenue streams for his business.

7.6 Let's Develop a Budget

We have seen that a budget is an important tool for the effective planning and management of a business. In John's budget example, we found that he identified his income and expenses and how he would gain profit. With this in mind, we shall now develop another budget, this time for Jamie Bahati who we met in Lesson 2. Jamie Bahati wanted to set up a bakery business in his neighbourhood. Below is a list of the items he requires for setting up his business.

Name: Jamie Bahati's Bakery AGE: 13 Years old

RAW MATERIALS

- Baking Powder
- Cooking oil
- Cooking gas
- Margarine
- Packing papers
- Sugar
- Wheat flour

SERVICES

- 1 Marketing/Packing Man – to help in packing the cakes
- 1 Marketing/Packing Woman – to help in packing the cakes
- Transport – Boda-boda deliver the cakes to the market
- 5 Crates for hire – to safely stack the cake packages
- Brand printing for 100 pcs – for the papers used for the cakes
- Daily County Market fee – for the marketing work

Having outlined the needs of the bakery business, Jamie Bahati requested his mother to loan him some money. His mother asked Jamie to develop a list for everything he needed. Jamie visited his home service store and wrote down the costs of each item as follows:

RAW MATERIALS	HOW MUCH	UNITS	COST
Baking Powder	5 pcs	2	40
Cooking oil	2 Lt	1	350
Cooking gas	6 kg	1	800
Margarine	1kg	1	500
Packing papers	100 pcs	1	100
Sugar	3 Kg	1	100
Wheat flour	12 Kg	6	750
TOTAL AMOUNT FOR RAW MATERIALS			2440

Jamie then visited his uncle, who helped him know the cost of the services that he intended to use for his business. The costs as represented in the table below:

SERVICES REQUIRED	HOW MUCH	UNITS	COST
Marketing/Packing Woman	1 day	1	300
Transport	1 unit	1	200
Crate hire	5 crates	5	100
Daily Market council fee	1 day	1	50
TOTAL FOR SERVICES			650

After calculating everything, Jamie Bahati found he would need a total of Ksh 3,090. He had saved Ksh 1,800 from what his aunty had given him after performing well in his examinations the previous term. So he borrowed his mother Ksh 1,300 making his total capital Ksh 3,100. He went on to acquire everything he required to start his bakery business that weekend.

ITEM	AMOUNT
Total Amount For Raw Materials	2440
Total Amount For Services	650
TOTAL AMOUNT REQUIRED	3090

Jamie's budget can now be presented as follows:

INCOME	KSH	EXPENSES	KSH	BALANCE
Savings	1800	Raw materials	2440	
Loan from mother	1300	Services required	650	
	3100		3090	10

REFLECTIVE EXERCISE 3-7

Using the business ideas that you had developed earlier, develop your business budget illustrating the following:

- i. Sources of income
- ii. Expected expenses; and
- iii. Total amount of money required for your business idea

Share this with your club members and patron for discussion.

7.7 Calculating the cost per unit

Entrepreneurs intend to profit from their business transactions while ensuring that customers/clients gain value from the products or services they deliver. It is therefore important to find out the cost of each good or service they produce. This will ensure they can put the right mark-up over the cost to remain above their competitors. The cost of each unit of good/service is calculated as follows:

From the business budget, calculate the total expenses for all the items involved

Divide the expenses by the number of products or the number of hours worked (in case of services).

For Products: Cost per Product = Total Expenses / No. of Products made.

For Services: Cost per service = Total Expenses / No. of hours worked

We shall continue to use Jamie Bahati's Bakery as our learning example.

That weekend, he made 310 cakes which he then packed in printed papers and neatly stacked in the 5 crates he had hired from the home service store. He then had the marketing woman deliver these to the boda-boda man who took the cakes to the service store. He also paid Ksh 50 for the County licence for marketing the cakes.

So let us review how much Jamie Bahati needs to charge for his cakes to make a profit after repaying all his raw materials and required services:

ITEM	AMOUNT
Total Amount For Raw Materials	2440
Total Amount For Services	650
TOTAL AMOUNT REQUIRED	3090

Jamie made and packed 310 cakes. What then was the cost of producing each cake?

Cost per Cake = Total Expenses / No. of Cakes made

= Ksh 3100 / 310Cakes

= Ksh 10 each

Jamie Bahati sold the cakes at Ksh 30 each, while his competitors were selling such cakes at Ksh 55 each and they did not last as long as Jamie's.

7.8 Income and Profit

Once a business begins, an entrepreneur tracks the income from the business. Income is calculated by the sales of goods or services less the expenses made.

Later that day, Jamie Bahati sat down to calculate his profit. Profit is calculated by looking at how much one got from their business transactions minus the costs spent. This has been illustrated in Jamie Bahati's book as follows:

BUSINESS TRANSACTION	AMOUNT	TOTAL (Ksh)
Income from 310 cakes sold	30	9300

The income of Jamie Bahati's bakery business was Ksh 9300 But he had to subtract the costs he spent on raw materials and the services he needed of Ksh 3090. In the end, his total profit was Ksh 6210 that weekend. He paid off his mother's loan of Ksh 1300 and returned Ksh 1800 to his savings. From these transactions, Jamie Bahati had enough to do business the following weekend without borrowing from his mother.

Let us calculate Jamie's Total Profit

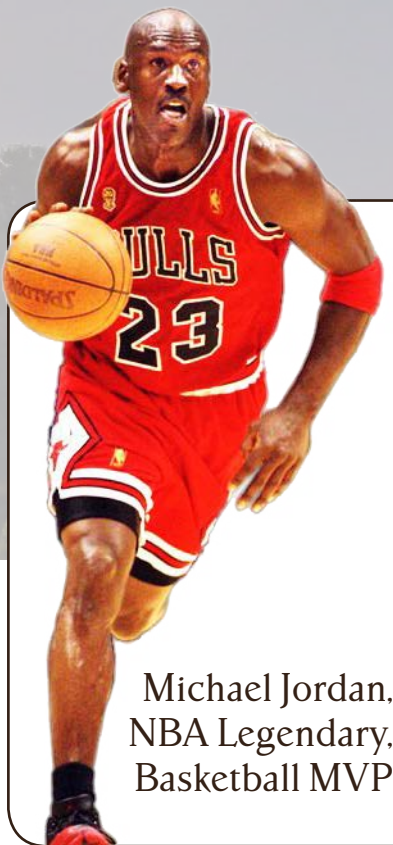
BUSINESS RUN	AMOUNT
Income	9300
Raw materials	-2440
Services	-950
Loan from mother	-1300
Personal savings	-1800
PROFIT	2810

REFLECTIVE EXERCISE 4-7

- What are the sources of money one can use to start a business?
- How does one distinguish between profit and income?
- What is the importance of savings for an entrepreneur?
- On your notebook, write what you understand about money, its sources and purpose in entrepreneurship



Watch the following video clip
Teaching Kids Entrepreneurship
<https://youtu.be/6fKVyeGdKxY>

PITCHING BUSINESS
IDEAS

Michael Jordan,
NBA Legendary,
Basketball MVP

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games, 26 times I’ve been trusted to take the game winning shot and missed. I’ve failed over and over again in my life and that is why I succeed.”

LESSON EIGHT: PITCHING BUSINESS IDEAS

OBJECTIVE

At the end of this lesson, the learner must be able to:

- i. Define the concept of a business Pitch
- ii. Evaluate the basic elements of a pitch
- iii. Craft and deliver a Business pitch

8.1 Introduction to Pitching

A well-developed Business Plan provides a visual presentation of the idea. It remains a written piece of paper, which on its own, may never be implemented. It requires to be executed or acted upon. To do this, an entrepreneur might not have the required resources immediately at their disposal and therefore might need to convince an investor — an individual, a banks or a company to acquire the resources needed. One would need to effectively communicate their plan.

There is however a catch! Nowadays our concentration has been highly affected by our daily activities and most times we end up exhausted. Our face-to-face conversations have reduced because of digital apps (on smart phones, computers, and online).

So imagine if one has a great idea or concept that they would like to talk about in order to attract attention or raise some money for, how difficult the situation they encounter is. There is a skill that one can learn to make sure that they are able to communicate their ideas or concepts even amid these circumstances. This skill is known as pitching.

The entrepreneur must plan an engaging presentation to convince the investor to put in trust and the required financial resources to implement the idea. This is referred to as pitching.

For those who travel in buses, there are these itinerant entrepreneurs who sell products like dawa ya mende na kunguni, skiving knives, menthol lozenges and so on. They board the bus and within a very short time they convince the passengers about the products they are selling, get them to buy them and alight at the nearest next stage to board another bus and repeat the process all over again. This is a great example of pitching for products.

8.2 When is Pitching done?

Anyone can pitch and sell anything they need as long as they include the most relevant information in their pitch. Pitching is done in many situations, for example: when: -

- i) Introducing yourself at an interview – when presenting your skills at an interview when you are pitching for a job or a promotion;
- ii) Presenting concepts and/or ideas at school – to teams or groups; at the market, or exhibition;
- iii) Showcasing or selling services or products – there are good experiences of this at the greens market;
- iv) Convincing customers in order to maintain them especially, after pitching for the product or service development; e.g. promoting online services or products on websites, through email, videos or for digital apps;

- v) Courting partners – when representing your company to its clients, customers, partners, or investors in order attract their interest for a partnership; and
- vi) Fund raising for donations – from friends, family, banks, or investors in order to implement a business plan, project or idea.

8.3 The Focus of a Pitch

While it is important to persuade others about how successful a business idea or concept would be, an entrepreneur must also sell themselves. They are part of what a potential investor or partner is going to spend on.

However, most times many people find it difficult to stand in front of strangers and speak with confidence and poise. Even the most eloquent speaker at times feels intimidated and/or nervous in front of an audience. Fortunately, public speaking, presentation and persuasion skills can be practiced and improved.

In order to present a convincing pitch, one must clearly and succinctly provide answers to the following questions:

- i) Who are you?
- ii) What problem are you solving?
- iii) What are you selling?
- iv) Who are you selling to?
- v) Who are your competitors?
- vi) What is the price?
- vii) What do you need? – A call to action

The table below explains how one handles the content of your pitch

Who are you?	Introduce yourself: Remember to share a story that links well with what you are going to propose to your audience
What problem are you solving?	At this point, talk about the problem or challenge you have found. If you have any facts, figures or statistics, you could give an overview. NOTE: Be concise because your audience do not have a lot of time
What are you selling?	Talk about the product or service. Show its uniqueness or even the difference it will make
Who are you selling to?	Demonstrate who your product will directly benefit, e.g. the youth, mothers, etc.
Who are your competitors?	Highlight here who your competitors are, what they are selling and your product's selling point
What is the price?	Talk about the proposed price of your product and its availability e.g. stores, retail etc.
What do you need?	It is important to tell the audience what you want from them also referred to as a call to action. That way, once your audience is convinced they can as well explore their commitments and investment on your product of service

NOTE

These questions are not sequential steps to follow, but rather these questions provide a tool to investigate if the information in your pitch has covered all the important questions required.

8.4 An Effective Pitch

Anyone can pitch and sell anything they need as long as they include the most relevant information in their pitch. This, usually presented verbally, is a brief presentation about launching or growing a business plan or concept.

It therefore must provide enough information to allow the target customer/client/investor make an informed decision. It should not give too much detail that they become overwhelmed or confused.

To be effective and be applied in the real world, a business plan, pitch needs to be presented as a story. Most of the time, stories are memorable, interesting and mostly catchy. Catchy stories tend to enthuse and excite a listener.

Pitches are therefore short persuasive stories targeted at potential clients or customers, investors or supporters stimulating them to take a specific action – in this case, invest in your business idea.

The business idea or concept should be precisely sold out in the shortest time possible. In business circles, a pitch is generally accompanied by visual elements such a PowerPoint or Google slides, charts, images, graphs, or videos.

REFLECTIVE EXERCISE 1-8

Imagine you have developed this magical toy that lights up anytime someone agitates it. When this happens, its lights turn around and display different things for the audience. It displays stars, bubbles, coloured streaks and beautiful messages. Upon seeing this, you would like to convince your dad to purchase it for you, so that you could use it with your friends. You envisage how pleasing it would be at your brother's birthday this evening. However, knowing that your dad has to leave for work in the next few minutes, you plan to convince him why he should buy it for you – happily of course!

How would you present this proposal to your dad? What information would you include in your presentation to ensure that your dad is convinced and is immediately willing to buy it for you? Discuss this with your group mates and make your findings to your patron in a plenary.



Look at some examples of pitching on the following clip:

The Making of A Young Entrepreneur: Gabrielle Jordan Williams at TEDxRockCreekPark
– https://youtu.be/EblQj_pZFtQ –

Have you watched ABC's "Shark Tank" Television Series?

8.5 Making a Pitch

Design your pitch and practice early preferably at home. At the venue you could recite the highlights of your pitch. This helps one manage the anxiety before the pitch. Check the supporting material for facts, before your talk e.g. PowerPoint presentation, audio/visual tools, physical demo, samples, equipment

Below are the steps you take when pitching:

1. **OPEN:** In your approach, identify who you want to pitch to, prepare what to say, summon courage, begin with “hello”, and engage in small talk. Small talk involves asking stimulating questions and stir discussion over a subject. You could also ask/request to pitch an idea, e.g. “Do you have a minute for a short pitch?”
2. **PRESENT:** Use a strong opening that grabs the attention. A good story works best in this situation. When making the presentation, breathe and take regular pauses, especially before important parts, placing emphasis on your Unique Selling Point and Supporting Evidence. Look at your audience. Keep your presentation clear and simple. Communicate the message, argument, and the Ask, making sure that you are saying the right things to the right people at the right time and place.
3. **ASK:** After the presentation, provide an opportunity for your target audience to ask relevant questions about your product or service. In line with this, ask for orders for the product or services you have pitched for. Use persuading language e.g. “There is a special offer with anyone who gets this first.”
4. **CONCLUDE:** Pitching being time sensitive, you quickly need to summarise and sign off. One must do this on a positive and motivating note e.g. Thank you, a related proverb, contacts on how one can get the product or service etc.

8.6 Questions a Pitch Must Address

Using the Business Idea that you identified, answer the following questions as part of your pitching process:

- 1) What was your BIG IDEA?
- 2) What problem did you intend to solve?
- 3) Is your solution a product or a service?
- 4) What makes your product or service unique, different or better?
- 5) Why should people buy your product or service?
- 6) What is the name of your business?
- 7) Who is your target customer?
- 8) Why did you choose these customers?
- 9) How will people get to know about your product? (Marketing)
- 10) How will the customers or clients get access to your product or service?
- 11) What will you do to ensure that your customers or clients get your product or service?
- 12) What is the price of your product?
- 13) What is the unit cost of producing one-unit?
- 14) What will you do with the income that you make?
- 15) How will you get more people to invest in your business?
- 16) How will you make sure that your business grows?

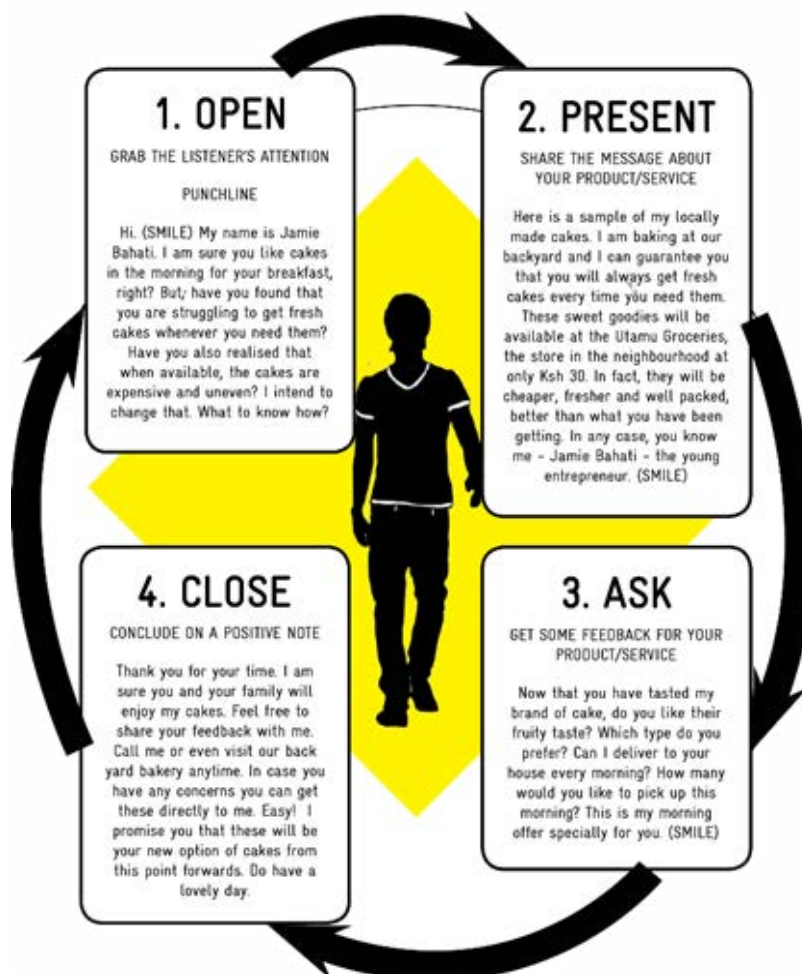


Look at the clip below and share what you have learnt with your class.

<https://youtu.be/l6DjBJo21Y4> – Top Tips for Pitching and Presenting Your Idea for kids

8.7 In Summary

- A pitch is a positive and compelling mini-summary of a business idea, its goals and market.
- Look at every pitch as an opportunity to build your life's dreams and goals.
- Do not rush through your pitch, otherwise your audience might read you as needy, desperate, or pushy.
- Avoid talking too much about the same things e.g. for example, over-describing your concept. Most of the time, less is more when pitching and persuading.
- Practice. Practice. Practice. Practice builds confidence. Pitch often.



HIGHLIGHTS FOR AN ENTREPRENEURSHIP MINDSET

For you to be a successful entrepreneur, you need to observe the following tenets:

1. Be confident in who you are and keep affirming these positive messages every day in the course of your business venture
2. Identify your strengths and what makes the best of you.
3. Create a visual dream board that envisions what you would like to see and do as an entrepreneur
4. Understand the most crucial tools you will require in order to implement your business idea
5. Generate business ideas that take advantage of your strongest traits
6. For every business idea, write an implementation plan (Business Plan) that details everything you intend to do
7. Finally, inject life in your business plan through pitching it in order to attract the required resources and attention.

JOIN US

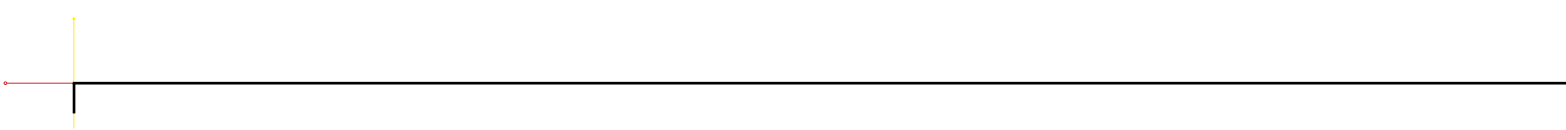
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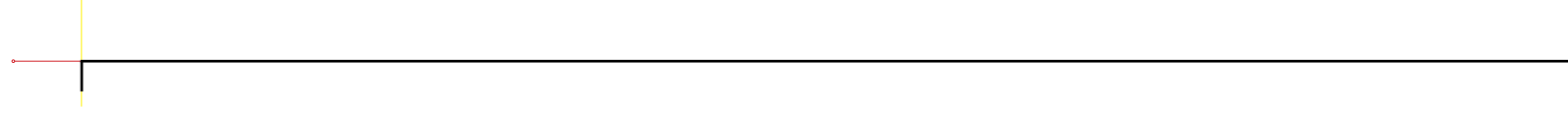
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You can also check out our learning gaps official web page and contact us on: <http://www.learninggapscenter.co.ke/contact-us/>

This book is to be used for individual use, or among a group of children in a school, church, or home setting. A patron's guide is available, for group sessions.

Happy Enterprising!





PATRON'S NOTES & REFERENCES

LESSON ONE: SELF AWARENESS

SELF AWARENESS ASSESMENT RUBRIC

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain self-awareness	Explains the meaning of self-awareness correctly and with ease	Explains the meaning of self-awareness correctly	Inconsistently explains the meaning of self-awareness correctly	Demonstrates little evidence in explaining the meaning of self-awareness correctly
Identify the importance of individual attributes	Identifies the importance of personal attributes in self-awareness with ease	Identifies the importance of personal attributes in self-awareness	Inconsistently identifies the importance of personal attributes in self-awareness	Demonstrates little evidence in identifying the importance of personal attributes in self-awareness
Explain meaning of personal mantra	Comfortably demonstrates understanding and application of a personal mantra	Demonstrates understanding and application of a personal mantra	Inconsistently demonstrates understanding and application of a personal mantra	Demonstrates little evidence in demonstrating understanding and application of a personal mantra
Identify personal gifts and talents	Easily identifies personal gifts and talents and those of others	Identifies personal gifts and talents and those of others	Inconsistently identifies personal gifts and talents and those of others	Demonstrates little evidence in identifying personal gifts and talents and those of others
Apply individual gifts and talents in varied situations	Confidently applies wisely individual gifts and talents in varied situations	Applies wisely individual gifts and talents in varied situations	Inconsistently applies wisely individual gifts and talents in varied situations	Demonstrates little evidence in applying wisely individual gifts and talents in varied situations
Use IT and Online tools and devices to learn increase knowledge and awareness	Comfortably uses IT and Online tools and devices to learn increase knowledge and awareness on self-awareness	Uses IT and Online tools and devices to learn increase knowledge and awareness on self-awareness	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness on self-awareness	Demonstrates little evidence in using IT and Online tools and devices to learn increase knowledge and awareness on self-awareness

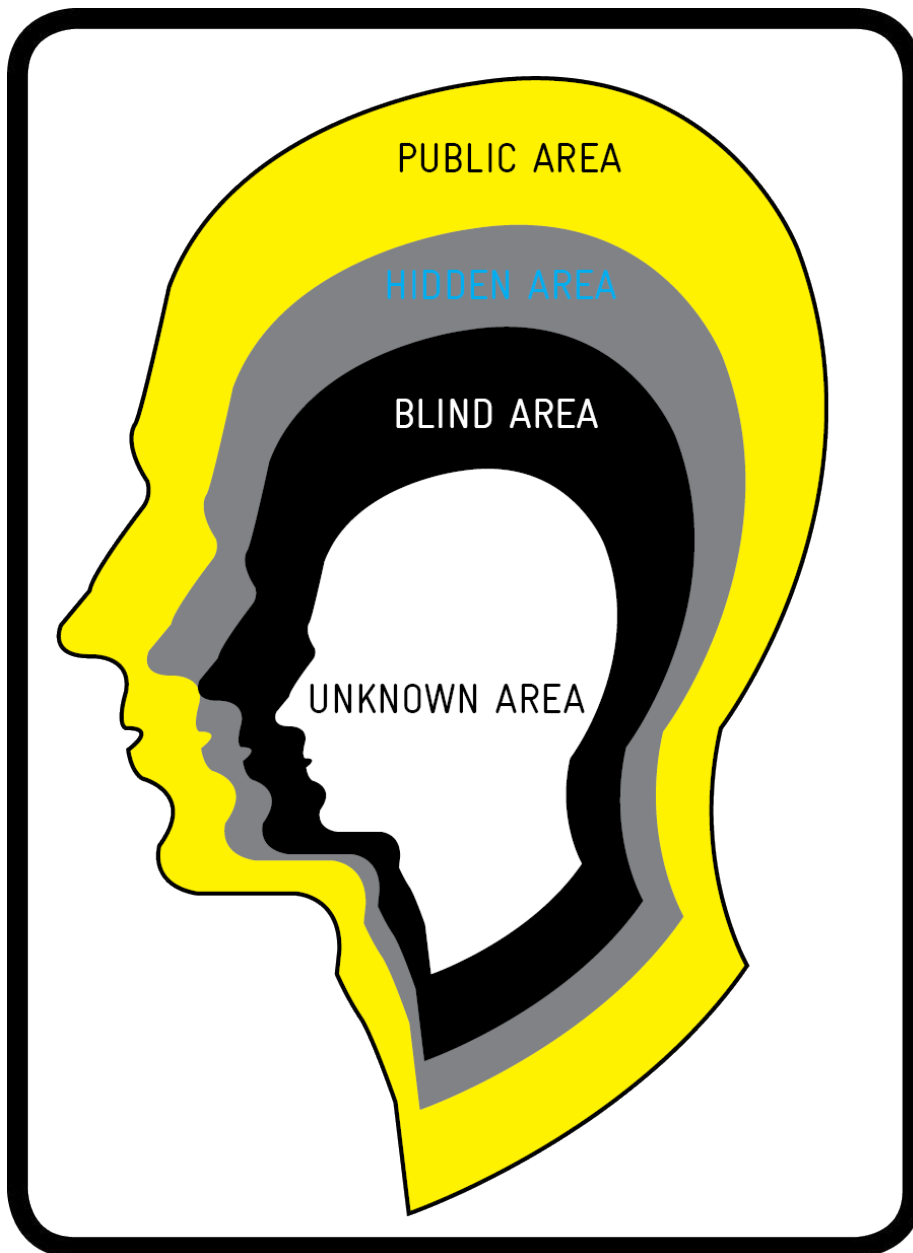
REFLECTION EXERCISE 1-1

TO THE PATRON: Gather your class/club members for a field trip to the market/shopping centre. Explain to the members the detail of the field trip so that you ensure they benefit from it as much as possible. At the end of the session, merge the common responses and have representatives of the groups discuss these in a plenary. Use the Self Awareness Rubric to assess the learners.

REFLECTION EXERCISE 2-1

TO THE PATRON: Draw/Print and Present the envisioning diagram below to explain to the club/class members the different points of self-reflection. Present either of the two alternatives (the figure or the table) below.

ALTERNATIVE ONE: TEACHING AID 1



ALTERNATIVE TWO: TEACHING AID 2

		KNOWN TO SELF	UNKNOWN TO SELF
KNOWN TO OTHERS	OPEN SELF	PUBLIC VIEW Information about you that both you and others know	BLIND SELF HIDDEN VIEW Information about you that you don't know but others do know
	HIDDEN SELF	BLIND AREA Information about you that you know but others don't know	UNKNOWN SELF MYSTERY Information about you that neither you nor others know
UNKNOWN TO OTHERS			

For this exercise, focus more on the activities, interests, things the learner likes/dislike, etc.

REFLECTION EXERCISE 3-1

TO THE PATRON: This exercise is carried outdoors. Let the members individually illustrate their own findings in the most creative method. Use the Self Awareness rubric to evaluate.

REFLECTION EXERCISE 4-1

TO THE PATRON: Draw a 2-column table on the flip chart/ board with the following questions on the first column. Let the members describe their answers on the second column. Look out for the ability to articulate self clearly and confidently and use the Self Awareness rubric to evaluate.

TABULAR PRESENTATION

QUESTION	WHAT TO LOOK OUT FOR
Who am I?	
What do I like?	
What are beliefs are important to me?	
What do I think?	
How do I look?	
What is my personality?	
What do I believe?	
What is the one thing that makes me unique?	

REFLECTION EXERCISE 5-1

TO THE PATRON: This exercise is carried indoors. Begin by discussing the attributes described below. Let each of the members talk about their own individual attributes, define what they present in one word/phrase and compare with the ones outlined below. Allow for additional attributes if any.

ATTRIBUTES

- Commitment
- Competitive
- Confidence
- Creative
- Decision maker
- Determination
- Discipline
- Embracing failure
- Flexible
- Focus
- Give back
- Hunger for success
- Innovation
- Integrity
- Learn
- Listen
- Manage time
- Motivated
- Open minded
- Passionate
- Persistence
- Polite
- Risk taking
- Self-starter
- Strong mind-set
- Strong people skills
- Strong work ethic
- Team leader
- Visionary

REFLECTION EXERCISE 6-1

TO THE PATRON: This is a self-reflection exercise. Create free space for learners to express themselves. Guide the members through developing/drafting their own mantras. Share examples of positive and negative phrases and statements that can be mantras for either success or failure.

At the end of the session, share the mantras below to guide the learners in to understanding the process.

Examples of Personal Mantras

- All is well
- I am enough
- I believe in myself and my abilities
- I can control my own happiness
- Today I am a leader
- Today is going to be an awesome day
- I can get through this
- I am grateful
- I am powerful
- I am beautiful
- I am pure
- I am capable
- I am becoming who I want to be
- I am discovering my inner superstar
- I am open and receptive to all good
- I am living and enjoying this day
- I feel like sunshine today and everyday
- I know I am doing my best
- I am seeking contentment not perfection
- I will not go in to my mind where my body is not

REFLECTION EXERCISE 7-1

TO THE PATRON: This exercise is carried indoors. You will need a mirror for this exercise. Select five volunteer members of the class. Let each describe themselves from their view on the mirror. Allow responses from the rest of the class about each description the volunteers share. Select a panel of members (depending on the size of the class) evaluate the presentations of the groups as either positive or negative. Use the rubric for assessment.

At the end of the class read out the following affirmations to the class members. This can also be iterated and even expanded throughout the sessions even in future.

POSITIVE AFFRIMATIONS

1. "Nothing can dim the light that shines from within." Jonathan Borge
2. "I am in the right place at the right time, doing the right thing," - Louise Hay, Author
3. "You are loved just for being who you are, just for existing" - Ram Dass, American spiritual teacher
4. "Am I good enough? Yes, I am" - former First Lady Michelle Obama
5. "Nothing can dim the light that shines from within," - Maya Angelou
6. "We must accept finite disappointment, but never lose infinite hope." - Martin Luther King Jr.
7. "Your life is already a miracle of chance waiting for you to shape its destiny" - Toni Morrison
8. "If you really think small, your world will be small. If you think big, your world will be big" - Paulo Coelho
9. "We must be willing to let go of the life we planned so as to have the life that is waiting for us," - Joseph Campbell
10. "The only courage you ever need is the courage to fulfil the dreams of your own life" - Oprah Winfrey
11. "Failure is just another way to learn how to do something right" - Marian Wright Edelman
12. "Write it on your heart that every day is the best day in the year," - "Works and Days." by Ralph Waldo Emerson
13. "Hold up your head! You were not made for failure; you were made for victory" - Anne Gilchrist
14. "There is nothing either good or bad, but thinking makes it so" - William Shakespeare
15. "I'm better than I used to be. Better than I was yesterday. But hopefully not as good as I'll be tomorrow" - Marianne Williamson
16. "Your perspective is unique. It's important and it counts" - Glenn Close
17. "Your life is about to be incredible" - Tim Storey
18. "Make way for the unprecedented and watch your reality rearrange yourself" - Yrsa Daley-Ward, poet
19. "Courage starts with showing up and letting ourselves be seen" - Brené Brown, Author
20. "If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely," - The Twits by Roald Dahl
21. "Nothing is impossible. The word itself says 'I'm possible!' " - Audrey Hepburn
22. "The ultimate truth of who you are is not I am this or I am that, but I Am" - Eckhart Tolle
23. "I am deliberate and afraid of nothing" - Audre Lord, poet

REFLECTION EXERCISE 8-1

DEALING WITH LOW MOMENTS

TO THE PATRON: For this exercise, ask the members to develop their personal mantras based on their individual strengths. Encourage them to feel positive about themselves in order to be driven by positive affirmations despite their environment or surroundings. Compound their affirmations as earlier discussed.

REFLECTION EXERCISE 9-1

TO THE PATRON: For this exercise, read the story and let the learners share their reactions to it. Use newsprints to collect the feedback

Read Matthew 25:14-30 (Good News Translation)

The Parable of the Three Servants

¹⁴ “At that time the Kingdom of heaven will be like this. Once there was a man who was about to leave home on a trip; he called his servants and put them in charge of his property. ¹⁵ He gave to each one according to his ability: to one he gave five thousand gold coins, to another he gave two thousand, and to another he gave one thousand. Then he left on his trip. ¹⁶ The servant who had received five thousand coins went at once and invested his money and earned another five thousand. ¹⁷ In the same way the servant who had received two thousand coins earned another two thousand. ¹⁸ But the servant who had received one thousand coins went off, dug a hole in the ground, and hid his master’s money. ¹⁹ “After a long time the master of those servants came back and settled accounts with them. ²⁰ The servant who had received five thousand coins came in and handed over the other five thousand. ‘You gave me five thousand coins, sir,’ he said. ‘Look! Here are another five thousand that I have earned.’ ²¹ ‘Well done, you good and faithful servant!’ said his master. ‘You have been faithful in managing small amounts, so I will put you in charge of large amounts. Come on in and share my happiness!’ ²² Then the servant who had been given two thousand coins came in and said, ‘You gave me two thousand coins, sir. Look! Here are another two thousand that I have earned.’ ²³ ‘Well done, you good and faithful servant!’ said his master. ‘You have been faithful in managing small amounts, so I will put you in charge of large amounts. Come on in and share my happiness!’ ²⁴ Then the servant who had received one thousand coins came in and said, ‘Sir, I know you are a hard man; you reap harvests where you did not plant, and you gather crops where you did not scatter seed. ²⁵ I was afraid, so I went off and hid your money in the ground. Look! Here is what belongs to you.’ ²⁶ ‘You bad and lazy servant!’ his master said. ‘You knew, did you, that I reap harvests where I did not plant, and gather crops where I did not scatter seed? ²⁷ Well, then, you should have deposited my money in the bank, and I would have received it all back with interest when I returned. ²⁸ Now, take the money away from him and give it to the one who has ten thousand coins. ²⁹ For to every person who has something, even more will be given, and he will have more than enough; but the person who has nothing, even the little that he has will be taken away from him. ³⁰ As for this useless servant—throw him outside in the darkness; there he will cry and gnash his teeth.’

ANSWERS

- I. What lessons do we learn from the story?
 - i. Each one of us has been entrusted with blessings and gifts which God expects us to wisely use
 - ii. Success only happens when we take action – which means we can be anything we want to

- be. Everyone is a winner!
- iii. We work for a master and not for ourselves – We are accountable for everything we do to benefit others
- iv. We shall all not be judged by the same standard – though we are gifted differently
- v. We are invited to grow and prosper – anyone can be a successful
- 2. Let the members list these in their notebooks and compare the answers with the list provided.
- 3. Evaluate the group presentations using the Self Awareness rubric.

REFLECTION EXERCISE 10-1

TO THE PATRON: For this exercise, provide the members each with 5 pieces of different coloured sticky notes each. (for example: Yellow, Green, Blue, Pink, White). Allow the members to place their sticky note randomly on the board/wall. In a plenary at the end of the session, merge the common responses together and let the members decide where each response falls. Stick these on individual flip charts This will come in handy when guiding the members as to what their business ideas can be generated from.

REFLECTION EXERCISE 11-1

TO THE PATRON: For this exercise, let the members recap what they had earlier written down the things on what they love to do. Guide them in to understanding how their passions can be beneficial to other members of the community. One could use the table format below as a guide to outline the likes and benefits.

WHAT YOU LIKE TO DO	HOW CAN IT BE USED IN THE COMMUNITY
1.	
2.	
3.	

FUN TIME

TO THE PATRON: Listen and learn the song in the link below. Print out/write down the lyrics of the song and let the members learn it and sing along together.

- In order to practice what we have learnt and how it could benefit others in your community, we shall listen and learn to the following Rhythmic song. By Pinkfong Baby Shark - Kids' Songs & Stories <https://youtu.be/oOccLIId-LJg>
- Help the members of the class to develop positive statements with the hashtag #Icandoanything

LESSON TWO: ENTREPRENEURSHIP

ENTREPRENEURSHIP ASSESSMENT RUBRIC

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Define the term entrepreneurship	Defines entrepreneurship correctly and with ease and confidence	Defines entrepreneurship correctly	Inconsistently defines entrepreneurship	Demonstrates little evidence in defining entrepreneurship
Identify the importance of Entrepreneurship	Identifies the importance of entrepreneurship correctly with ease and confidence	Identifies the importance of entrepreneurship correctly	Inconsistently identifies the importance of entrepreneurship	Demonstrates little evidence in identifying the importance of entrepreneurship
Explain various terms used in entrepreneurship	Explains various terminologies e.g. products, services, customers, clients with ease and confidence	Explains various terminologies e.g. products, services, customers, clients	Inconsistently explains various terminologies e.g. products, services, customers, clients	Demonstrates little evidence in explaining various terminologies e.g. products, services, customers, clients
Ability to convert personal “I help” tennets in to business ideas	Converts “I help” statements in to business ideas with ease and confidence	Converts “I help” statements in to business ideas	Inconsistently converts “I help” statements in to business ideas	Demonstrates little evidence in converting “I help” statements in to business ideas
Define the essence of the term “value” in an entrepreneurial perspective	Identifies solutions that provide value in the community with ease and confidence	Identifies solutions that provide value in the community	Inconsistently identifies solutions that provide value in the community	Demonstrates little evidence in identifying appropriate solutions that provide value in the community
Define the qualities of an entrepreneur	Identifies the qualities of an entrepreneur with ease and confidence	Identifies the qualities of an entrepreneur	Inconsistently identifies the qualities of an entrepreneur	Demonstrates little evidence in identifying the qualities of an entrepreneur
Apply entrepreneurial mind-set in daily lifestyle and settings	Makes crucial related decisions on matters related to entrepreneurship with ease and confidence	Makes crucial related decisions on matters related to entrepreneurship	Inconsistently makes related decisions on matters related to entrepreneurship	Demonstrates little evidence in making decisions on matters related to entrepreneurship
Use IT and Online tools and devices to learn increase knowledge and awareness	Uses IT and online tools and devices to increase knowledge and skills with ease	Uses IT and online tools and devices to increase knowledge and skills	Inconsistently uses IT and online tools and devices to increase knowledge and skills	Demonstrates little evidence in using IT and online tools and devices to increase knowledge and skills

REFLECTION EXERCISE: 1-2

TO THE PATRON: This is an outdoor exercise. Let the members walk around the neighbourhood identifying and listing different activities carried out by various businesses and people. Encourage each member to be as detailed as possible. Use the table below to fill in the Business, Problem it solves, and the Solution it provides (product/service).

PEOPLE/BUSINESS	PROBLEM SOLVED	SOLUTION PROVIDED – PRODUCT/ SERVICE
1		
2		
3		
4		
5		

REFLECTION EXERCISE 2-2

TO THE PATRON: In order to help the learners to understand what ‘value’ is, reiterate the importance of each person’s talent and gift when it is used in the community. This way the members are able to attach weight to what each one has. Discuss some of those listed with the members.

REFLECTION EXERCISE 3-2

TO THE PATRON: This is an outdoor exercise. Let the members walk around the neighbourhood identifying different activities carried out by various businesses and people. Encourage each member to be as detailed as possible. Use the entrepreneurial rubric to evaluate the presentations of the members.

REFLECTION EXERCISE 4-2

TO THE PATRON: Guide the members through the process of identifying businesses or people who provide products, services or both. Use actual examples to help the members understand the concept.

REFLECTION EXERCISE 5-2

TO THE PATRON: Use the examples provided by the member to identify one business ideas to illustrate the Problem-Solution-Benefit concept. Allow the members to discuss their own ideas to ensure that they too understand how it is applied.

REFLECTION EXERCISE 6-2

TO THE PATRON:

1. Refer to the Buyer, Customer, Client and Consumer note earlier provided. Guide the learners with examples what each definition stands for and how each term applies. Before the exercise, ask the learners to share some additional examples. Let the members list these in their notebooks but share their answers in the plenary. Use the Entrepreneurship Rubric to evaluate.
2. Use the board/flip chart for this exercise. In the table below, match the following items of value with either as products or services. In the third column, identify who the entrepreneur would be dealing with: either customers or clients.

VALUE	PRODUCT/SERVICE	CUSTOMERS OR CLIENTS
Car Wash	Service	Clients
Cleaning dog kennels	Service	Clients
Grocery Shop	Products and Service	Customers and Clients
Supermarket	Products and service	Customers and clients

In addition to identifying the customers or clients, guide the members to list real examples of what kind of customers/clients would require the value proposed?

VALUE	PRODUCT/SERVICE	IDENTIFY THE CUSTOMER
Car Wash	Service	Vehicle owners, Matatu drivers, motorbike riders, carpet owners
Cleaning dog kennels	Service	House owners, Security companies, Individuals
Grocery Shop	Products	Neighborhoods, Individuals, Kiosks, Schools
Supermarket	Products and Services	Retailers, Neighborhoods, Individuals, Schools

REFLECTION EXERCISE 7-2

TO THE PATRON: This should be done in their notes books. Allow a few volunteers to share what their statements are with the class. For this exercise, let the learners write down on their notebooks their value statements as well as their “I help ...” statements in the two-column grid example shown below.

I help....	people to save time
I help....	people to save money
I help....	people to improve their health
I help....	people with food
I help....	people with technology

REFLECTION EXERCISE 8-2

TO THE PATRON: This should be done in their notes books. Illustrate to the members how what they do can be converted in to a business and examples of people involved in this. For example: “I Help people to save money,” the business could be in finance management, the business is Banking, and the people involved include Bankers, Finance Executives, Money lenders etc. Evaluate their filled tables using the Entrepreneurial Rubric.

REFLECTION EXERCISE 9-2

TO THE PATRON: Populate a list of product and service providers using colored pens and post cards on the board with the following:

Veterinarian, Teacher, Police Officer, Nurse, Milk Deliverer, Mechanic, Doctor, Taxi Driver, Fire-Fighter, Garbage Collector, Caretaker, Lifeguard, Water Vendor, Grocer, Stone Mason, Plumber, Steel Engineer.

Allow as much room for each member to share at least five persons. Finally relate their contributions to the value each product and service provider offers.

REFLECTION EXERCISE 10-2

TO THE PATRON: The table below provides the expected responses from the members. However, it will be important to allow for more flexibility in the roles in the solutions provided. For this exercise, provide the members each with two differently colored cards. Let them use one for identifying the problem and the other for identifying and an entrepreneurial solution as shown in the table below.

PROBLEM/ISSUE TO BE ADDRESSED	SOLUTION PROVIDED
An elderly lady who lives next door has a garden but can't afford to pay someone to take care of it	Request to set up a kitchen garden for her to grow vegetables and sell the excess to the neighbourhood
New neighbors just arrived in your neighborhood and have no one to welcome them or show them around	Develop a map of the estate showing where the amenities are e.g. the play grounds, water points, parking lots, main gates, grocery centre etc. You can sell this map
At my friend's birthday party, and he or she needs me to do something special for her?	Learn how to dance during parties and charge for performance
	Learn how to prepare a recipe that you can sell at parties e.g. a cake, juice, pastry etc.
My mum needs help cleaning up the house because we have visitors coming over	Learn how to clean different surfaces using different detergents and cleaning aids to provide cleaning services for a fee
	Learn and apply interior and external decoration services for a fee

REFLECTION EXERCISE 11-2

TO THE PATRON: This is an outdoor exercise. Let the members walk around the neighbourhood identifying different activities carried out by various businesses and people. Encourage each member to be as detailed as possible.

The table below explains how to carry out this exercise.

PERSON WHO PROVIDES VALUE	VALUE PROVIDED	CHARACTERISTICS	ILLUSTRATION
Barber	Shaves my hair	Punctual	Goes to the barber shop every day at 6am
Mama Mboga	Sells groceries	Hardworking	Makes sure that her stall is clean every time I visit
Matatu Tout	Assists passengers to board and alight into vehicles	Very friendly	Always speaks kindly to me and other passengers whenever I board his matatu

REFLECTION EXERCISE 12-2

TO THE PATRON: This is a group exercise. Provide each group with old and current newspapers mainly the Daily Nation Saturday magazine. Allow participation of all members. Let each group identify one story which they can read and share at the plenary. Guide the members through identifying the most important value brought out from the stories they present.

REFLECTION EXERCISE 13-2

TO THE PATRON: For this exercise, let the learners write down in their notebooks their ideas on a grid as illustrated in the table below.

Who am I?	What do I know?
What is your passion, interest and gifts? What things than come easily for you?	Am I skilled in my area of interest to solve the proposed problem?)
Whom Do I know?	What do I have?
For example, a parent/family that can provide capital for the idea; a potential customer/client who could benefit from the solution etc.	Do you have access to any resources they have such as sewing machines, an oven, a blender, space at home, or a camera, a digital phone etc.

LESSON THREE: VISION BOARDING

VISION BOARD ASSESSMENT RUBRIC

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain the term vision boarding	Defines “Vision Boarding” correctly with ease and confidence	Defines “Vision Boarding” correctly	Inconsistently defines “Vision Boarding” correctly	Demonstrates little evidence in defining “Vision Boarding” correctly
Identify the importance of a vision board	Identifies the importance of a vision board with ease and confidence	Identifies the importance of a vision board	Inconsistently identifies the importance of a vision board	Demonstrates little evidence in identifying the importance of a vision board
Explain the difference between vision and memory	Clearly defines the difference between vision and memory with ease	Defines the difference between vision and memory	Inconsistently defines the difference between vision and memory	Demonstrates little evidence in defining the difference between vision and memory
Identify the steps of making a vision board	Identifies the process of making a vision board with ease and confidence	Identifies the process of making a vision board	Inconsistently identifies the process of making a vision board	Demonstrates little evidence in identifying the process of making a vision board
Use IT and Online tools and devices to learn increase knowledge and awareness on Vision Boarding	Uses IT and Online tools and devices to learn increase knowledge and awareness on Vision Boarding comfortably	Uses IT and Online tools and devices to learn increase knowledge and awareness on Vision Boarding	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness on Vision Boarding	Demonstrates little evidence in using IT and Online tools and devices to learn increase knowledge and awareness on Vision Boarding

TO THE PATRON: It is important to demonstrate the difference between memory and vision and how these two merge to provide vivid visual when developing a vision board. Allow the members to test different memories versus visions either as dreams or as lovely stories. This way they are able to reach in to their creative energies.

For the two exercises, give the learners plain pieces of paper and colors for them to create their ideas on. Let them share in a plenary.

REFLECTION EXERCISE 1-3

This is about evaluating the difference between vision and memory. The assessment is based on their understanding where each draws their dreams from. Use Vision Boarding Rubric to evaluate.

REFLECTION EXERCISE 2-3

This is about evaluating the difference between vision and memory. The assessment is based on their understanding where each draws their dreams from. Use Vision Boarding Rubric to evaluate.

REFLECTION EXERCISE 3-3

TO THE PATRON: The Blind Men and the Elephant, is a folk tale from India that is from oral tradition. Select some members of the club to represent the characters in the story. Let them rehearse the story and then present it to the rest of the class other than just narrating it. Let the learners take notes while this is going on. Follow along to create classroom discussions or writing exercises.

Use the responses in the plenary to confirm the lessons learnt.

The moral of the story is that truth is relative to one's own perspective, and because truth is relative, we should respect the opinions of others. Remember, there is no wrong answer so let the learners express themselves as freely as possible.

FUN TIME

TO THE PATRON: This is a group exercise for two groups. The first group can use the Digital version (using Canva - <https://www.canva.com/design/DAEa-Qe8rF0/tQPyrGluGkZW6TIFL9jRxA/edit>).

The other group will use news print sheets, marker pens, colored magazines, newspapers, glue, scissors and blades where the learners get plain pieces of paper and colors for them to create their ideas on.

Let each group develop a group Vision Board and share these with the class.

At the end of the session, display (either on print out or visually) different Vision Boards that have been developed by others.

REFLECTION EXERCISE 4-3

TO THE PATRON: For this exercise, let the learners each take time to define what the items involved in creating their individual Vision Boards will involve e.g. images, numbers, affirmation statements, targets, etc. guided by the questions below. Creativity in relation to visioning is the key on assessment.

LESSON FOUR: DEVELOPING BUSINESS IDEAS

BUSINESS IDEATION ASSESSMENT RUBRIC

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain idea generation in business	Explains idea generation in business with ease and confidence	Explains idea generation in business	Inconsistently explains idea generation in business	Demonstrates little evidence in explaining idea generation in business
Identify the importance of idea generation in business	Identifies the importance of idea generation in business with ease and confidence	Identifies the importance of idea generation in business	Inconsistently identifies the importance of idea generation in business	Demonstrates little evidence in identifying the importance of idea generation in business
Explain how business ideas become businesses	Explains how business ideas become businesses with ease and confidence	Explains how business ideas become businesses	Inconsistently explain how business ideas become businesses	Demonstrates little evidence in explaining how business ideas become businesses
Identify the steps involved in idea generation	Identifies the steps involved in idea generation with ease and confidence	Identifies the steps involved in idea generation	Inconsistently identifies the steps involved in idea generation	Demonstrates little evidence in identifying the steps involved in idea generation
Use IT and Online tools and devices to learn increase knowledge and awareness on Business Idea Generation	Uses IT and Online tools and devices to learn increase knowledge and awareness on Business Idea Generation with ease and confidence	Uses IT and Online tools and devices to learn increase knowledge and awareness on Business Idea Generation	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness on Business Idea Generation	Demonstrates little evidence in using IT and Online tools and devices to learn increase knowledge and awareness on Business Idea Generation

REFLECTION EXERCISE 1-4

TO THE PATRON: For this exercise, let the learners refer to Reflection Exercise 5-2 where they developed their “I help...” statements and converted them in to business ideas. Using these business ideas, the members can now use the 3-column grid below to identify the value their ideas would offer the community.

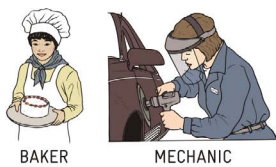
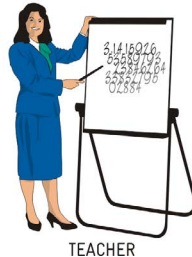
I help ...	people with their pets	A business that cleans dog kennels
I help....	people with technology	A business that develops tech-code for sale
I help....	people with entertainment	A business that brings kids together to play a sport
I help....	people get suitable gifts for their loved ones	A business that sells handcrafted gifts such as cards, etc.

These are some of the examples you could use in the assessment of the presentations

BUSINESS IDEA	VALUE PROVIDED
e.g. Blending fruit juice	Offering a refreshing drink to customers during hot open days at my school
e.g. Writing poetry	Creating beautiful dramatized performances to be presented during events

REFLECTION EXERCISE 2-4

TO THE PATRON: This is an outdoor exercise. Let the members walk around the neighbourhood identifying different activities carried out by various businesses and people. Using the tool provided in Session 4.3, let them respond to the issues addressed.



DESIGN THINKING NOTES

1. EMPATHIZE	2. DEFINE	3. IDEATE	4. PROTOTYPE	5. TEST	6. LAUNCH
Look, Write, Draw <p>Here one begins to learn a bit more about the problems in the community.</p> <p>This can be done through research, interviewing, and listening and observing the target customers</p> <p>Ask as many questions as you can to be able to understand before you develop a business idea.</p>	Ask <p>In the next step, one analyses the information they have collected from the target customers.</p> <p>Ask yourself the following questions:</p> <ol style="list-style-type: none"> What does my target customer want? Do I know how to meet these needs? Do I have the tools to do this? Where else can I get a solution that fits the community problems? <p>One can go back to the first step e.g. one can carry out further research or interviews to understand the problems much better.</p> <p>Finally one comes up with one or two solutions that can be converted in to business ideas.</p>	Imagine <p>At this point one proposes as many solutions to the problems as they can. All ideas are acceptable at this point. The wilder the better.</p> <p>The problems and the proposed solutions can now be reviewed by others in order to refine them better.</p> <p>This process involves brain storming, discussions and research to find out where else to find appropriate solutions</p> <p>One can also choose a partner to help them develop the solutions/ideas</p>	Build and Test <p>This refines the ideas much better because it allows one to try out one solution after another in order to identify the most applicable one.</p> <p>Present the proposed solution to a group and listen to their ideas. This could be friends at school or one's family.</p> <p>Ensure that one gathers all the feedback from the target customers. This helps one to learn much more about the subject as well as the applications of the required solution to the identified problem.</p> <p>Refine your solutions now guided by the proposals made from the exercise.</p>	Improve <p>The solutions are now converted in to business ideas and tested.</p> <p>At this stage it is crucial to find out what the target audience thinks about the idea.</p> <p>Collect all this feedback and learning.</p> <p>The idea can be further refined or even against the following questions:</p> <ol style="list-style-type: none"> What went well? What solution worked? What did not work well and why? 	Introduce to the market <p>Once one has a refined idea, the ultimate step is to launch the solution as a business</p> <p>Remember to continue evaluating the performance of the solution and improving it accordingly.</p> <p>It is not wrong to take the solution back to the first step to ensure that it is working well.</p> <p>An entrepreneur is always innovating new ways of solving the problems they come across.</p>

LESSON FIVE: BUSINESS PLANNING PROCESS

BUSINESS PLANNING ASSESSMENT RUBRIC

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain the term “Business Plan”	Explains the term “Business Plan” with ease and confidence	Explains the term “Business Plan”	Inconsistently explains the term “Business Plan”	Demonstrates little evidence in explaining the term “Business Plan”
Identify the importance of business planning	Identifies the importance of business planning	Identifies the importance of business planning	Inconsistently identifies the importance of business planning	Demonstrates little evidence in identifying the importance of business planning
Define various terminologies used e.g. Assets, Brand, Competitor, Ideal Customer, Income, Liabilities, Profit, Revenue, Savings, and Unique Value Proposition	Defines various terminologies used e.g. Assets, Brand, Competitor, Ideal Customer, Income, Liabilities, Profit, Revenue, Savings, and Unique Value Proposition with ease and confidence	Defines various terminologies used e.g. Assets, Brand, Competitor, Ideal Customer, Income, Liabilities, Profit, Revenue, Savings, and Unique Value Proposition	Inconsistently defines various terminologies used e.g. Assets, Brand, Competitor, Ideal Customer, Income, Liabilities, Profit, Revenue, Savings, and Unique Value Proposition	Demonstrates little evidence in defining various terminologies used e.g. Assets, Brand, Competitor, Ideal Customer, Income, Liabilities, Profit, Revenue, Savings, and Unique Value Proposition
Identify the different components of a business plan	Identifies the different components of a business plan with ease and confidence	Identifies the different components of a business plan	Inconsistently identifies the different components of a business plan	Demonstrates little evidence in identifying the different components of a business plan
Use IT and Online tools and devices to learn increase knowledge and awareness on Business Planning	Uses IT and Online tools and devices to learn increase knowledge and awareness on Business Planning with ease and confidence	Uses IT and Online tools and devices to learn increase knowledge and awareness on Business Planning	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness on Business Planning	Demonstrates little evidence in using IT and Online tools and devices to learn increase knowledge and awareness on Business Planning

REFLECTION EXERCISE 1-5

Use a matrix chart to present the answers given by the members on the board as follows:

PRODUCT	(LOCAL) COMPANY BRANDS
Water	Dasani, Quencher, Kenyan Water, etc.
Soda	Coca-cola, Fanta, Schweppes, Pepsi etc.
Milk	Tuzo, Fresha, KCC Delight, etc.
Juice	Quencher, Squash, Tropical heat etc.

REFLECTION EXERCISE 2-5

Use the online links to pick out the unique value propositions, logos, colors and a little history for these companies to make the class as fun as possible.

- Nike - <https://www.nike.com/>
- Coca-Cola - <https://www.coca-colacompany.com/>
- Pepsi - <https://www.pepsico.com/about/about-the-company>
- Canon - <https://global.canon/>
- KFC - <https://global.kfc.com/>
- Jumia - <https://www.jumia.com/>

REFLECTION EXERCISE 3-5

TO THE PATRON: This is a group exercise. Despite this being a general knowledge session, there is a need to ensure that the learners stay abreast with current affairs, while prompting entrepreneurial thinking to explore opportunities as they present themselves. Learners will give an indication of if they are getting the mind-set. Use the rubric for assessment.

REFLECTION EXERCISE 4-5

This is meant to draw out or recap the previous lessons learnt from the learners. Use rubric for assessment.

REFLECTION EXERCISE 5-5

TO THE PATRON: This is an outdoor exercise. Let the members walk around the neighbourhood identifying different activities carried out by various businesses and people. Crucial traits here include observation, listening and collaboration.

REFLECTION EXERCISE 6-5

This is meant to draw out or recap the previous lessons learnt from the learners. Use rubric for assessment.

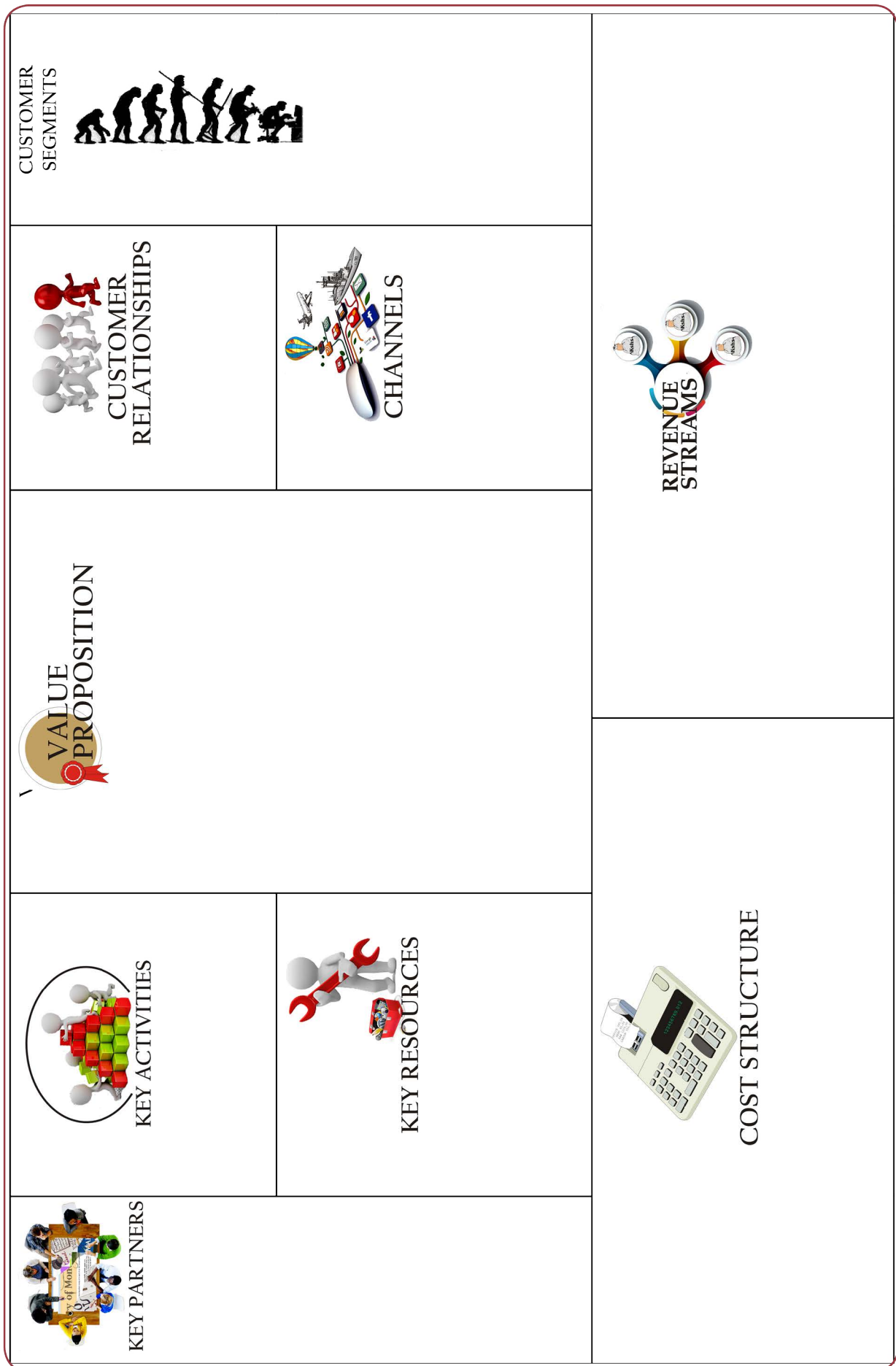
REFLECTION EXERCISE 7-5

This is meant to draw out or recap the previous lessons learnt from the learners. Use rubric for assessment.

REFLECTION EXERCISE 8-5

TO THE PATRON: Divide the learners in to groups of three. For each group give them three multicolour balloons, marker pens, masking tape and a manila paper sheet. Let each group develop a business idea from these items and present their ideas in a plenary. Encourage as much creativity and participation as possible.

Components of a Business Canvas Model



LESSON SIX: TOOLS NEEDED BY AN ENTREPRENEUR

ASSESSMENT RUBRIC - TOOLS NEEDED BY AN ENTREPRENEUR

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain the term “Resource”	Explains the term “Resource” with ease and confidence	Explains the term “Resource”	Inconsistently explains the term “Resource”	Demonstrates little evidence in understanding the term “Resource”
Identify the importance of different resources in a business	Identifies the importance of different resources in a business with ease and confidence	Identifies the importance of different resources in a business	Inconsistently identifies the importance of different resources in a business	Demonstrates little evidence in identifying the importance of different resources in a business
Explain what money is - in the context of entrepreneurship	Explains what money is - in the context of entrepreneurship with ease and confidence	Explains what money is - in the context of entrepreneurship	Inconsistently explains what money is - in the context of entrepreneurship	Demonstrates little evidence in explaining what money is - in the context of entrepreneurship
Identify “Needs” and “Wants”	Identifies “Needs” and “Wants” with ease and confidence	Identifies “Needs” and “Wants”	Inconsistently identifies “Needs” and “Wants”	Demonstrates little evidence in identifying what “Needs” and “Wants” are
Explain the functions of money	Explains the functions of money with ease and confidence	Explains the functions of money	Inconsistently explains the functions of money	Demonstrates little evidence in explaining the functions of money
Explain the journey of money	Explains the journey of money with ease and confidence	Explains the journey of money	Inconsistently explains the journey of money	Demonstrates little evidence in telling the journey of money
Identify ways of generating money	Identifies ways of generating money with ease and confidence	Identifies ways of generating money	Inconsistently identifies ways of generating money	Demonstrates little evidence in identifying ways of generating money
Use IT and Online tools and devices to learn increase knowledge and awareness on resources used by an entrepreneur	Uses IT and Online tools and devices to learn increase knowledge and awareness on resources used by an entrepreneur with ease and confidence	Uses IT and Online tools and devices to learn increase knowledge and awareness on resources used by an entrepreneur	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness on resources used by an entrepreneur	Demonstrates little evidence in the use of IT and Online tools and devices to learn increase knowledge and awareness on resources used by an entrepreneur

REFLECTION EXERCISE 1-6 & 2-6

TO THE PATRON: This exercise can be done in an open area or outdoor exercise. Get the learners in to groups and let them read Fun Exercise 1-6 and Fun Exercise 2-6. Once done, let the learners present their answers in a plenary comparing the two stories and identifying common resources used. Allow vibrant participation as well as creativity during the presentations.

REFLECTION EXERCISE 3-6

This is meant to test the learners understanding of the lesson content. Use rubric for assessment.

REFLECTION EXERCISE 4-6

TO THE PATRON:

The exercise can begin by watching the following video clip. The Story of Money By @Nigelkellaway
<https://www.youtube.com/channel/UCmx3BLPtZRMneZqDi4H5Mhw>

After the clip, select a member of the class to read the story of “The Journey of Money,” at which point any questions can be addressed. Allow as much discussion as possible.

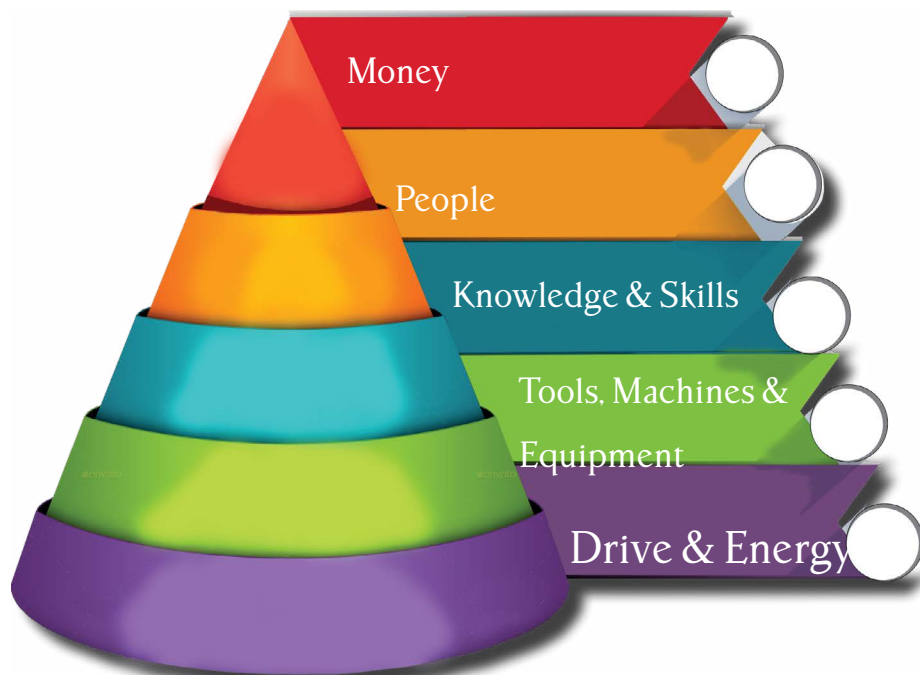
While the learners answer the questions from the story, evaluate their understanding of money and how they use it day-to-day. Evaluate the largest same amount they have ever handled.

REFLECTION EXERCISE 5-6

TO THE PATRON: Allow vibrant participation as well as creativity during the presentations. This is meant to test the learners understanding of the lesson content. Use rubric for assessment.

REFLECTION EXERCISE 6-6

This is meant to test the learners understanding of the lesson content. Use rubric for assessment.



LESSON SEVEN: BUDGETING

BUDGETING ASSESSMENT RUBRIC

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Explain budgeting and its application in real life	Explains budgeting and its application in real life with ease and confidence	Explains budgeting and its application in real life	Inconsistently explains budgeting and its application in real life	Demonstrates little evidence in explaining budgeting and its application in real life
Define different terms used in budgeting	Defines different terms used in budgeting with ease and confidence	Defines different terms used in budgeting	Inconsistently defines different terms used in budgeting	Demonstrates little evidence in defining different terms used in budgeting
Understand the importance of budgeting	Demonstrates an understanding of the importance of budgeting with ease and confidence	Understands the importance of budgeting	Inconsistently understands the importance of budgeting	Demonstrates little evidence in understanding the importance of budgeting
Use a budget as a tool entrepreneurship	Uses a budget as a tool entrepreneurship with ease and confidence	Uses a budget as a tool entrepreneurship	Inconsistently uses a budget as a tool entrepreneurship	Demonstrates little evidence in using a budget as a tool entrepreneurship
Prepare an applicable budget	Prepares an applicable budget in the context of business planning with ease and confidence	Prepares an applicable budget in the context of business planning	Inconsistently prepares an applicable budget in the context of business planning with ease and confidence	Demonstrates little evidence in preparing an applicable budget in the context of business planning with ease and confidence
Use IT and Online tools and devices to learn increase knowledge and awareness	Uses IT and Online tools and devices to learn increase knowledge and awareness with ease and confidence	Uses IT and Online tools and devices to learn increase knowledge and awareness	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness	Demonstrates little evidence in using IT and Online tools and devices to learn increase knowledge and awareness

REFLECTION EXERCISE 1-7

This is meant to test the learners understanding of the lesson content. Use rubric for assessment.

Using the table below, guide the learners on the application of each column and the presentation in addition to the notes outlined.

INCOME	UNIT	COST	EXPENSES	UNIT	COST	BALANCE

REFLECTION EXERCISE 2-7

This is meant to test the learners understanding of the lesson content. Use rubric for assessment.

REFLECTION EXERCISE 3-7

This is meant to test the learners understanding of the lesson content. Use rubric for assessment.

LESSON EIGHT: BUSINESS PITCHING

ASSESSMENT RUBRIC - BUSINESS PITCHING

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Define business pitching	Defines business pitching with ease and confidence	Defines business pitching	Inconsistently defines business pitching	Demonstrates little evidence in attempting to define business pitching
Explain when and why pitching is done	Explains when and why pitching is done with ease and confidence	Explains when and why pitching is done	Inconsistently explains when and why pitching is done	Demonstrates little evidence in explaining when and why pitching is done
Identify the components of a pitch	Identifies the components of a pitch with ease and confidence	Identifies the components of a pitch	Inconsistently identifies the components of a pitch	Demonstrates little evidence in identifying the components of a pitch
Explain the importance of business pitching	Explains the importance of business pitching with ease and confidence	Explains the importance of business pitching	Inconsistently explains the importance of business pitching	Demonstrates little evidence in explaining the importance of business pitching
Explain the business pitching process	Explains the business pitching process with ease and confidence	Explains the business pitching process	Inconsistently explains the business pitching process	Demonstrates little evidence in explaining the business pitching process
Ability to pitch	Has the ability to pitching a business idea with ease and confidence	Has the ability to pitching a business idea	Inconsistently presents a pitch for a business idea	Demonstrates little evidence in pitching a business idea
Use IT and Online tools and devices to learn increase knowledge and awareness on business pitching	Comfortably uses IT and Online tools and devices to learn increase knowledge and awareness on business pitching with ease and confidence	Uses IT and Online tools and devices to learn increase knowledge and awareness on business pitching	Inconsistently uses IT and Online tools and devices to learn increase knowledge and awareness on business pitching	Demonstrates little evidence in using IT and Online tools and devices to learn increase knowledge and awareness on business pitching

REFLECTION EXERCISE 1-8

This is a group exercise.

TO THE PATRON: Select a panel of learners to be the peer evaluation team for the pitches presented. Provided this simple rubric chart to assess the pitches.

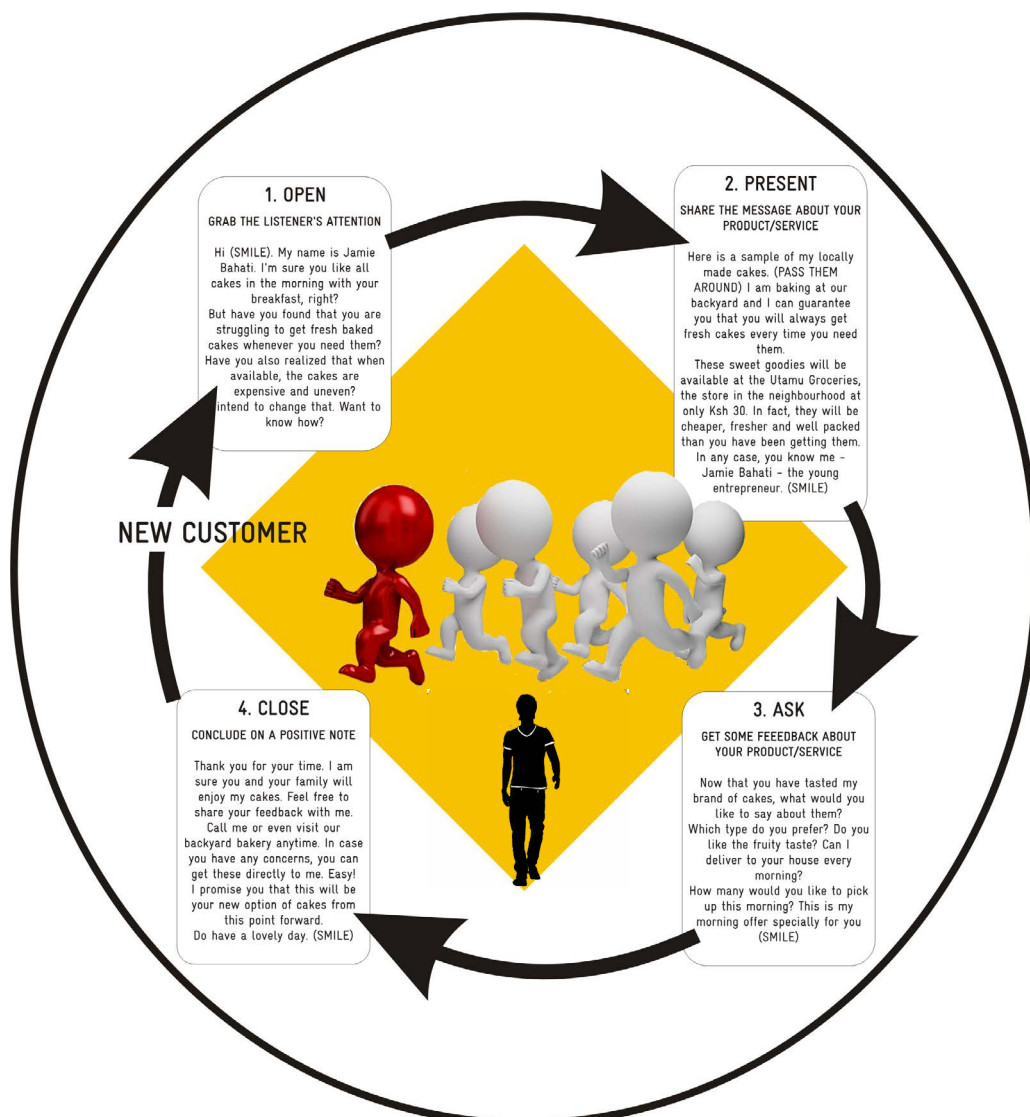
To evaluate the pitch, the peer evaluators should:

- Evaluate the learner's confidence in presenting the solution,
- Evaluate the clarity of the problem that the group is solving
- Evaluate the solution that the group is offering
- Evaluate the clarity of the market, who is the customer, who are the competitors, what is the unique value proposition being offered by the group
- State the financials needed to bring the business to live, present the budget and state the sources of finance.
- Evaluate the uniqueness and the presentation skills of the presenters (confidence, audibility, communication skills, use of pictorials/ images, use of stories etc.)

Marks can be allotted for every point covered. Encourage participation across the club members.

REFLECTION EXERCISE 2-8

TO THE PATRON: In groups, get each group use plain news prints to answer the questions below and then in a plenary present their ideas. Encourage as much creativity and participation as possible.



ADDITIONAL ASSESSMENT TOOL

ASSESSMENT RUBRIC - COMPUTING, FIGURES AND CHARTS

INDICATORS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	BELOW EXPECTATIONS
Ability to describe the presented data	Describes the data presented accurately and with ease	Describes the data presented accurately	Inconsistently describes the data presented	Demonstrates little evidence in describing the data presented
Describe the different charts presented	Describes the different charts presented accurately and with ease	Describes the different charts presented accurately	Inconsistently describes the different charts presented	Demonstrates little evidence in describing the different charts presented
Use IT and Online tools and devices to learn increase knowledge and awareness	Uses IT and Online tools to learn more about the subject efficiently and with ease	Uses IT and Online tools to learn more about the subject	Inconsistently uses IT and Online tools to learn more about the subject	Demonstrates little evidence in using IT and Online tools to learn more about the subject