

# BUSINESS COMMITTEE MANUAL

Youthlinc  
creating lifetime humanitarians



*Everything you need to know to run a successful committee*

# YOUTHLINC BUSINESS COMMITTEE MANUAL

A complete guide for Mentors, and youth volunteers teaching business development abroad.

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# PART 1. OVERVIEW

## 1.1 Purpose of the Business Committee

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The Youthlinc Business Committee exists to:

- Support long-term work of our International NGO partners
- Build confidence in youth volunteers as educators, facilitators, collaborators, and problem solvers
- Teach practical relevant business skills to community members
- Strengthen local economic resilience and household stability
- Integrate business skills with vocational training

This Committee is NOT about “creating entrepreneurs overnight”, it’s about:

- Building dignity through economic empowerment
- Expanding confidence and understanding of business basics, and financial literacy
- Increasing opportunity
- Strengthening existing small business

## 1.2 Business Committee Goals

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Promote economic development by teaching community members about sustainable business principles through a financial literacy seminar, business development seminar, or professional development seminar and apprenticeship.

## 1.3 Understanding Informal Economies and Community Context

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Most Youthlinc sites have strong informal economies which means:

- People buy and sell directly
- Formal registration or recognition may not be necessary
- Small daily profits
- Seasonal income
- High reliance on relationships
- Immediate spending and may have little savings buffer

The business committee should try to understand: this context matters for teaching respectfully

- Why people cannot always separate business and household money
- Why people may price “too low” to be kind
- Why record keeping may feel unfamiliar
- Why a “side business” is sometimes more realistic than a full venture.

## 1.4 Guiding Questions for Your Committee

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1. What are some of the successful business in the area? Why?
2. What are some of the businesses that struggle in the area? Why?
3. What level of knowledge of business do most adults have in the area?
4. What would be an appropriate incentive for attending the business seminar?
5. Are there current businesses that would like assistance?
6. Are there any adults interested in starting a new business?
7. What are the specific business-related skills people want to learn about?
8. What are the technology limitations? Are there computers, smart phones, or other sorts of technology?

## 1.5 Committee Roles and Responsibilities

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*Who leads what, and how your committee works together*

The Business Committee is designed for youth volunteers to take the lead on planning all business projects. Mentors and Alum Leaders guide and support, but the creativity and follow through come from humanitarians.

### **Humanitarians**

Humanitarians are responsible for driving the committee's projects from start to finish. This includes:

- Brainstorming and selecting projects and lessons.
- Using the Youthlinc lesson template to create clear, interactive lessons.
- Determining which business project model is a better fit for your community.
- Planning seminars and lesson schedules with your Team Leader.
- Gathering and organizing business materials.
- Coming prepared to each committee meeting and following through on tasks.
- Working together as a team to support the community and your volunteers in country

### **Alum Leader**

Your Alum Leader has been on a Youthlinc trip before, which means they bring experience, insight, and practical tips that can help your committee succeed. They work closely with the Mentor but also directly with humanitarians.

The Alum Leader will:

- Keeps the committee organized and on schedule.
- Checks in with members about lesson progress and deadlines.
- Share tips from past trips about what has worked well in the past
- Helps students practice teaching in a simple, engaging way.

### **Mentor**

Your Mentor helps guide the committee and makes sure everything we plan fits Youthlinc values. Their role is to support the committee, not take over.

The Mentor supports the committee by:

- Ensures all participants have an adequate number of lessons planned and prepared, as determined by your selected business project model.
- Ensures lessons and activities align with Youthlinc values and respect the host community.
- Helps solve problems with logistics, supplies, and scheduling.
- Providing guidance, feedback, and approval on final lesson plans and projects.
- Being available for questions, challenges, or brainstorming

# Part 2: Business Committee Project Overview

*How Youthlinc Business Committees Strengthen Local Economies*

## 2.1 Business Committee Project Overview

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Youthlinc business projects typically fall into three core models, each designed to meet communities where they are, honor local expertise, and build on existing economic strengths. No single approach is “better” than another—each is chosen based on your international site, the needs of the community, the goals of the partner NGO, and the skills of the Youthlinc team and Business Committee.

## 2.2 Model 1: Financial Literacy and Household Money Management

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### **What it is:**

A seminar focused on household-level finances, including budgeting, needs vs. wants, savings, avoiding debt traps, managing seasonal income, and separating business money from household money. This model works exceptionally well in rural or low-income communities where formal entrepreneurship is less common.

### **Who it's for:**

- Households with variable income
- Families facing financial stress
- Women's groups managing household budgets
- Communities where formal business activity is low

### **What it builds:**

- Greater household stability
- Better decision-making around spending and saving
- Foundation for future business development
- Improved resilience during emergencies or seasonal downturns

### **When to select this model:**

Choose this model when the community:

- Has low or no exposure to business concepts
- Is more focused on daily survival than starting a business
- Faces heavy seasonal income fluctuations
- Serves participants who are primarily caregivers, farmers, or day laborers
- Requests training that supports family stability



## 2.3 Model 2: Business Development Seminar

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### **What it is:**

A multi-day, hands-on seminar teaching practical business basics such as identifying opportunities, costing and pricing, record keeping, customer service, marketing, and risk management. This is the most universally adaptable model and works well at nearly all Youthline sites.

### **Who it's for:**

- Community members interested in starting a small business
- Women's groups
- Youth clubs
- Vocational trainees who already have a skill but need business basics

### **What it builds:**

- Confidence in business decision-making
- Understanding of informal market dynamics
- Ability to price appropriately and track profit
- Foundational entrepreneurship skills

### **When to select this model:**

Choose this model when the community:

- Has individuals interested in starting or growing a microenterprise
- Wants basic business knowledge
- Has mixed experience levels
- Has an existing vocational program that needs business support
- Requests a seminar format through the in-country partner

## 2.4 Model 3: Professional Development and Apprenticeships

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### **What it is:**

A blended model where participants receive:

1. Business development training AND
2. Hands-on skill training from a local trade professional (ex: carpentry, sewing, hairdressing, motorcycle mechanics, metal work, etc.).

Often includes job shadowing, practical exercises, or short apprenticeships led by local experts instead of Youthlinc volunteers. This model thrives in urban or peri-urban areas with strong informal trade economies.

**Who it's for:**

- Young adults
- Vocational students
- Trade trainees
- Individuals seeking employment or specialized skill mastery

**What it builds:**

- Employable skills tied to local industries
- Understanding of how to price services
- Ability to manage a small trade-based enterprise
- Stronger linkages to local employers and mentors

**When to select this model:**

Choose this model when the community:

- Has youth or young adults needing pathways to employment
- Has a trusted local trade partner willing to facilitate training
- Has strong demand for a trade like carpentry, mechanics, tailoring, etc.
- Is ready for more advanced, career-oriented training
- Already has a foundation in business basics

## 2.5 How to Select the Best Project Model For Your Site

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### How to Select the Best Project for Your Site

Choosing the right model requires collaboration and contextual understanding. The Business Committee should work with the Team Leader and In-Country Coordinator (ICC) to determine which approach will create the greatest impact.

Use the following decision guide steps:

1. **Ask the ICC or Partner NGO and your Team Leader:** Partners will know what will stick
  - a. What is the community's priority right now?
  - b. What type of training has been done in past years?
  - c. Which groups are most ready for business or financial training?
  - d. Are there existing vocational or youth programs we can support?
2. **Assess Community Readiness:**



- a. **High readiness** → many people already selling goods or services → *Model 2 or 3*
  - b. **Low readiness** → families struggling with budgeting → *Model 1*
  - c. **Skilled youth population** → clear trade opportunities → *Model 3*
  - d. **Women's groups desiring independence** → *Model 1 or 2*
  - e. **Previous business trainings** → time to deepen skills → *Model 3 or advanced Model 2*
- 3. Assess the Youthlinc Team's Strengths**
- a. Does the team have confident facilitators? → *Model 1 or 2*
  - b. Do they excel at empathy and communication? → *Model 1*
  - c. Do they have volunteers or alumni with trade experience? → *Model 3*
  - d. Do they have returning partners who can provide technical training? → *Model 3*
- 4. Consider the Time Available with the Community**
- a. 2–3 days → Financial literacy seminar (Model 1)
  - b. 5–7 days available → Full business seminar (Model 2)
  - c. Longer stays or two-part programs; Strong partner collaboration that can continue training after the team has departed → Trade + apprenticeship (Model 3)
- 5. Make a Collaborative Decision:** The final project model should be chosen collectively by:
- a. The ICC
  - b. The Team Leader
  - c. The Business Committee Mentor
  - d. The Business Committee
  - e. And MOST importantly based on direct community input

When in doubt teams should start with Model 1 (Financial Literacy) or Model 2 (Business Seminar), these two projects are universally beneficial and provide a sound foundation in understanding money and business.

## 2.6 Tips for Choosing Between Project Models

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Choose Business Development when:

- People ask how to start a business
- The community already sells goods/services
- There is interest in entrepreneurship

Choose Financial Literacy when:

- People struggle with budgeting or saving
- Income is seasonal or unpredictable

- Debt or household spending patterns are barriers

Choose Vocational Micro-Enterprise + Apprenticeship when:

- There is a skilled artisan or trade partner
- Youth need employment pathways
- Technical training can naturally pair with business skills

## 2.7 Business Committee Project Model Comparison Chart

Model	Model 1: Financial Literacy	Model 2: Business Development	Model 3: Micro Enterprise + Apprenticeship
<b>Best For</b>	Communities with household income instability, debt cycles, or minimal business exposure	Communities with existing microbusinesses or strong interest in starting new ones	Sites with active vocational groups or technical artisans (tailors, carpenters, mechanics, farming groups)
<b>Primary Goals</b>	Improve daily money management; reduce financial stress; build resilience	Build business skills; strengthen small enterprises; guide idea development	Strengthen job skills + business skills for young adults
<b>Lessons</b>	Needs vs. wants • Savings habits • Family budgeting • Seasonal planning • Emergency funds • Money tracking	Product selection • Pricing • Costing • Record-keeping • Marketing • Customer service • Business plans	Technical skill + pricing • Customer service • Marketing • Inventory • Job readiness • Apprenticeship culture
<b>Requirements</b>	Visual-heavy materials; simplified language; strong cultural sensitivity	Minimal materials; adaptable for low literacy; strong facilitation skills	Requires a skilled partner; access to tools/workspace; longer planning
<b>Strengths</b>	High impact on family stability • Universally relevant • No special equipment	Highly interactive • Works across all sites • Builds confidence • Easy to pair with vocational training	Creates real income pathways • Builds employability • Supports local trades

<b>Limitations</b>	Less connected to entrepreneurship • Requires careful facilitation to avoid shame	Limited impact without follow-up; not ideal when basic financial understanding is low	More complex logistics • Needs strong local mentorship • Harder to deliver in very short timelines
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# Training to Lead Business Committee Projects and Activities

Core teaching skills, Facilitation Methods and Best Practices for Youthlinc Business Committee Volunteers usually feel excited but intimidated about teaching for a variety of reasons: this may be their first experience with teaching, teaching adults, teaching with interpreters, or teaching sensitive topics like business and money management. This section is designed to demonstrate core teaching skills and how to adapt in the classroom.

## 3.1 The Youthlinc Teaching Model

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Youthlinc volunteers are NOT the “experts”. They are Guides, Helpers, and Energy Builders.

### Youthlinc’s Teaching Values:

- **Humility-** “I am here to learn with you.”
- **Participation-** “You already have knowledge.”
- **Clarity-** “Short sentences and simple steps.”
- **Connection-** “We teach with kindness and respect.”
- **Adaptability-** “Plans change; we stay flexible.”
- **Interdependence-** “We collaborate with local partners.”

### Philosophy of teaching in low-resource and Cross cultural settings:

- **Understand that people already have knowledge:** We are not “bringing business skills.” We are building on what already exists.
- **Participation is better than Lectures or strict instructions:** Youthlinc teachers should avoid “lecturing”. Instead they should:
  - Ask questions
  - Lead activities
  - Facilitate discovery
  - Encourage creativity
- **Less Talking and more doing:** Every lesson must be:
  - Hands on
  - Visual
  - Interactive
  - Simple to follow- especially across language barriers
- **Honor Local Knowledge:** to help build dignity, avoid mistakes and increase participation, Volunteers must ask questions such as-
  - How is this done in your community?
  - What do people usually buy?
  - Who do you trust when buying products?

- **Understanding Cultural differences or barriers:** Many adults around the world culturally treat students with politeness and respect. In some cultures or situations may defer to youth- to handle this carefully. When teaching Volunteers should do the following:
  - Be prepared and organized to present
  - Dress and present yourself professionally
  - Never interrupt or talk over people
  - Never sound superior
  - Always show respect

## 3.2 Leading Human Centered Activities

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In some cultures talking money and business can be uncomfortable. Some community members may:

- Feel shame discussing money
- Have experienced economic loss and/or instability
- Fear judgment or failure
- Be shy around foreigners
- Hide literacy challenges

So volunteers must:

- **Use inclusive language-**
  - Avoid using phrases such as:
    - “You should...”
    - “This is wrong...”
    - “Don’t do this...”
  - Instead, focus on using phrases such as:
    - “Many people do this...”
    - “Let’s explore another idea...”
    - “What has worked well for you?”
- **Avoid Public Correction-** If something is mistaken, phrase it as:
  - “Let’s look at another way to think about that...”
  - “Great thinking, and here’s another idea we can add.”
- **Normalize economic challenges:**
  - “This is very common.”
  - “Many business owners face this issue.”
  - “This happens in every country.”
- **Keep every activity/lesson/discussion a safe space for all:**
  - No shaming
  - No comparing incomes
  - No make fun of others
  - No direct competitions

### 3.3 Working With An Interpreter

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Volunteers must learn and practice how to teach and facilitate activities while working with interpreters across language and cultural barriers.

- **Talk to your interpreter or share lesson plans with them before your presentation:**  
The more your interpreter understands about the lesson before they assist you in presenting the better their interpretation will be. It helps to be on the same page with them before you start your lessons.
  - We recommend providing a copy of your lesson to your interpreter the night before each lesson.
- **Speak in small chunks:** 3-7 words, that complete a thought or sentence but include the context.
  - Example:
    - Instead of “today we are going to look at three different kinds of costs, which are fixed costs, variable costs...”
    - Try smaller chunks:
      - “Today we will discuss three types of costs” (Pause)
      - “Start up cost.” (Pause)
      - “Operating cost.” (Pause)
- **Look at Participants, NOT the interpreter**
- **Pause long enough for Interpretation:** Interpretation is cognitively draining, wait patiently for your interpreter.
- **Use gestures and body language:** body language can assist in context cues during your presentation, when talking try to exaggerate what you are saying by pointing, miming, or showing pictures. Visuals, in addition to an interpreter will help provide complete understanding.
- **Ask your interpreter for local examples:** Your interpreters not only know the language but they also understand the community and culture.

### 3.4 Classroom Management

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Youthline Participants often teach, adults, young adults, teens, children, mixed genders and mixed literacy levels. Sometimes you may find that a single class may have a group that has any combination of participants. In any case classroom management requires intentional structure.

1. **Move Every 7-10 minutes**
  - a. Attention spans shorten when people are sitting for a long time and when listening through translation
  - b. Every 7- 10 minutes:
    - i. Stand

- ii. Do a visual sort
  - iii. Use picture cards
  - iv. Ask for hand-raising
  - v. Utilize small group activities
- 2. Use Three Learning Modes:** Every activity succeeds when all three modes appear
  - a. Visual- Pictures, icons
  - b. Kinesthetic- movement activities
  - c. Auditory- spoken explanation
- 3. Praise 5x More Than You Correct**
  - a. Example phrases of Praise:
    - i. "Wonderful idea."
    - ii. "Very smart thinking."
    - iii. "Your community knowledge is strong."
    - iv. "Thank you for sharing."
    - v. "Great teamwork."
  - b. Corrections are gentle:
    - i. "Let's explore this together."
    - ii. "Maybe we can add something here."
    - iii. "Let's think of it another way."
- 4. Check for Understanding in Simple Ways:**
  - a. Avoid:
    - i. Phrases like "Do you understand?"
    - ii. Quizzes or Tests
    - iii. Direct comparison or negative competitions
  - b. Use:
    - i. "Show thumbs up / sideways / down."
    - ii. "Point to the right picture."
    - iii. "Repeat this motion."
    - iv. "Teach your neighbor one idea."
- 5. Breakout Groups:**
  - a. Try a mix of Small and Big group discussions
    - i. Small Groups may help shy participants more than large groups.
    - ii. Let them build confidence in private, then share publicly.

### 3.5 What to Do when Something Goes Wrong

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Even the best of plans can fall apart. Here are some things you can do in real time when this happens.

- 1. If an activity is too confusing:**
  - a. Say "Let's try a simpler version" and implement fewer items, fewer steps, or model an example.
- 2. If participants become shy or silent:**



- a. Ask:
    - i. “Can someone show with drawing?”
    - ii. “Can you point instead of speaking?”
    - iii. “Would small groups like to discuss first?”
- 3. **If someone challenges or contradicts the volunteer:**
  - a. Invite them into leadership, rather than resisting.
  - b. Say:
    - i. “Thank you — that’s an important point.”
    - ii. “Help us understand more about your experience.”
- 4. **If the interpreter changes your meaning:**
  - a. Step aside quietly, and discuss with your interpreter. “Can we align on the vocabulary before we continue?”
- 5. **If time runs out:**
  - a. Decided to do one of the following
    - i. “We will finish this tomorrow.”
    - ii. “Let’s focus on the MOST important idea today.”
  - b. You may need to make this decision as a committee or consult your Team Leader and project schedule
- 6. **If participants are frustrated:**
  - a. Slow down
  - b. Use pictures
  - c. Break it into smaller steps

### 3.6 Adapting Lessons for All Literacy Levels

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Teachers MUST assume a mix of literacy levels in every class level.

- **Use:**
  - Icons instead of text
  - Drawings instead of writing
  - Physical objects (fruit, soap, tools, bowls)
  - Color-coded cards
  - Hands-on matching games
  - Repetition, repetition, repetition
  - Oral storytelling
  - Demonstration before explanation
- **Avoid:**
  - Long written instructions
  - English-based worksheets
  - Writing on the board without explaining each symbol
  - Asking people to read aloud

# Committee Meetings and Preparation

Committee work does not happen all at once. It builds gradually throughout the year as your team learns more about the cultural projects you are responsible for and gathers resources, ideas, and skills. This section outlines how your committee should prepare, meet, and practice your cultural responsibilities before departure.

The goal of your preparation is simple: Make sure every cultural activity, ceremony, game, and conversation is organized, practiced, and ready before you travel.

This helps you feel confident, reduces stress in-country, and ensures the community receives a thoughtful, respectful experience.

## 4.1 Purpose of Committee Meetings

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Committee meetings allow you to:

- Gain understanding of the business committee goals and curriculum
- Learn about your international site
- Plan Business projects step by step
- Assign responsibilities and deadlines
- Practice activities before teaching them to the team
- Review what has worked in the past
- Gather and test materials
- Discuss any concerns with your Mentor and Alum Leader
- Make adjustments based on feedback
- Ensure nothing is left until the last minute

These meetings should be supportive, organized, and collaborative. Everyone plays a role in making business committee projects successful.

## 4.2 How to Run an Effective Committee Meeting

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Committee meetings are where most of your business committee projects actually come together. Even though your Mentor or Alum Leader may step in to guide or clarify, **humanitarians** should take the lead.

A strong committee meeting usually includes:

- **Clear goals:** Everyone knows the purpose of the meeting and what needs to get done.
- **Quick progress check:** Members share brief updates so the group knows where things stand.
- **Focused work time:** This is when you plan activities, finalize details, practice elements of ceremonies, prepare questions, or organize materials.

- **Group problem solving:** If something does not make sense or feels overwhelming, the group talks it through and adjusts the plan together.
- **Action steps before leaving:** Each member leaves knowing exactly what they are responsible for before the next meeting.

Good meetings feel organized, collaborative, and productive. When everyone contributes and follows through, your committee's projects in-country will run smoothly and confidently.

**\* If work is not finished during the monthly team meeting:** Your committee should schedule **one additional committee meeting each month**, outside of the regular team meeting, to complete tasks and review progress. This helps ensure everything stays on track and is fully prepared before departure.

### 4.3 What You Should Do in a Committee Meeting

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Each meeting focuses on specific preparation tasks. By the time you travel, your committee should have:

- ☐ Communicate with Team Leader and review information from ICC for Committee Project guidance
- ☐ Gain an understanding of Community needs and goals as it pertains to financial literacy and business development (personal research as needed)
- ☐ Determine your audience
- ☐ Select the Business Project model that best fits your international site and committee strengths
- ☐ Committee Members are assigned lessons and oversee preparations
- ☐ Committee members have good understanding of their lesson
- ☐ Committee members can summarize key concepts for each lesson
- ☐ Committee members have practiced lessons and activities 2-3 times
- ☐ Committee members demonstrate proper interpreter pacing while teaching
- ☐ Committee members have back up examples and activities ready
- ☐ Build and follow a committee budget for any associated costs
- ☐ Gather and prepare all necessary supplies
- ☐ Schedule business seminar lesson details with Team Leader and ICC
- ☐ Monthly Committee Check-ins and evaluations

### 4.4 Practicing Lessons and Activities as a Committee

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#### Lesson Practice

As a committee, you should practice your lessons 2-4 times before you depart.

Practicing your lessons together may feel uncomfortable at first, creating a safe and encouraging space for everyone to practice and perfect their lessons. Try setting a goal for your group when you are practicing:

- Start with practicing 5-10 minutes of your lesson
- Practice your entire lesson (start to finish)
- Practice with a peer acting as your interpreter
- Role-play with challenges that you might face in country
  - See Practice Scenarios in the section below
- Practice activities with hand outs and resources
- Practice timing or note how long your lesson will take

**Committee Feedback:**

- Praise
- Make adjustments
- Practice again

## 4.5 Scenario Based Preparation

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Even the best of plans can fall apart, you may find that you have to adjust your plans when you arrive at your site for a variety of reasons. Your committee meetings help you prepare for real situations you may encounter. Here are common scenarios and how to plan for them during preparation:

### **Scenario 1 — Interpreter Confusion**

Interpreter pauses, looks unsure.

Volunteer should:

- Speak slower
- Use smaller sentences
- Give a visual example

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### **Scenario 2 — Participants Are Silent**

Volunteer should:

- Ask yes/no questions
- Ask for hand-raising
- Give options to choose from

- Use pictures
- 

### **Scenario 3 — Activities Run Too Fast**

Volunteer should:

- Add another example
  - Slow down pacing
  - Ask participants for a local example
  - Repeat directions
- 

### **Scenario 4 — A Participant Dominates**

Volunteer should:

- Thank them
  - Invite others: “Great! Does anyone else want to share?”
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### **Scenario 5 — Something You Planned Isn’t Working**

Volunteer should:

- Stay calm
- Ask participants what THEY want to do
- Shift to a simpler explanation
- Use a hands-on demo

## **4.6 Final Preparation Before Departure**

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By your final meeting, your committee should have:

- ☐ All committee members prepared to teach their lesson
- ☐ All lesson supplies written/printed and laminated
  - ☐ Printed lesson copies for interpreters

- ☐ Create extra copies of everything you need
- ☐ Back up activities prepped and ready
- ☐ Any additional supplies for your project are ready to go
- ☐ Detailed seminar is shared with Team Leader and ICC

At this stage, your job is to double check everything and make sure everyone knows their role.

## Additional Committee Resources

### 5.1 Committee Resources:

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- Financial Literacy and Household Finance Seminar Manual and Curriculum
- Business Development Seminar Manual and Curriculum
- Professional Development and Apprenticeship Manual and Curriculum

### 5.2 Committee Checklist

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#### ✓ Pre-Trip Checklist

- ☐ Every Committee member can explain their lesson in 3–5 minutes
- ☐ Committee members know how to use materials
- ☐ Committee members can demonstrate proper interpreter pacing
- ☐ Committee members have practiced activities
- ☐ Committee members can summarize key messages
- ☐ Committee members understands Team Leader and ICC guidance
- ☐ Committee members have backup examples ready

#### ✓ On-Site Daily Checklist

- ☐ Debrief previous day
- ☐ Clarify roles
- ☐ Review interpreter cues
- ☐ Test materials
- ☐ Review cultural notes
- ☐ Have backup activities
- ☐ Confirm Location and Time

#### ✓ Post-Lesson Checklist

- ☐ Debrief with Committee
- ☐ Identify what to change
- ☐ Adjust the next day's plan
- ☐ Affirm committees strengths loudly



- ☐ Document learnings for Youthlinc history

## 5.3 Monthly Committee Planning

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These checklists guide your committee through the year so you stay organized and on track.

### January Checklist – Understand Your Committee

*Focus: Understand your role and build your foundation*

- ☐ Meet your committee and exchange contact information
- ☐ Review this manual together
- ☐ Look through last year's committee report for ideas
- ☐ Begin researching business practices in your country
- ☐ Decide how your committee will communicate
- ☐ Brainstorm a list of questions you have for the ICC

### February Checklist – Understand Your Site and Brainstorm Projects

*Focus: Turn ideas into rough plans*

- ☐ Review project manual and curriculum
- ☐ Review Business Committee Project Models and decide which model will work best for your international site. (consult with your Team Leader and ICC)
- ☐ Determine who your audience will be
- ☐ Work with Team Leader and ICC to figure out the best schedule for your seminar/projects
- ☐ Create list of questions you have for the ICC and give them to your Team Leader
- ☐ Assign each committee member a business lesson
- ☐ Create a Committee budget for any projects costs associated with your project or any resources you may need
- ☐ Have a plan for collecting clothing donations for BBBS clothing drive
- ☐ Prepare and submit questions for the community or In Country Coordinator to your TL

### March Checklist – Start Building and Drafting Project Materials

*Focus: Drafts and Clear assignments*

- ☐ Review updates from Team Leader and ICC
- ☐ Follow up and Review all seminar lessons
- ☐ Talk about how to teach with an interpreter
- ☐ Practice 5-10 minutes of each lesson and give feedback
- ☐ Make a list of all supplies and resources needed for lessons or activities
- ☐ Update Committee budget with Team Leader
- ☐ Prepare and submit questions for the community or In Country Coordinator to your TL

- ☐ Give every committee member an assignment for next team meeting
- ☐ Hold an additional committee meeting outside the team meeting if needed

### **April Checklist – Practice, Test, and Improve Your Projects**

*Focus: Practice • Evaluate • Refine*

- ☐ Review updates from Team Leader and ICC
- ☐ Practice business lessons and give feedback
  - ☐ Practice teaching with an interpreter
- ☐ Prepare all supplies and resources needed for lessons or activities
- ☐ Purchase supplies in the US or tell your Team Leader what supplies need to be purchased in-country
- ☐ Update Committee budget and international shopping list with Team Leader
- ☐ Prepare and submit questions for the community or In Country Coordinator to your TL
- ☐ Give every committee member an assignment for next team meeting
- ☐ Hold an additional committee meeting outside the team meeting if needed

### **May Checklist – Finalize Everything Before Departure**

*Focus: Preparation • Final decisions • All materials ready*

- ☐ Review updates from Team Leader and ICC
- ☐ Practice business lessons and activities (start to finish) and give feedback
  - ☐ Use Practice Scenarios to prepare for challenges
- ☐ Finalize all supplies and resources needed for lessons or activities
- ☐ Purchase supplies in the US
- ☐ Last Call: Give your Team Leader a final list of any supplies that need to be purchased in-country
- ☐ Update Committee budget and international shopping list with Team Leader
- ☐ Prepare and submit questions for the community or In Country Coordinator to your TL
- ☐ Give every committee member an assignment for next team meeting
- ☐ Hold an additional committee meeting outside the team meeting if needed

### **June/July Checklist – Packing and Final Checks**

*Focus: Pack • Organize • Final review*

- ☐ Print and laminate all lessons and resources
- ☐ Pack all business committee supplies
- ☐ Complete a final review with your Team Leader and ATL
- ☐ Assign which volunteers will carry which materials to the country
- ☐ Ensure your committee has at least one final check in before departure

**If your committee does not finish all assignments during monthly team meetings, you must schedule an additional committee meeting outside the team meeting. This should happen at least once per month to stay on track and ensure all tasks are completed on time.**

## **5.4 Daily Committee Reflection Questions**

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Each night, you should meet as a committee to reflect on the day's lessons and prepare for the next day. This helps build a high-functioning and reflective committee.

- “What went well today?”
- “What was confusing for participants?”
- “What surprised you?”
- “What local knowledge did you learn today?”
- “What can we adjust tomorrow?”
- “Who needs support on the team?”
- “What can you thank your interpreter for today?”

## **5.5 Business Committee Quick Guide**

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### **Your Purpose**

You are here to:

- Learn WITH the community
- Teach skills respectfully
- Support your team
- Create hands-on, fun activities
- Encourage confidence and creativity in participants

You are *not* here to:

- Fix community problems
- Judge which ideas are “good” or “bad”
- Teach complicated business theory

### **The 10 Golden Rules of Teaching Abroad**

1. Speak slowly
2. Use short sentences
3. Pause for the interpreter

4. Smile often and praise frequently
5. Use visuals, gestures, and demonstrations
6. Avoid slang (“like,” “kinda,” “OMG,” “lowkey”)
7. Don’t correct people harshly
8. Never compare their country to yours
9. Keep lessons active and fun
10. Stay flexible — plans change!

## **Your Teaching Toolkit**

Use these anytime:

- “What do you think?”
- “Great idea!”
- “Yes, that makes sense!”
- “Who else has a thought?”
- “Let’s try it together.”

## **Working with an Interpreter: Simple Rules**

1. Speak 1 sentence → STOP.
2. Look at the participants, not the interpreter.
3. Use simple words:
  - “cost” not “expense structure”
  - “price” not “market rate”
4. Let the interpreter finish completely.
5. Check in with your interpreter to make sure you are on the same page

## **Phrases to use if things get confusing**

- “Let’s slow down.”
- “Can we explain that one more time?”
- “Let’s use an example.”
- “Can someone give a local example?”
- “We can try a different way.”

## **Your Job During Activities**

- Walk Around
- Encourage shy participants
- Join their groups
- Answer questions gently
- Praise often
- Help with drawing or photos

## **Daily Reflection**

After Each teaching day, ask yourself:

- What went well today?
- What confused people?
- Did I speak too fast?
- Did I pause for the interpreter?
- Did I listen to participants?
- What will I change tomorrow?