

OVERVIEW

Purpose of the Curriculum

To help Youthlinc volunteers and international partners deliver **practical, hands-on, relevant business learning** that strengthens economic resilience, supports local entrepreneurship, and aligns with Youthlinc's and Partner's Mission.

Target Participants

- Women's vocational groups
- Community members with small or informal businesses
- Youth and secondary students
- Individuals exploring business ideas
- Participants with varied literacy and numeracy levels

Teaching Philosophy

This curriculum is built on:

- **Human-centered design**
- **Local economy relevance**
- **Culturally respectful & trauma-informed facilitation**
- **Learn-by-doing activities**
- **Low-literacy teaching methods**
- **Local partner co-facilitation**
- **Sustainability and realistic follow-through**

Curriculum Learning Goals

By the end of the training, participants will be able to:

1. Identify real problems or needs in their community that could be solved through a business.
2. Understand basic market demand and competition.
3. Create or improve a simple, viable business idea.
4. Calculate costs, price products/services, and track money.
5. Understand profit, loss, and cashflow management.
6. Practice customer communication and basic marketing.
7. Understand risk and seasonality.
8. Develop a simple, realistic business plan they can continue after Youthlinc leaves.

The Curriculum Structure

This curriculum is built around **7 Core Modules**, each designed to be taught in 45–90 minutes and adapted for 2-day, 3-day, or 4-day seminar structures.

MODULE 1: Understanding Your Market

Designed for volunteers ages 16–24, interpreter-friendly, low-literacy adaptable

MODULE 1: UNDERSTANDING YOUR MARKET

Total Time: 60 minutes

Teaching Style: Simple language, visuals, repeating key ideas, interpreter-supported

Main Goal: Participants identify real needs/problems in their community.

MATERIALS

- 20–30 picture cards of common businesses (vendors, water jugs, farms, cooking stands, sewing, fruit, transport, etc.)
 - Tape
 - Blank paper
 - Markers/pens
 - Large poster labeled:
“WHAT DOES OUR COMMUNITY NEED?”
 - Optional: chalkboard
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IMPORTANT NOTES FOR VOLUNTEERS

- **NEVER** talk for more than 2–3 sentences before pausing for interpreter.

- Do not guess about local culture — ask questions instead.
 - If people are shy, praise every small answer.
 - Do not imply the community is missing things — frame as strengths + opportunities.
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STEP-BY-STEP VOLUNTEER SCRIPT

0:00–0:03 — GREETING & WARM-UP

Volunteer Script

Volunteer:

“Hello everyone! My name is _____ and this is our Youthlinc Business Committee. We are grateful to learn with you today.”

(Pause for interpreter.)

Volunteer:

“Today we will talk about *opportunities in your community* — things people need, want, or buy.”

(Pause for interpreter.)

Engagement Question #1

Volunteer:

“Raise your hand if you have ever bought something from a neighbor.”

(Interpreter repeats. Volunteers raise their hands too.)

Engagement Question #2

Volunteer:

“Raise your hand if you know someone in this community who sells something or offers a service.”

Examples interpreter can add: selling snacks, farming goods, phone charging, sewing, transport, hair braiding, fixing tools.

Praise responses:

- “Great!”
 - “Yes, many of you already understand business!”
 - “Your answers show this community is strong.”
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0:03–0:06 — KEY CONCEPT INTRODUCTION

Volunteer Script

Volunteer:

“Business starts with people. Not products — people.”

(Pause for interpreter.)

Volunteer:

“A good business helps people solve a problem or makes life easier.”

(Pause for interpreter.)

Volunteer shows a picture card (example: water jug).

Ask:

Engagement Question #3 (open-ended)

Volunteer:

“What problem does this product help solve?”

✓ *Good answers:*

- “Carrying water.”
- “No water near home.”

- “Makes work easier.”

Praise answers immediately.

If participants struggle, the volunteer adds:

“Yes! People need clean water. A business might help with carrying, storing, or selling water.”

0:06–0:14 — PICTURE ACTIVITY: WHAT DO PEOPLE NEED?

Spread 10–15 picture cards on the floor/table.

Volunteer Script

Volunteer:

“Please stand up and look at the pictures. These show everyday activities in a community.”

(Pause for interpreter.)

Volunteer:

“In your group, choose **3 pictures** that show something people need or buy often.”

(Pause for interpreter.)

Instructions to Volunteers

- Walk around.
- Smile, point, encourage.
- If groups look confused, ask guiding questions:
 - “Do people buy this?”
 - “Is this needed daily?”
 - “Does this help someone?”

Examples of needs participants may identify:

- Food
- School uniforms
- Farming tools
- Cooking oil
- Water
- Firewood
- Snacks
- Hair services
- Phone charging
- Soap

Write these on the main poster as groups share.

0:14–0:25 — SMALL GROUP ACTIVITY: COMMUNITY NEEDS WALK

(Adapt to indoor or outdoor)

Volunteer Script

Volunteer:

“Now we will think about what people need *right here* in this community.”

(Pause.)

Volunteer:

“In your groups, please draw or write **three things** people need or problems people face.”

(Pause.)

Interpreter Support

Ask interpreter to give culturally relevant examples:

- “People need water.”
- “People need transport to market.”
- “Children need snacks after school.”
- “Farmers need tools.”

Low-Literacy Option

If people cannot write well:

- Let them **draw symbols**
- Or allow them to choose picture cards that represent needs.

Youth volunteers walk around and give help.

Do NOT correct their ideas.

Encourage by saying:

- “Yes, that’s a smart idea.”
- “You know your community very well.”
- “Great thinking!”

0:25–0:35 — GROUP SHARE-OUT

Each group tapes their papers on the poster.

Volunteer Script

Volunteer:

“Let’s listen to each group. Please share one need you listed.”

(Pause for interpreter.)

Volunteer Prompts

- “Who needs this?”
- “Why is this important?”
- “Is this something people buy often?”

Write key ideas on the central poster.

Expected Answers

Youth volunteers should look for:

- ✓ Food
- ✓ Water
- ✓ Clothing
- ✓ Cooking supplies
- ✓ Farming services
- ✓ Repairs
- ✓ Phone charging
- ✓ Transport
- ✓ Childcare
- ✓ Cleaning jobs

Reinforce:

“These are excellent. Many businesses come from everyday needs.”

0:35–0:50 — FACILITATED DISCUSSION: FINDING OPPORTUNITIES**Volunteer Script****Volunteer:**

“Let’s think about which needs are strong opportunities for business.”

(Pause.)

Ask and discuss:

Guided Question 1

“What do people spend money on *every day*?”

✓ Expected answers:
food, snacks, water, fuel, transport, soap

Guided Question 2

“What do people find difficult to get?”

✓ Expected answers:
transport, tools, vegetables in dry season, childcare, repairs

Guided Question 3

“What do people often ask help with?”

✓ Expected answers:
carrying water, sewing repairs, school needs, charging phones

Volunteer Explanation

Volunteer:

“When many people need something, when it is hard to find, or when people ask for help—these are business opportunities.”

Interpreter encourages people to give examples.

0:50–0:57 — INDIVIDUAL REFLECTION

Hand out paper.

Volunteer Script

Volunteer:

“Please draw or write **one opportunity** you think could be a business in this community.”

(Pause for interpreter.)

Walk around, encourage.

If participants struggle, offer prompts:

- “Food people love?”
 - “A service people need?”
 - “Something you are good at?”
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0:57–1:00 — CLOSING**Volunteer Script**

“Today you identified needs in your community. These needs can become business ideas.”

(Pause.)

“Tomorrow, we will choose and improve business ideas that can really work.”

Smile, thank the group, ask interpreter for final translation.

LEARNING OUTCOME FOR MODULE 1

Participants can identify **3–5 real needs** and choose **1–2 opportunity areas** for potential businesses.

MODULE 2: Identifying & Improving Business Ideas

Designed for volunteers ages 16–24, interpreter-friendly, low-literacy adaptable

MODULE 2 OVERVIEW

Total Time: 60 minutes

Teaching Style: Interactive, visual, supportive

Main Goal: Participants choose a realistic business idea that matches *community needs* and their *skills*.

MATERIALS

- Skills picture cards (cooking, sewing, farming, childcare, selling, phone charging, hair braiding, etc.)
 - Community Needs poster from Module 1
 - “Feasible / Maybe / Not Feasible” signs
 - Blank paper
 - Markers/pens
 - Tape
 - Interpreter
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IMPORTANT NOTES FOR VOLUNTEERS

- Never tell participants an idea is “bad.” Use:
 - ✓ “Maybe this idea needs more thinking.”
 - ✓ “Let’s explore this together.”
 - Use short sentences + pause for interpreter.
 - Encourage women to speak — gently invite, never force.
 - Always assume participants have *existing* skills and knowledge.
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STEP-BY-STEP VOLUNTEER SCRIPT

0:00–0:03 — WELCOME & RECAP

Volunteer Script

“Hello everyone! Yesterday we discovered many needs and opportunities in your community. Today we will explore what *you* can do — your abilities, your skills, and your good ideas.”

(Pause for interpreter.)

“Every person has skills. These skills can become business ideas.”

0:03–0:10 — ACTIVITY: MY SKILLS & STRENGTHS

Spread out the **skills picture cards**.

Volunteer Script

“Please come look at these pictures. These show different skills people use in daily life.”

(Pause.)

“In your small groups, choose **2 skills** that someone in your group has, or that someone in the community has.”

(Pause.)

Examples volunteers can offer:

- Cooking
- Farming
- Sewing
- Hair braiding
- Fixing broken items
- Making snacks
- Childcare
- Selling goods
- Phone charging
- Carpentry
- Metalwork
- Basket weaving
- Soap making
- Barbering

If participants are shy:

Ask:

- “Who cooks for your family?”

- “Who fixes things when they break?”
- “Who helps neighbors?”

Write selected skills on a large sheet labeled “COMMUNITY SKILLS.”

0:10–0:18 — DISCUSSION: WHAT MAKES A GOOD BUSINESS IDEA?

Volunteer Script

“A business idea should fit two things:

- (1) What the community needs
- (2) What you already know or can learn quickly”

(Pause for interpreter.)

“Let’s think together: What makes a business idea *strong*?”

Guided Questions (one at a time)

Ask, pause, interpreter translates, participants answer.

Question 1:

“What does the community buy often?”

✓ Expected answers: food, vegetables, snacks, water, soap, phone charging

Question 2:

“What skills do many people already have?”

✓ Cooking, farming, sewing, selling, childcare

Question 3:

“What can be started small, with low money?”

✓ Snacks, braiding, selling fruit, tailoring repairs

Praise all answers.

0:18–0:35 — ACTIVITY: MATCHING NEEDS & SKILLS TO FORM IDEAS

Place two posters on the wall:

POSTER A: Community Needs (from yesterday)

POSTER B: Community Skills (made today)

Volunteer Script

“Now we connect needs and skills to form business ideas.”

(Pause.)

“Each group: choose *one need* and *one skill* that fit together.”

Examples volunteers can give if participants look confused:

- Need: Children need snacks → Skill: Cooking → Idea: After-school snacks
- Need: People need clothes repaired → Skill: Sewing → Idea: Tailoring repairs
- Need: Phone charging → Skill: Access to power/solar → Idea: Charging station
- Need: Transport to market → Skill: Cart/bicycle → Idea: Transportation service

Instructions

1. Groups stand and move between the two posters.
2. They physically tape a **string or line** connecting one need → one skill.
3. They write a short idea on a small paper and tape it in the middle.

Youth volunteers walk around and support gently.

0:35–0:45 — FEASIBILITY SORT (REALITY CHECK ACTIVITY)

Place three signs on the floor/wall:

- ✓ FEASIBLE (easy to start)
- ? MAYBE (needs more thinking)
- x NOT FEASIBLE (too hard/expensive)

Volunteer Script

“We will now sort business ideas by how easy or difficult they are to start.”

(Pause.)

“This is NOT about ‘good’ or ‘bad.’ This is about what is *possible right now.*”

(Pause.)

Instructions

- Read each group’s idea aloud.
- Ask participants to point where they think the idea belongs.
- Allow interpreter to help guide.

Guiding Questions for Each Idea

Ask these questions *one at a time*:

1. “Does this idea need a lot of money to start?”
✓ If yes → Maybe / Not feasible
2. “Does someone here already have this skill?”
✓ If yes → More feasible
3. “Is this something people need often?”
✓ If yes → More feasible
4. “Do many people already sell this?”
✓ If yes → Competition → Still possible, but needs creativity
5. “Is this idea safe and realistic?”
✓ If no → Not feasible

Youth Volunteer Tip

If an idea seems unrealistic, say:

- “This is creative. Maybe this idea needs more time or resources.”
- “Let’s think how we could make this easier.”
- “Maybe this idea belongs in the ‘Maybe’ group for now.”

Never shut down an idea.

0:45–0:55 — CHOOSING ONE IDEA (INDIVIDUAL SELECTION)

Volunteer Script

“Now please choose **one business idea** you want to explore this week.”

(Pause.)

“This can be simple, small, and easy to start.”

(Pause.)

Hand out paper. Ask participants to **draw** or **write** their idea.

If participants struggle, ask:

- “What are you good at?”
- “What does your family or neighbors often ask you for?”
- “What is something you can make or do?”
- “What could you start with little money?”

Youth volunteer supports

Praise all choices:

- “That is a smart idea!”
 - “Yes, many people need that.”
 - “You already have the skills for this.”
-

0:55–1:00 — CLOSING

Volunteer Script

“You have chosen strong, realistic business ideas. Great work!”

(Pause.)

“Tomorrow, we will learn how to calculate costs, price your product, and understand profit.”

Smile, thank participants, interpreter closes.

LEARNING OUTCOME FOR MODULE 2

Each participant chooses **one realistic, feasible business idea** that connects a community need to a personal or community skill.

MODULE 3: Costs, Pricing & Profit

Designed for volunteers ages 16–24; simple language; interpreter-supported; low-literacy adaptable

MODULE 3 OVERVIEW

Total Time: 60 minutes

Main Goal: Participants understand the difference between *cost*, *price*, and *profit* and calculate the cost of one item in their business idea.

MATERIALS

- Picture cards of ingredients/materials (flour, oil, fruit, thread, fabric, tools, bags, charcoal, soap base, etc.)
 - A bowl or basket labeled “**COSTS**”
 - Fake money
 - A large poster with three columns:
STARTUP COSTS | OPERATING COSTS | HIDDEN COSTS
 - Poster showing the formula:
Price = Cost + Profit
 - Paper & pencils
 - Chalkboard or whiteboard
 - Interpreters
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IMPORTANT NOTES FOR YOUTH VOLUNTEERS

- This lesson can be confusing — speak slowly, clearly, and visually.
 - Never assume participants know “profit.” Many people use “income” and “profit” interchangeably.
 - Praise every correct answer immediately.
 - Repeat key concepts at least 3 times.
 - Always check comprehension with simple yes/no or gesture questions.
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DETAILED TEACHING SCRIPT

0:00–0:03 — WELCOME & CONNECTION

Volunteer Script

“Hello everyone! Yesterday we chose business ideas. Today we learn how to calculate *cost*, *price*, and *profit* — the heart of any business.”

(Pause for interpreter.)

“By the end of today, you will know how to set a smart price so your business earns money.”

Smile and give positive energy.

0:03–0:08 — WARM-UP GAME: PRICE GUESS

Hold up a real item or picture card (fruit, soap, bread, fabric).

Volunteer Script

“How much does this cost in your community?”

Interpreter repeats.
Ask for several answers.
Write answers on board.

Praise Answers

- “Yes!”
- “Great memory!”
- “You already understand prices!”

Explain:

Volunteer:

“We all pay prices. But today we learn how to *set* prices.”

(Pause for interpreter.)

0:08–0:15 — EXPLAINING THE THREE TYPES OF COSTS

Use a poster with three simple icons representing each cost category.

Volunteer Script

“Before we choose a price, we must know the *cost*.”

(Pause.)

“There are **three types of costs** in every business.”

1. STARTUP COSTS (one-time items)

Show picture cards: scissors, bowl, pan, comb, knife, bucket.

Volunteer Script

“These are things you buy *one time* when starting your business.”

(Pause.)

“You do not buy them every week.”

Examples interpreter can mention:

- Pair of scissors
- Knife
- Cooking pot
- Sewing needle
- Hair cutting shears
- Phone charging cables
- Weighing scale

Ask:

Engagement Question

“Who here has ever bought something once and used it for many months?”

✓ Expected answers: pot, knife, spoon, bucket

2. OPERATING COSTS (used every time you make or sell something)

Show picture cards: flour, oil, fruit, vegetables, thread, beads, soap base.

Volunteer Script

“These are things you must buy *again and again* to make your product.”

(Pause.)

Examples:

- Flour
- Oil
- Sugar
- Soap ingredients
- Fabric
- Fuel/charcoal

Ask:

Engagement Question

“What is something you buy every week?”

✓ Expected answers: food, charcoal, oil, vegetables, ingredients

3. HIDDEN COSTS (often forgotten)

Show picture cards: transportation, packaging, phone data, rent, electricity.

Volunteer Script

“These are real costs — but people forget them!”

(Pause.)

Examples:

- Transport to market
- Phone data for orders
- Packaging
- Water

- Small rent
- Batteries/charging costs

Ask:

Engagement Question

“What is one small cost that people forget?”

✓ Expected answers: fuel, transport, bags, sugar, charcoal

Volunteer Reinforcement

Repeat slowly:

“Startup costs — one time.
Operating costs — every time.
Hidden costs — small things people forget.”

Interpreter repeats each line clearly.

0:15–0:20 — GROUP ACTIVITY: SORT THE COST CARDS

Place the three posters on the wall.
Lay all cost picture cards on the floor.

Volunteer Script

“As a group, choose one picture card and place it where it belongs:
Startup, Operating, or Hidden cost.”

(Pause.)

“Work together — there are no bad answers!”

Youth volunteers walk around and help.

Expected Sorting Examples

- ✓ Flour → Operating
- ✓ Scissors → Startup
- ✓ Transport → Hidden
- ✓ Charcoal → Operating

If a group misplaces a card:

Never embarrass them. Say:

- “Good thinking! Let’s explore where this might fit best.”
 - “Can someone give a different idea?”
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0:20–0:35 — COST CALCULATION FOR THEIR BUSINESS IDEA

Volunteer Script

“Now, let’s calculate costs for your own business idea.”

(Pause.)

“Take out your business idea from yesterday.”

Hand out paper.

STEP 1 — List Materials

Ask participants to draw or write *everything* needed to make one item.

Volunteer Prompts

- “If you sell food: what ingredients?”
- “If you sew: thread? fabric? needle?”
- “If you braid hair: comb? clips?”

- “If you sell fruit: where do you get the fruit?”

Write example lists on the board.

STEP 2 — Estimate Costs

Ask:

Volunteer Script

“How much does each item cost in the market?”

(Pause.)

“Write the cost or draw small money symbols.”

Volunteers circulate to help.

Interpreter assists with numbers if needed.

STEP 3 — Total Cost Per Item

Write formula visually on board:

Total Cost = (Operating Costs + Hidden Costs) ÷ Number of Items Produced

Simplify for low literacy:

“Add up the ingredients. Add small hidden costs. Then divide by how many items you make.”

Example Walkthrough (volunteers model it)

Example for fried snacks:

Flour = 1

Oil = 2

Salt = 0.5

Charcoal = 1
Plastic bag = 0.5

Total = 5 (cost to make 10 snacks)

Cost per snack = $5 \div 10 = 0.5$

Smiling, volunteer says:

“If the cost is 0.5, you must sell for *more* than 0.5 to make money.”

Interpreter repeats.

0:35–0:45 — PRICE: EXPLAINING THE FORMULA

Show poster:

PRICE = COST + PROFIT

Volunteer Script

“This formula is VERY important.”

Slow down.

Point to each word.

Have participants repeat aloud:

- “Cost”
- “Profit”
- “Price”

Interpreter leads group repetition.

Volunteer Script

“You must add a little extra money — this is PRO-FIT.”

(Pause.)

“Profit is the money you EARN.
Not the money you spend.
Not the money you receive.
The money left OVER after costs.”

Use hands to mimic “taking away costs → leftover money.”

Engagement Check (simple yes/no questions)

“Is profit the same as cost?” → **No**

“Is profit the money you keep?” → **Yes**

“If your cost is 3 and you sell for 3, do you make profit?” → **No**

“If your cost is 3 and you sell for 5, do you make profit?” → **Yes**

Praise correct answers enthusiastically.

0:45–0:55 — PRACTICE: PRICE SETTING

Ask participants to calculate a price for their own business idea.

Volunteer Script

“Now set a price that is higher than your cost.
Not too high. Not too low.”

(Pause.)

Walk around to assist.

If participants struggle, ask guiding questions:

- “What do others charge in the market?”
- “Would customers pay this price?”

- “Is it enough to give you profit?”
- “Can you make the price a little higher to help your business grow?”

If the price is too low:

Say:

“I think you are being very kind to your customers — but we want your business to grow. Can we add a little profit?”

0:55–1:00 — CLOSING

Volunteer Script

“You have learned something VERY important today:
Cost. Price. Profit.”

(Pause.)

“Tomorrow we will learn how to keep track of money and make smart financial decisions.”

Smile and thank participants.

Interpreter closes the session.

MODULE 3 — LEARNING OUTCOME

Participants understand costs, can calculate the cost of their product/service, and set a price that includes profit.

This is one of the MOST important modules in business development, so it's intentionally very detailed and paced.

MODULE 4: Money Management & Record Keeping

Designed for volunteers ages 16–24; simple language; interpreter-supported; low-literacy adaptable

MODULE 4 OVERVIEW

Total Time: 60 minutes

Main Goal:

Participants understand the basics of separating business money, tracking income/expenses, and keeping simple records.

MATERIALS

- Large poster showing a simple **Money Journal** with icons
- Blank ledger sheets with icons instead of text
- Fake money
- Case study cards (“Maria’s Confusing Business”)
- Picture cards representing “Needs” vs. “Wants”
- Tape
- Paper and pencils
- Interpreter

IMPORTANT NOTES FOR VOLUNTEERS

- This topic can feel embarrassing for adults — be gentle and non-judgmental.
- People may feel shame around money; avoid anything that implies “mistakes.”
- Use supportive phrases ONLY:
 - ✓ “Many people do this — it’s very normal.”
 - ✓ “Let’s explore this together.”
- Avoid complex math — keep examples small and manageable.
- Repeat major concepts 3–4 times in different ways.
- Use visual symbols instead of text whenever possible.

DETAILED TEACHING SCRIPT

0:00–0:04 — WELCOME & CONNECTION

Volunteer Script

“Hello everyone! Yesterday we learned how to set a price and make a profit. Today we will learn how to *keep track of your money* so your business stays strong.”

(Pause for interpreter.)

“This lesson will help you see clearly how your business is doing—what comes in and what goes out.”

Smile and give positive energy.

0:04–0:10 — WARM-UP: NEED OR WANT?

Lay out picture cards:

Food, medicine, cooking oil, school fees, fabric, sweets, soda, jewelry, phone credit.

Volunteer Script

“I will hold up a picture, and you will tell me if it is a **Need** or a **Want**.”

Hold up cards one at a time.

Interpreter calls out the word in the local language.

Participants call out “Need!” or “Want!”

Sample Answers

- ✓ Rice → Need
- ✓ Medicine → Need
- ✓ Soda → Want
- ✓ Fabric → Need (sometimes Want depending on use)
- ✓ Phone credit → Could be both (depends on business vs. personal)

Volunteer Reflection

“Both needs and wants are normal — but knowing the difference helps us manage money wisely.”

(Pause.)

0:10–0:15 — WHY RECORD KEEPING MATTERS

Point to two simple pictures:

- A confused person surrounded by money
- A person with a clear ledger and a smile

Volunteer Script

“Record keeping helps you see:

- ✓ How much you spend
- ✓ How much you earn
- ✓ If you are making profit
- ✓ If your price is correct

- ✓ How to grow your business
- ✓ How to avoid debt”

(Pause for interpreter.)

Youth Volunteer Tip

Say this slowly and clearly.

Have the interpreter break each bullet into one sentence at a time.

0:15–0:25 — TEACHING THE SIMPLE MONEY JOURNAL

Use a large poster with icons instead of text:

|  Date |  What Happened |  Money In |  Money Out |  Balance |

Volunteer Script

“This is a simple Money Journal. It helps you see your business clearly.”

Point to each column slowly.

Step-by-Step Explanation (Use Exact Words)

1. Date ()

“When did this happen?”

(Pause.)

2. What Happened ()

“What did you buy? What did you sell?”

(Pause.)

3. Money In ()

“Money you receive.”

(Pause.)

4. Money Out (—)

“Money you spend.”
(Pause.)

5. Balance (💰)

“Money left after buying and selling.”
(Pause.)

Engagement Questions (One at a Time)

Ask simple yes/no or short-answer questions:

1. “If you buy flour, is that Money In or Money Out?”
✓ Money Out
2. “If you sell your product, is that Money In or Money Out?”
✓ Money In
3. “If you have more Money In than Money Out, is that good?”
✓ Yes
4. “If you forget to write things down, can you know your profit?”
✓ No

Praise each answer.

0:25–0:35 — GUIDED JOURNAL PRACTICE (GROUP)

Use this example on the board:

Maria makes fried dough snacks.

- Start with 10

- Buys flour for 4
- Buys oil for 2
- Sells 10 snacks for 1 each = 10

Volunteer Script

“Let’s fill in Maria’s Money Journal together.”

Interpreter repeats.

Write on the board:

Date	What Happened	Money In	Money Out	Balance
May 1	Start	–	–	10
May 2	Bought flour	–	4	6
May 3	Bought oil	–	2	4
May 4	Sold 10 snacks	10	–	14

Volunteer Reflection

“Maria started with 10. She spent 6. She earned 10. Now she has 14. That is her new balance.”

(Pause.)

Ask:

Check for Understanding

“What is Maria’s profit?”

Expected: 4 (because she began with 10 and now has 14)

If participants struggle, explain:

“Profit is what you have *after* paying for ingredients.”

0:35–0:45 — ACTIVITY: FIX “THE CONFUSING BUSINESS”

Give each group a case card. Example:

CASE STUDY: MARIA'S CONFUSING BUSINESS

Maria says:

- “I bought flour but I forgot the price...”
- “I sold some snacks but used some at home...”
- “I think I made money... but I’m not sure.”

Groups must:

- ✓ Put purchases into Money Out
 - ✓ Put sales into Money In
 - ✓ Write a correct Balance
 - ✓ Identify one mistake Maria made
 - ✓ Explain how to prevent it
-

Volunteer Script

“Work in your small groups to fix Maria’s Money Journal. Write each step clearly. We will share together.”

Youth volunteers walk around and coach groups.

0:45–0:55 — INDIVIDUAL PRACTICE: YOUR OWN MONEY JOURNAL

Volunteer Script

“Now you will each make a Money Journal for YOUR business idea.”

(Pause.)

Steps:

1. Write or draw today’s date
2. Write: “Starting Amount” (draw a bag of coins)
3. Write one example of Money Out
4. Write one example of Money In
5. Calculate the balance

Guiding Questions

- “If you make food, what will you buy first?”
- “If you sew, what small things will you buy often?”
- “If you sell fruit, how much does your fruit cost?”
- “What will your customers pay you?”

Praise every effort.

0:55–1:00 — CLOSING

Volunteer Script

“Today you learned something powerful. If you *write down your money*, you stay in control of your business.”

(Pause.)

“Tomorrow we learn how to make customers love your product and how to promote your business.”

Interpreter closes with culturally appropriate thanks.

MODULE 4 — LEARNING OUTCOME

Participants complete a basic Money Journal entry and understand how to separate Money In, Money Out, and Balance.

MODULE 5: Customers & Marketing

Designed for volunteers ages 16–24; interpreter-supported; low-literacy friendly; adaptable to all Youthlinc sites

MODULE 5 OVERVIEW

Total Time: 60 minutes

Main Goal:

Participants understand who their customers are and how to attract them through simple marketing and branding.

MATERIALS

- Picture cards of customers (women, farmers, children, students, elderly, market vendors, travelers)
- Items with different packaging (or pictures)
- Example logos (simple shapes, animals, icons, colors)
- Colored paper, markers, pencils
- Large poster labeled: **“WHO IS MY CUSTOMER?”**
- Examples of marketing methods (photos or drawings):
 - clean stall
 - nice arrangement
 - signboard
 - colored fabric

- WhatsApp status or radio message (site-dependent)
 - smiling vendor
 - Tape
 - Paper for participants
 - Interpreter
-

IMPORTANT NOTES FOR VOLUNTEERS

- Marketing concepts **MUST** be extremely simple.
 - Avoid Western advertising language (“brand equity,” “USP,” etc.).
 - Use examples from the local community—ask participants to teach **YOU**.
 - Encourage every small creative idea.
 - Always remind volunteers: **Cultural modesty is key. Participants know their customers better than you do.**
-

DETAILED TEACHING SCRIPT

0:00–0:04 — WELCOME & CONNECTION

Volunteer Script

“Hello everyone! Today we learn about *customers* and how to make people excited to buy from your business.”

(Pause for interpreter.)

“Business is not only about the product. It is also about the people who buy it.”

Smile, gesture to participants, positive energy.

0:04–0:08 — WARM-UP: WHICH ONE WOULD YOU BUY?

Hold up **two items** (or picture cards):

1. One plain
2. One nicely arranged or colorful

Volunteer Script

“Look at these two items. Which one would you choose?”

(Pause.)

“Why?”

Interpreter gathers responses.

✓ Expected Answers

- “It looks nicer.”
- “It is clean.”
- “Better color.”
- “Better packaging.”
- “Looks fresh.”

Volunteer Praise

“Excellent! This shows that presentation matters. The customer cares how something looks.”

0:08–0:15 — ACTIVITY: WHO IS YOUR CUSTOMER?

Lay out **customer picture cards**:

Women, men, children, farmers, students, workers, travelers, elderly, shop owners.

Volunteer Script

“Different products have different customers. Let’s think: *Who will buy YOUR product or service?*”

(Pause.)

“In your small groups, choose **one picture** that represents your main customer.”

Guiding Questions

Ask one question at a time, pausing for the interpreter:

1. “Is your customer a child? A teenager? An adult?”
2. “Is your customer usually male, female, or both?”
3. “Where do your customers go during the day?”
4. “What time of day do they buy things?”
5. “What do they care about most — price? quality? speed? convenience?”

Expected Good Answers

- “Students want snacks after school.”
- “Women want soap for laundry.”
- “Farmers need tools early in the morning.”
- “Travelers want cold drinks.”

- “People going to church want clean clothes.”

Tape chosen customer pictures to the large poster titled **WHO IS MY CUSTOMER?**

0:15–0:25 — TEACHING: WHAT CUSTOMERS CARE ABOUT

Use three simple icons:

- 👁️ **Sight (looks good)**
- 💰 **Price (affordable)**
- 😊 **Feeling (friendly service)**

Volunteer Script

“Customers choose a business for three main reasons.”

Pause after each.

1. How it LOOKS (👁️)

“Is it clean? Beautiful? Well-arranged?”

Good examples interpreter can reinforce:

- Clean stall
 - Bright cloth on table
 - Items arranged neatly
-

2. Price (💰)

“Is the price fair for the customer?”

(Remind them of cost + profit.)

3. How they FEEL 😊

“Do you smile? Do you welcome them kindly? Do you give good service?”

Smile warmly and model.

Interpreter can share a common local phrase used by good vendors.

✓ Engagement Question

Ask:

1. “Why do YOU choose one vendor over another?”
2. “What makes you trust someone enough to buy from them?”
3. “Have you ever gone back to a seller because they treated you kindly?”

Praise every response.

0:25–0:40 — ACTIVITY: DESIGN A SIMPLE LOGO

Explain that a **logo** does NOT need words.

Volunteer Script

“A logo is a simple picture or symbol that reminds people of your business.”

(Pause.)

“It should be easy to remember. Easy to draw.”

Show examples:

- A flower
- A star
- A chicken
- A mango
- A circle
- A sewing needle
- A simple house
- A comb
- A sun

Volunteer Script

“Now, please draw a simple logo for your business. It does NOT need to be perfect.”

Hand out paper and markers.

LOW-LITERACY ADAPTATION

Allow participants to:

- Trace shapes
- Copy a sample icon
- Draw with help from volunteers
- Use color instead of text
- Use stickers or stamps

Youth Volunteer Tips

Say:

- “Beautiful idea!”
- “Very strong symbol.”
- “People will remember this picture.”

NEVER say: “Try again,” “That looks wrong,” or “Make it better.”

0:40–0:50 — TEACHING: SIMPLE, LOCAL MARKETING METHODS

Show picture examples and demonstrate:

EASY, EFFECTIVE MARKETING METHODS

(Each with a simple explanation.)

1. **Clean + organized stall**
“Customers love clean spaces.”
2. **Bright cloth or mat**
“Color catches the eye.”
3. **Having samples visible**
“People want to SEE what they buy.”
4. **A small sign**
“Helps customers know what you sell.”
5. **Consistent packaging**
“Even wrapping with the same color helps people recognize your product.”
6. **A friendly greeting**
“Kindness builds trust.”

7. **Word of mouth**

“People tell friends and family.”

8. **WhatsApp status / radio message** (if common in the area)

“Share your business with your phone.”

Engagement Prompt

Ask participants:

“What are ways people advertise in *this* community?”

Interpreter gathers local examples:

- ✓ Yelling out daily specials
- ✓ Singing or chanting (market vendors)
- ✓ Putting goods on a table
- ✓ Using a brightly colored bucket
- ✓ Radio announcements
- ✓ Using a bicycle to move through villages

Youth volunteers write examples on the board.

Praise every idea.

0:50–0:57 — INDIVIDUAL PRACTICE: YOUR MARKETING PLAN

Volunteer Script

“Now think about your business idea. Choose **two ways** you will attract customers.”

(Pause.)

Examples:

- “I will use a blue cloth on my table.”
- “I will smile at every customer.”

- “I will make my packaging neat.”
- “I will show samples.”
- “I will put a sign near the road.”

Participants draw or write their two ideas.
Volunteers walk around, give encouragement.

0:57–1:00 — CLOSING

Volunteer Script

“You now have a clear picture of your customer AND how to make your business stand out.”

(Pause.)

“Tomorrow we will learn where to sell your product — the best location for your business.”

Interpreter closes the session.

MODULE 5 — LEARNING OUTCOME

Participants identify their main customer, create a simple logo, and choose two marketing methods to attract customers.

This module helps participants understand “**Place**” in the simplest, most culturally grounded way: *where customers naturally gather and how location affects sales.*

MODULE 6: Choosing a Good Location (Place)

Designed for volunteers ages 16–24; interpreter-supported; low-literacy friendly; adaptable to all Youthlinc countries

MODULE 6 OVERVIEW

Total Time: 45–60 minutes

Main Goal:

Participants understand how to choose a strong selling location based on visibility, customer flow, convenience, and community patterns.

MATERIALS

- Picture cards of locations (school, church, roadside, busy market, home, farm gate, bus stop, water point, community center)
 - Large paper labeled: **GOOD LOCATION / MAYBE / NOT GOOD**
 - Floor “map” (drawn on ground or paper) with common community zones
 - Tape
 - Chalk or sticks (if outdoors)
 - Interpreter
-

IMPORTANT NOTES FOR VOLUNTEERS

- Be careful not to imply that participants' current selling locations are “wrong.”
 - Never speak as if you know their community better than they do.
 - Ask *questions* — let participants teach YOU about their community.
 - Use visuals constantly.
 - Move slowly; interpretation is key.
 - Praise even the smallest contribution.
-

DETAILED TEACHING SCRIPT

0:00–0:03 — WELCOME

Volunteer Script

“Hello everyone! Today we explore **where** to sell your product or service. A good location brings customers to you.”

(Pause for interpreter.)

“Business becomes much easier when customers can find you.”

0:03–0:08 — WARM-UP: WHERE WOULD YOU SELL ICE CREAM?

Hold up a picture of ice cream (or draw a simple cone).

Volunteer Script

“If you were selling ice cream, would you sell it:

1. At the school?
2. At the market?
3. At the farm?"

Ask participants to vote with their hands.

Interpreter repeats question in the local language.

✓ Expected Answers

Most will choose school or market.

Volunteer Praise

"Yes! You already understand how location affects sales."

0:08–0:15 — TEACHING: WHAT MAKES A GOOD LOCATION?

Draw or point to simple icons:

- 👁️ **Visibility**
- 🚶 **Many customers walk here**
- 🕒 **Good timing**
- 💰 **Low transport cost**
- ❤️ **Trusted area**
- 💧 **Shade / comfort / safety**

Volunteer Script

"A strong location has these qualities."

Explain each slowly with interpreter support:

1. Visibility (👁️)

“People can SEE you easily. You are not hidden.”

Example:

A stand near the road, not behind a building.

2. Customer Flow (🚶)

“Many people walk by your selling place.”

Example:

Near school at lunchtime; near market on busy days.

3. Right Time (🕒)

“Your customers come at the right time of day.”

Example:

Farmers very early in the morning; students in afternoon.

4. Low Cost (💰)

“You do not spend too much to get to your location.”

Example:

Walking distance instead of paying for transport.

5. Trusted Area (❤️)

“People feel comfortable buying there.”

Example:

Close to neighbors, not in an unknown place.

6. Safe / Comfortable (💧)

“Shade, clean area, place to stand.”

Check for Understanding

Ask yes/no questions:

- “Is behind a building a good location?” → No
- “Is a very busy place usually good?” → Yes
- “If customers cannot see you, will you sell much?” → No
- “If your cost to get there is too high, is it good?” → No

Celebrate correct answers.

0:15–0:30 — ACTIVITY: LOCATION MATCHING GAME

Spread pictures of common locations on the floor or table:

- ✓ School
- ✓ Market
- ✓ Church/mosque/temple
- ✓ Roadside
- ✓ Farm gate
- ✓ Bus stop
- ✓ Football field
- ✓ Water point
- ✓ Home

Volunteer Script

“Now, in groups, choose **which location is best** for different products.”

(Pause.)

“We will show you a product, and you choose the best place to sell it.”

Round 1 Examples

Product: Snacks for children

Best Location: School / roadside near school / community center

Guiding question: “Where do children go every day?”

Product: Vegetables

Best Location: Market / roadside

Guiding question: “Where do people buy food?”

Product: Hair braiding

Best Location: Home / shade / near community center

Guiding question: “Where do people feel comfortable for long time services?”

Product: Charcoal or firewood

Best Location: Roadside / market

Guiding question: “Where do people buy household goods?”

Product: Sewing repairs

Best Location: Home / market stall

Guiding question: “Where do people bring clothes to fix?”

Product: Cold drinks

Best Location: Market / football field / roadside

Guiding question: “Where are people hot and thirsty?”

Youth Volunteer Tips

Ask only one question at a time.

Let interpreter lead conversation.

Praise every guess.

0:30–0:40 — COMMUNITY “FLOOR MAP” ACTIVITY

Draw a simple “map” on the ground or on paper, showing:

- School
- Market
- Road
- Water point
- Church
- Community center
- Homes
- Farmland

Volunteer Script

“This map shows a simple community. Now choose the BEST location for YOUR business idea.”

(Pause.)

“Place your paper or logo where you want your business to be.”

Participants place their papers/logos on the map.

Guiding Questions from Volunteers

Ask participants individually or in groups:

1. “Why did you choose this place?”
2. “Do many customers pass here?”
3. “Is it easy for YOU to reach this place?”
4. “Is it safe during rainy season?”
5. “Is it close to the people who need your product?”

Encourage answers like:

- “This is where my customers walk.”
- “This place has shade.”
- “This is near my home; it is easy.”
- “People trust this area.”
- “This is busy on market days.”

0:40–0:50 — SORTING ACTIVITY: GOOD / MAYBE / NOT GOOD LOCATION

Put up a large poster with three headings:

GOOD LOCATION | MAYBE | NOT GOOD

Volunteer Script

“We will now sort the pictures of different places.”

Hold up location picture cards one by one.

Ask:

“Is this usually a good place? Sometimes good? Or not good?”

Participants point or say answers.

Interpreter helps clarify.

✓ **Expected Sort**

GOOD:

- school
- market
- roadside
- bus stop
- water point

MAYBE:

- home (depends on business)
- farm gate (depends on traffic)

NOT GOOD:

- hidden alley
- far outside community
- unsafe corner

Emphasize: “This depends on your customers. You know your community.”

0:50–0:57 — INDIVIDUAL DECISION: CHOOSE YOUR LOCATION

Volunteer Script

“Now choose ONE best location for your business. Draw or write it on your paper.”

(Pause for interpreter.)

Walk around, encourage, assist.

If someone cannot decide:

Ask:

- “Where do your customers walk every day?”
- “Where is your product needed?”
- “Where can people see you easily?”
- “Which place costs the least for you?”

0:57–1:00 — CLOSING

Volunteer Script

“Your location choice is very smart. Customers will find you easily. Great work today!”

(Pause.)

“Tomorrow we learn how to manage risks and keep your business strong even during challenges.”

Interpreter closes.

MODULE 6 — LEARNING OUTCOME

Participants choose a location for their business based on visibility, customer flow, convenience, and safety.

This is one of the MOST essential modules because it helps participants build resilience against common business failures.

MODULE 7: Risk & Sustainability

Designed for volunteers ages 16–24; simple language; interpreter-supported; low-literacy adaptable

MODULE 7 OVERVIEW

Total Time: 60 minutes

Main Goal:

Participants understand *common small-business risks* and create a simple **Plan B** to keep their business going during challenges.

MATERIALS

- A large “RISK WHEEL” poster with visual icons
 - Risk picture cards (rain, illness, price increase, competitor, crop failure, transportation problems, school holidays, theft, bad weather, etc.)
 - Tape
 - Paper and pencils
 - Markers
 - Interpreter
-

IMPORTANT NOTES FOR VOLUNTEERS

- Avoid fear-based language — frame risks as *common and solvable*.
 - Participants may have lived experiences with poverty, disaster, or illness — be gentle and sensitive.
 - NEVER say “wrong,” “bad,” or “that’s a mistake.”
 - Use culturally safe, locally relevant examples.
 - Encourage hope and practical preparation.
-

DETAILED TEACHING SCRIPT

0:00–0:03 — WELCOME & CONNECTION

Volunteer Script

“Hello everyone! Today we learn about something VERY important in business: **how to prepare for challenges.**”

(Pause for interpreter.)

“All businesses — big or small — face problems sometimes. But when we plan ahead, we stay strong.”

Smile and be reassuring.

0:03–0:08 — WARM-UP: WHAT CAN GO WRONG?

Lay out **risk picture cards** on the floor.

Examples:

Rain, sick child, broken tool, price increase, no customers, competition, bad harvest, blocked road, market closed.

Volunteer Script

“When you run a business, sometimes unexpected things happen.”

(Pause.)

“Look at these pictures. Raise your hand if you have ever experienced one of these problems.”

Interpreter repeats.

Participants raise hands.

Expected Responses

- ✓ “Rain ruined my sales.”
- ✓ “A child was sick and I couldn’t work.”
- ✓ “Prices went up.”
- ✓ “Market was closed.”
- ✓ “Customers didn’t come.”
- ✓ “My tools broke.”

Volunteer Praise

“Thank you for sharing. These challenges are normal in business.”

(Pause.)

0:08–0:15 — TEACHING: THE FOUR MAIN TYPES OF RISK

Explain one category at a time.

Use **icons** and gestures.

1. Weather & Environment Risks

Icon: rain cloud / sun / storm

Examples:

- Rain → fewer customers
- Heat → food spoils
- Wind → market stalls blow down
- Flooding → roads blocked

Say slowly:

Volunteer:

“Sometimes weather affects our business. But we can plan for it.”

2. Health Risks

Icon: person in bed

Examples:

- The vendor gets sick
- A child or elder needs care
- Injury or exhaustion

Say slowly:

Volunteer:

“When we or our families are sick, we may miss selling days.”

3. Market & Money Risks

Icon: coins, arrow up/down

Examples:

- Prices change
- Customers prefer a competitor
- Fewer buyers in certain months
- School holidays reduce demand
- Harvest season changes spending patterns

Say:

Volunteer:

“Prices and customers always change. We can prepare for this.”

4. Tools & Supply Risks

Icon: broken tool

Examples:

- Pots break
- Needle snaps
- No flour at the market
- Transport to supplier is unavailable

Say:

Volunteer:

“Our tools and supplies can fail — this happens to everyone.”

Check Understanding (yes/no questions)

Ask slowly, one at a time:

1. "Is heavy rain a risk?" → YES
2. "Is sickness a risk?" → YES
3. "If prices rise, is that a risk?" → YES
4. "If a pot breaks, is that a risk?" → YES

Praise each correct answer.

0:15–0:30 — ACTIVITY: BUILD THE RISK WHEEL

Place the large **RISK WHEEL** poster in the center.

Sections include:

- Weather
- Health
- Money/Market
- Tools/Supplies

Volunteer Script

"Let's work together to place each risk in the correct section."

(Pause.)

"Come choose one picture card and put it on the part of the wheel where it belongs."

Volunteers guide gently.

If someone places a card incorrectly

Never call it wrong. Say:

- “Interesting idea! Let’s think together where else it might fit.”
- “Who has another idea?”

Interpreter facilitates discussion.
Encourage multiple viewpoints.

Expected Sorting Examples

- ✓ Rain → Weather
 - ✓ Price increase → Market
 - ✓ Sick child → Health
 - ✓ Broken pot → Tools
-

0:30–0:45 — PROBLEM–SOLUTION MATCHING: “WHAT CAN WE DO?”

Volunteer Script

“For every risk, there are smart solutions — small actions that make a big difference.”

(Pause.)

“We will choose solutions for each risk.”

1. Weather Risks → Solutions

Ask:

“What can we do if rain or heat affects sales?”

- ✓ Expected answers:
 - Sell from home
 - Use shade/umbrella
 - Sell dry goods instead of fresh

- Prepare early in the morning
- Move stall closer to shelter

Write simple icons on poster.

2. Health Risks → Solutions

Ask:

“What can we do if we or a family member gets sick?”

✓ Expected answers:

- Save a small emergency fund
 - Have a trusted neighbor help sell
 - Prepare items in advance
 - Reduce business to a manageable level for a few days
-

3. Market Risks → Solutions

Ask:

“What can we do if customers buy less?”

✓ Expected answers:

- Offer smaller sizes
- Add a low-cost option
- Sell at school or market peak times

- Add one new item customers want
 - Adjust prices slightly
-

4. Tool/Supply Risks → Solutions

Ask:

“What can we do if tools break or supplies run out?”

✓ Expected answers:

- Save a little money for replacements
- Buy supplies in bulk with a friend
- Store items safely
- Have a backup supplier

Volunteers write or draw icons.

0:45–0:55 — CREATE A PERSONAL PLAN B

Volunteer Script

“Every business needs a Plan B — a backup plan to keep the business strong when problems happen.”

(Pause.)

“Choose one BIG risk for your business and create your Plan B.”

Give participants paper and pencils.

Guiding Questions (ask one at a time):

- “What is one risk your business might face?”
- “What will you do if that happens?”
- “Who can help you?”
- “When will you prepare?”
- “What small things can you save or store?”

✓ Good Examples

- “If it rains, I will sell from home instead of the road.”
- “If I get sick, my sister will help sell.”
- “If prices rise, I will make a smaller portion to keep customers.”
- “If my needle breaks, I have 200 shillings saved to buy a new one.”

Youth volunteers walk around giving positive support.

Encouraging Phrases

- “Smart thinking!”
- “That is a strong Plan B.”
- “This will help your business grow.”

0:55–1:00 — CLOSING

Volunteer Script

“You have done excellent work. A strong business is not one that never has problems — it is one that is **READY** for problems.”

(Pause.)

“Tomorrow is our final session: we will prepare your simple business presentations.”

Interpreter closes the session warmly.

MODULE 7 — LEARNING OUTCOME

Participants identify risks, learn practical solutions, and create a personal **Plan B** for their business idea.

This capstone is designed to be:

Culturally respectful

Low-literacy friendly

Fun and confidence-building

Highly interactive

Useful for real-world application

Celebratory, not competitive

By design, it **avoids Western-style “pitch competitions”** and instead focuses on empowerment, clarity, and practical next steps.

CAPSTONE: SIMPLE BUSINESS PLAN PRESENTATION

Creative, hands-on, low-literacy adaptable, confidence-building, volunteer-led

CAPSTONE OVERVIEW

Total Time: 60–90 minutes (flexible based on group size)

Main Goal:

Participants *present a simple plan* for their business idea using drawings, symbols, or spoken explanation — and receive supportive, encouraging feedback.

PARTICIPANT OUTCOMES

By the end, every participant or group will be able to clearly explain:

- 1. Their business idea**
- 2. Their main customer**

3. Their cost & price
4. Their marketing & logo
5. Their selling location
6. One risk & one solution
7. Their next step after Youthlinc leaves

This mirrors all previous modules in a single culminating activity.

MATERIALS

- “Business Plan Cards” (symbols representing each part of the plan)
 - Drawing paper
 - Colored pencils/markers
 - Tape
 - Table space for presentation displays
 - Interpreter
 - “Celebration stickers” or small tokens for empowerment
 - Optional: simple certificates
 - Optional: music (quiet background during prep time)
-

IMPORTANT NOTES FOR YOUTH VOLUNTEERS

- Your role is to **support**, not evaluate.
- Celebrate *every* presentation.
- Keep language simple and slow; pause for interpreter.

- Smile constantly — this should feel like a joyful moment.
 - Do not make it competitive; emphasize learning and community strength.
 - Volunteers should walk around offering praise and encouragement.
 - Never correct. If something is unrealistic, say:
 - ✓ “That is creative — what might be an easy way to start small?”
-

DETAILED TEACHING SCRIPT

0:00–0:05 — WELCOME & SET THE TONE

Volunteer Script

“Today is a very special day. You will each create a simple plan for your business and share it with the group.”

(Pause for interpreter.)

“This is NOT a competition. We are here to learn from each other and celebrate each idea.”

(Pause.)

“Your ideas come from your community, your skills, and your creativity. You are the experts.”

(Interpreter emphasizes empowerment.)

0:05–0:10 — INTRODUCE THE BUSINESS PLAN CARDS

Lay out 7 picture cards on the floor or board:

1. 💡 Idea
2. 👤 Customer
3. 💰 Cost/Price
4. 🎨 Logo
5. 📍 Place/Location
6. ⚠️ Risk
7. ★ Next Step

These help visual learners and low-literacy participants.

Volunteer Script

“These seven pictures show the seven parts of your simple business plan.”

Point to each one:

1. 💡 **IDEA** — What will you sell or do?
2. 👤 **CUSTOMER** — Who will buy it?
3. 💰 **COST & PRICE** — How much to make it and how much you’ll sell it for.
4. 🎨 **LOGO** — Your picture symbol.
5. 📍 **PLACE** — Where you will sell your product.
6. ⚠️ **RISK** — Something that can go wrong.
7. ★ **NEXT STEP** — What you will do after this training.

Interpreter repeats each one.

0:10–0:20 — PREPARATION TIME (Hands-On Creation)

Volunteer Script

“In your small groups or individually, you will make a simple poster or paper showing your plan.”

(Interpreter repeats.)

“Use drawings, symbols, colors — anything that helps explain your idea.”

(Interpreter repeats.)

Youth volunteers hand out materials.

What participants will create

Participants draw or write:

1. Their business idea (draw a symbol)
 2. Their customer (circle the correct customer card or draw a stick figure)
 3. Their cost & price (use small icons or numbers)
 4. Their logo (draw the symbol they created earlier)
 5. Their location (draw a small hut, the market, a road, etc.)
 6. One risk (storm cloud, pig, broken tool, etc.)
 7. One solution (umbrella, savings coin, friend helping)
 8. Their next step (buy thread, talk to neighbor, buy flour, etc.)
-

VOLUNTEER ROLE DURING THIS TIME

- Walk around and help participants draw or think
- Say encouraging things:

✓ “That is very smart!”

✓ “People will love this product.”

- ✓ “You understand your community well.”
- ✓ “Your drawing is excellent.”
- ✓ “This is a very clear idea.”

- NEVER rewrite someone’s idea.
 - NEVER take over their drawing.
 - ONLY enhance their confidence.
-

0:20–0:25 — HOW TO PRESENT (MODEL A PRESENTATION)

Choose one volunteer to model a very simple example.

Volunteer Script

“I will show you a simple way to share your plan.”

Hold a sample sheet with symbols.

Volunteer Presentation Example

“Hello, my name is _____.

-  My idea is cooking fried bread.
-  My customers are school children.
-  It costs 0.5 and I will sell it for 1.
-  My logo is a small star.
-  I will sell near the school gate.
-  My risk is rain.
-  My solution is a small umbrella for my table.”

Interpreter repeats calmly and clearly.

0:25–0:55 — PARTICIPANT PRESENTATIONS (CELEBRATION MODE)

Participants present one by one or in small groups.

Volunteer Instructions

- Clap after each presentation.
 - Smile and do a positive gesture (thumbs up, nodding).
 - Give every participant a sticker/token/certificate.
 - Keep presentations short (30–60 seconds).
 - Interpreter helps with clarity.
 - If someone is shy, allow them to stand with a friend or ask a volunteer to help point to the pictures on their paper.
-

Volunteer Script for Feedback

AFTER every presentation, volunteers say:

- ✓ “Thank you! That was wonderful!”
- ✓ “Your idea is very clear.”
- ✓ “Your customer choice makes sense.”
- ✓ “Good job including a risk and a solution.”
- ✓ “Your logo is very memorable!”

NEVER give negative feedback.

NEVER compare participants.

0:55–1:05 — FINAL GROUP ACTIVITY: “THE MARKET WALK” (Optional & Fun)

Create a mini “market” inside the room.

Volunteer Script

“Now we will walk around and look at everyone’s business plans like a real market.”

Participants walk around observing each plan.

Encourage them to:

- ✓ Ask questions
- ✓ Compliment each other
- ✓ Share smiles
- ✓ Learn from other ideas

This boosts confidence, pride, and community bonding.

1:05–1:10 — COMMUNITY PRAISE CIRCLE

Volunteer Script

“Everyone here has created a strong business idea. You have shown creativity, knowledge, and skill.”

(Pause for interpreter.)

“We are honored to learn from you.”

(Pause.)

Invite applause for the whole group.

1:10–1:15 — CERTIFICATE / CELEBRATION (Optional but Powerful)

Youth volunteers hand out small certificates or tokens (stickers, colorful paper badges, etc.)

Say:

- ✓ “Congratulations on completing the business seminar!”
- ✓ “We believe in your ideas.”
- ✓ “You are strong business leaders.”

Interpreter repeats in the local language.

CAPSTONE — LEARNING OUTCOME

Participants confidently present a simple, realistic business plan based on:

1. Their idea
2. Their customer
3. Their cost & price
4. Their marketing strategy
5. Their selling location
6. Their risk & solution
7. Their next step

They leave feeling proud, capable, and supported.

6. Capstone Option B: Community Showcase / “Mini Market Day”

A fun, vibrant alternative that replicates a real market environment.

MINI MARKET DAY — ACTIVITY SCRIPT

Total Time: 90–120 minutes

Participants: Families, neighbors, Youthline team, local leaders

PREPARATION (Day Before)

Participants prepare:

- Their product prototype (or drawing)
- A simple display area
- Logo
- Marketing signs
- Pricing labels

Volunteers prepare:

- Tables or mats
 - Paper coins or stamps to represent “sales”
 - Voting tokens
 - Stickers for “customer favorites”
-

DAY OF MINI MARKET

1. Set-Up (15 min)

Participants arrange their space:

- Cloth
- Basket
- Product sample
- Logo
- Price sign

2. Community Arrives (10 min)

Invite:

- Families
- Local leaders
- Neighboring youth
- Vocational students

3. “Market Opens!” (30–40 min)

Youth volunteers and community members walk around as *customers*.

Everyone gets paper coins to “buy” items.

Participants:

- Greet customers
- Explain their product

- Practice customer service
- Answer questions
- Share their poster

4. Friendly Awards (Optional) (10 min)

Can include:

- “Best Customer Service”
- “Most Creative Product”
- “Most Beautiful Display”
- “Strongest Business Idea”
(All equal-weight, no cash prizes.)

Stickers or ribbons only.

5. Certificates & Celebration (10 min)

Group applause.

Invite local leaders to honor participants.

6. Group Photo (5 min)

VOLUNTEER PRESENTATION CHEAT SHEET

How to support a confident, positive, and respectful capstone experience

✓ BEFORE PRESENTATIONS

- Smile and encourage everyone
 - Remind participants that:
“There are no wrong ideas. We are here to celebrate your creativity.”
 - Help participants set up their poster
 - Practice once with participants who are shy
-

✓ DURING PRESENTATIONS

Ask these **simple, repeatable** questions:

1. **“What is your business idea?”**
2. **“Who is your customer?”**
3. **“What does your product need to succeed?”**
4. **“How did you choose your price?”**
5. **“How will you promote your business?”**
6. **“Where will you sell it?”**
7. **“What challenges might you face?”**

8. “What is your next step?”

Volunteer tips:

- Nod and smile
- Translate praise into local language
- Clap after each presentation
- Use phrases like:
 - ✓ “Wonderful idea!”
 - ✓ “Very strong plan!”
 - ✓ “You explained that clearly.”
 - ✓ “Great creativity.”

✓ AFTER PRESENTATIONS

- Give certificates
- Celebrate everyone
- Group photo
- Remind participants:
“Your ideas are valuable. Your business can help your community.”