

# Pestallozzi International



**Skills for Business Entrepreneurship**  
Facilitators Guide

**This programme has been developed to introduce students in their final three years of secondary school to the skills required for Business Entrepreneurship and to give them an opportunity to run a Small Scale Handicraft / Craft Food Business.**

It is comprised of:

Facilitators' guide - Six Introductory Sessions on:

1. What is an Entrepreneur and what is Entrepreneurship?  
Why learn the skills of Small Scale Business Entrepreneurship?
2. Learning from a Local Handicraft or Craft Food Business
3. Bookkeeping
4. The Relevance of a Head, Heart and Hands Education to Small Scale Business Entrepreneurship
5. Preparing to run your own Small Scale Handicraft / Craft Food Business
6. Marketing your Small Scale Handicraft / Craft Food Business and its Products

- An accompanying PowerPoint Presentation for use with the students
- Interim and End of Project Reporting

**Dr Joanna Nair December 2021**





## Introductory Session 1

### Skills for Business Entrepreneurship

What is an Entrepreneur and what is Entrepreneurship?

Why learn the skills of Small Scale Business Entrepreneurship?



**To explain the meaning and importance of Entrepreneur and Entrepreneurship**

#### Instructions to Facilitator:

##### Show Slide 1:

- As the students enter the room and settle down. Explain that after several sessions exploring what Small Scale Business Entrepreneurship involves, the students will work in groups to develop their own small scale business using a practical skill to produce a handicraft or craft food, marketing it and selling it. A small sum of money will be provided to them for doing so

##### Show Slide 2:

- Explain that the first of these sessions involves exploring the meaning of Entrepreneur and Entrepreneurship and the importance of learning the skills of Small Scale Business Entrepreneurship

##### Show Slide 3:

- Ask students what they understand by the word Entrepreneur and Entrepreneurship, discuss their answers, eliciting the following points:
- Entrepreneurs:
- Are innovators
- Have original, new ideas
- Often make mistakes but always learn from them
- Manufacture and/or deliver products, services and procedures to meet unfulfilled consumer demands
- Prefer to run their own businesses rather than be employed by another company or organisation
- Take on financial risks in the hope of profit
- Entrepreneurship refers to the concept of developing and managing a novel business venture in order to gain profit by taking several risks

#### Materials Needed

- Paper and pens for each student
- **Business Entrepreneurship PowerPoint** presentation Slides 1-7

## Introductory Session 1

### Skills for Business Entrepreneurship

#### Continued

#### Show Slide 3:

- Click through Slide 3, discussing each point
- Click to show only the title of Slide 4 - Ask students 'Why learn the skills of Business Entrepreneurship?'
- Ask them to work in pairs and write down why they think it would be a good thing to set up a small business (they should think why it would be good for them as well as why it would be good for their communities)
- Discuss with the students the answers they have listed, while eliciting the following reasons for learning the skills of Small Scale Business Entrepreneurship

#### **By learning the skills of Small Scale Business Entrepreneurship you give yourself:**

##### **1. Independence:**

- Financial independence especially beneficial in places where there may be a lack of good
- Standing on your own feet, being your own boss, developing your own skills and following your own passion
- Control over the work you do, which can help you gain the maximum benefit. You will reap what you sow - the hard work you put in will benefit you rather than someone else (e.g. the boss)
- Flexibility in when you work, where you work and how you work

##### **2. Opportunities to be Creative by:**

- Coming up with new ideas that may be unique in the local or even the global marketplace
- Providing products not currently available or only available at high cost from elsewhere

##### **3. Securing your future, even if you do not become an entrepreneur**

- Business entrepreneurship skills give you something to fall back on should you ever fail to get a job, lose a job or need to generate extra income
- The skills involved in Small Scale Business Entrepreneurship are useful life skills for you to have, whatever line of work you end up in

## Introductory Session 1

### Skills for Business Entrepreneurship

#### Continued

**By learning the skills of Small Scale Business Entrepreneurship you help your local community by:**

- Making use of local materials
- Providing employment to people if your business expands
- Using your entrepreneurial skills to help others set up their own businesses
- Contributing to a culture of self-reliance in your local community
- Bringing a positive reputation to your community and even your country through a successful business
- Contributing to the overall betterment of the local economy and society through the creation of new opportunities and economic growth and development resulting from entrepreneurial innovations, initiatives and activities. An extensive study of the global economy suggests that the most successful economies in the world today are those which involve more entrepreneurial activities

Show Slide 4:

- Discuss each point as you click through them, linking them to the ideas the students had in their discussion
- Repeat the process with Slides 5 and 6. Draw attention to any points the students came up with which are not listed here

Show Slide 7:

End by discussing the following and linking this session to it:

**Pestalozzi believed that any kind of charitable giving is useless because it makes the recipients even more dependent, unless that gift is in the form of an education which enables a person to help himself or herself and in turn help others. He provided a vocational education, teaching the practical skills most likely to be useful and relevant to his students when they became adults. He taught students the skills necessary for independence, so that they could as adults help themselves and their communities.**

## Introductory Session 2

Skills for Business Entrepreneurship

*Learning from a Local Handicraft or Craft Food Business*

Grades 10-12



**To enable the students to learn from what is local to them and to experience field trips**

### Instructions to Facilitator:

#### Show Slide 8:

- As the students enter the room and settle down
  - Show Slide 9 – Explain that this is a session to prepare for visiting a Local Handicraft / Craft Food Entrepreneurial Business or for having a Handicraft / Craft Food Entrepreneur visit the Village
  - Brainstorm a list of handicrafts and craft foods that are produced locally or likely to be produced locally. A student lists these on the whiteboard
  - Ask the students to choose several handicraft/craft food producing organisations to arrange to visit
  - Work with the students to arrange to visit any organisation(s) they are particularly interested in, ensuring that they take responsibility for writing to or phoning the organisation(s). A practical demonstration of a handicraft product being made should be requested, if appropriate.
  - Alternatively, small business entrepreneurs could be invited to talk to the students.
- 
- Ask the students to work in pairs to list the questions to ask Small Scale Handicraft / Craft Food Business Entrepreneurs
  - Ask the students to state their questions turn by turn

#### Show Slide 10:

- Discuss each point and relate each to the points made by the students. Be sure to value any suggestions made by the students not included here
- What is the background to the handicraft or craft food product produced – is it local to the country / area or is it new to the country / area?
- How did you make the decision to make whatever you make?
- What materials and equipment are needed for the production?
- How is product marketed and sold and how did you decide on your target customers?
- Were any mistakes made in setting up the business? If so, what were they

### Materials Needed

- Whatever is needed to set up visits to local organisations, for example access to email or phone
- Access to local organisations
- **Business Entrepreneurship PowerPoint**  
Presentation Slides 8-11

## Introductory Session2

### Skills for Business Entrepreneurship

#### *Learning from a Local Handicraft or Craft Food Business*

#### Continued

- and how did you learn from these mistakes?
- Do you have any other advice to offer?
- When visiting or being visited by the Entrepreneur, make sure the students have the opportunity to ask their questions

Show Slide 11:

- End by discussing the following and linking this session to it:

**Pestalozzi believed that it is very important that students learn from and about what is local to them. He wanted students to be in charge of their own learning to as great an extent as possible. He believed that students should have a vocational education (an education of the 'Hands'), learning about skills which are the most likely to be relevant to them and therefore useful to them in their future lives.**

## Introductory Session 3

### Skills for Business Entrepreneurship

#### Bookkeeping

#### Grades 10 - 12



**To help students with the practical skills needed for bookkeeping**

Instructions to Facilitator:

Show Slide 12:

- As the students enter the room and settle down
- Show students slide 13: Ask students what they understand by bookkeeping. If necessary, explain that it involves the recording and organising of financial data
- Elicit from the students which columns they need on their spreadsheets. Ensure the following columns are mentioned:
  - Date
  - Item
  - Income
  - Expenditure
- Receipt Reference Column containing numbers in date order, which you add to all your receipts to help keep an account of your income and expenditure, including:

### Introductory Session 3

#### Skills for Business Entrepreneurship

#### Bookkeeping

#### Continued

- Payment receipt numbers (these are the numbers you add to the receipts and to the spreadsheet for ease of cross referencing). The payment receipts are for payments you receive – your income
- Expenditure receipt numbers (these are the numbers you add to the receipts and to the spreadsheet for ease of cross referencing).
- The expense receipts are for payments you make – your expenses or outgoings
- Balance

#### Show Slide 14:

- Ask students to enter the column titles seen on the Slide onto their spreadsheets
- Show Slide 15 – Ask students to state the Reference Number each receipt should have with 1 for the earliest dated. Click to show the numbers one at a time as the students work this out (the final 3 receipts can come in any order as they are all the same date).
- Ask students to enter the information on the receipts seen on the slide into the correct columns on their spreadsheets. For the date, ask them to use the Day/Month/Year format \_\_/\_\_/\_\_\_\_ e.g. 05/01/2022) starting with the earliest date
- Ask students to calculate the Balance (2200):
- Add the figures in the income column together
- Add the figures in the expenses column together
- Subtract the total in the Expenses Column from the total in the Income Column to find the Balance
- Ask how much profit has been made, explaining that the profit is 200 (i.e. the amount on the balance less the 2000 provided by Pestalozzi)
- Assist students where necessary

#### Show Slide 16:

- Ask students to check their work against it
- Inform students that when bookkeeping all of the following should be kept:
- All payment receipts cross referenced with the spreadsheet
- All expenditure receipts cross referenced with the spreadsheet
- Regularly updated spreadsheet with consistent entry style
- Inform students that keeping financial records regularly updated helps in keeping track of how much money is available in order to avoid over spending, incurring a loss and going into debt

#### Show Slide 17:

End by discussing the following and linking this session to it:

**Pestalozzi believed that education should show people how they can help themselves. This includes helping students to recognise the value of saving money and of using it wisely.**



## Introductory Session 4

Skills for Business Entrepreneurship

The Relevance of a Head, Heart and Hands Education to Small Scale Business

Entrepreneurship

Grade 10-11



**To relate Pestalozzi's 'Head, Heart and Hands' approach to the skills required for business entrepreneurship**

### Instructions to Facilitator:

#### Show Slide 18:

- As the students enter the room and settle down
- Show Slide 19 - Elicit from the students what is meant by the 'Head, Heart and Hands' approach
- Ask the students to work in pairs to make three lists (one under 'Head', another under 'Heart' and the third under 'Hands') stating what different skills they would need to run a small business
- Ask the students to share their ideas
- Click to show only the title of Slide 20 - Ask the students to share their ideas. Then click through each point, relating them to what the students have on their lists. Comment on any further suggestions they may have.

### Materials Needed

- A blank sheet of paper and colouring pens for each pair of students
- **Business Entrepreneurship PowerPoint**  
Presentation Slides 18-23
- **Talking Prompts**
- **What Skills are needed sheet**

- Click to show only the title of Slide 20 - Ask the students to share their ideas. Then click through each point, relating them to what the students have on their lists. Comment on any further suggestions they may have.

### Head

- Keeping income and expenditure receipts for every transaction
- Bookkeeping on a spreadsheet
- Understanding of the market – whom to target, what people want, where there are gaps or surplus in supply etc.
- Understanding how to price products
- Understanding the importance of saving
- Recognising how and where to sell products to best effect

Click to show only the title of Slide 21 - Ask the students to share their ideas. Then click through each point, relating each to what the students have on their own lists. Comment on any further suggestions they may have.

## Introductory Session 4

### Continued

#### Heart

- Pricing products fairly (recognising what people can afford at the same time as ensuring that your business will profit)
- Not using advertisements which make false claims and so mislead potential customers about your product
- Ethical approach to any employees you may have
- Using materials which don't exploit people or the natural world
- The social skills to interact with fellow workers and with customers in a polite manner

Click to show only the title of Slide 22 - Ask the students to share their ideas. Then click through each point, relating them to what the students have on their lists. Comment on any further suggestions they may have.

#### Hands

- The practical ability to make the products to be sold
  - The practical ability to see a project through all its stages and to maintain and expand the project
  - The practical ability to make a successful sales pitch (for example how to design an advertising poster)
- 
- Ask the students to brainstorm all the different vocational skills they have or are learning; these are listed on the whiteboard
  - Divide the students into pairs and give each pair paper and colouring pens
  - Ask each pair to choose one of the practical skills listed on the whiteboard and to write and illustrate a piece describing a business plan in terms of 'Head, Heart and Hands', including all the aspects listed above
  - Ask each pair to share its work with the other students

Show Slide 23:

End by linking this session to the following:

**Pestalozzi wanted education to be useful and relevant to his students when they became adults, and he taught students the skills necessary for independence. He wanted students to have an all-round education – i.e. a vocational education (of the 'Hands'), an academic education (of the 'Head') and a moral education (of the 'Heart'), so that as adults the students would have the necessary abilities and qualities to put their practical skills to good use.**

## Introductory Session 4

### Continued

#### Heart

- Pricing products fairly (recognising what people can afford at the same time as ensuring that your business will profit)
- Not using advertisements which make false claims and so mislead potential customers about your product
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**Introductory Session 5 - Skills for Business Entrepreneurship**  
Preparing to run your own Small Scale Handicraft / Craft Food Business  
Grade 10-12



**To put business entrepreneurship knowledge and skills into practice**

**Show Slide 24:**

- as the students enter the room and settle down
- Show Slide 25 – Explain that in this session students will learn about the process and the criteria for success of their business project, the factors involved in making business decisions and the responsibilities involved in running a business
- Divide the students into the groups (as decided locally) for their income generating project

**Materials Needed**

**Business**  
**Entrepreneurship**  
**PowerPoint**  
**Presentation Slides**  
24-30

**Show Slide 26:**

- Click through the points explaining each aspect of the process to be followed:
- The groups will compete against each other to see which group can run the most successful income generating project
- Each group will be allocated a sum of money\*\* to use for income generation
- This money will be held by the Office as will any income the groups make
- Each group will be responsible for keeping its own financial records on a spreadsheet or in a ledger
- The groups should aim to return the sum of money allocated to them and make a profit by the end of the project
- Any profit made will be spent on something for the Pestalozzi Village. The groups who make a profit will be able to choose what their profit is spent on The timeframe of the project
- Interim reports and a final report to be completed
- Each Year Grades 10, 11 and 12 will be involved in this project. Groups should learn from their experience and from each other and from any mistakes made

**Show Slide 27:**

- Click through each point explaining how the competition scores will be decided. Scores out of 10 will be awarded for each of the following (i.e. out of 100 in total):
- Demonstration of involvement of all group members and a cooperative and well organised approach to working together

## Introductory Session 5 - Continued

- The manner in which the business is conducted – level of consideration shown towards the customers, an ethical approach to business etc. (see items listed under Heart in the previous session, refer to Slide 21)
- Use of advertising and sale techniques
- Repayment of the amount provided to the group
- Making a profit
- Well filled out Progress Report Forms, completed on time
- Correct bookkeeping
- Evidence of learning as the project progresses
- Ask the students to copy down these points for their future reference
- Click to show only the title of Slide 28 - Ask the students in their groups to think about the factors involved in making business decisions. If they find this difficult give them a couple of examples from the following list:
  - The skills the group already has
  - Equipment and materials required
  - Gaps and surplus in the market – what products are not available, what products there is already a surplus of
  - The amount of money the business has to start out with and the likely cost of making the products chosen for production
  - Who to sell to (the target customers), how to establish who will buy and how much they can be charged
  - How to ensure a profit is made – that income exceeds expenditure
  - Your unique selling point - If there is competition, how to make the product unique so people want to buy it
  - How to advertise the product
  - Where to sell. Consider transportation to sale venue and sale venue costs if applicable
  - The timeframe of the project
- Click through the points on Slide 28, explaining each
- Ask the students to make a note of these points for future reference
- Ask each group to decide on their small scale business. They can either choose one of the activities they came up with in the previous session or something else
- Make a note of the businesses chosen and of the students in each group
- Click to show only the title of Slide 29 - Elicit from the students the different responsibilities involved in running a Small Scale Handicraft / Craft Food Business and ask them to think about how they will handle each different area of responsibility.

These should include:

- Understanding the market, what the local needs are and how best to meet the local needs – what people want, where there are gaps and surplus in supply



## Introductory Session 5 - Continued

- Deciding who to sell the products to
- Deciding on the price of the products to be sold
- Deciding where it is best to sell products
- Advertising, including a catchy name and tagline for your business
- Producing the products to be sold
- Selling the products
- Bookkeeping, including getting and keeping income or expenditure receipts for every transaction and entering all transactions on an excel spreadsheet
- Submitting progress reports

Click through Slide 29 discussing each of the points

- Explain that the groups should work alone as much as they can, but offer to be available to give advice if needed
- Explain how the group money can be accessed and remind the groups to keep their spreadsheets up to date

Show Slide 30:

End by linking this session to the following:

**Pestalozzi believed that education should show people how they can help themselves and become independent. This includes helping students to recognise the value of saving money and of using it wisely. It also includes teaching students skills that will be useful to them in later life; involving active learning and real outcomes. As a result, a Pestalozzi education shows students how they can become independent adults. Pestalozzi believed that students should take control of their learning to as great an extent as possible. He also taught that it is only by actually doing that we can learn.**

## Introductory Session 6 - Skills for Business Entrepreneurship

### Marketing your Small Scale Handicraft / Craft Food Business and its Products

#### Instructions to Facilitator:

- Click once more on Slide 33 - Brainstorm with the students what they think should be considered when selecting a Target Market. The following should be considered when selecting a Target Market:
- Which group of customers are you hoping to sell to? (e.g. Tourists? Teachers? Grade 6 students? Grade 12 students? Customers at a local market?)
- What types of things does this group of customers like/use? (Toys? Necklaces? Typical local artefacts? Tasty sweets? Something useful?)
- Price – How much can your potential customers afford to spend (e.g. A tourist can spend a different amount to a Grade 6 student)
- Which of the groups of potential customers are you able to satisfy with the types of product(s) you are able to produce
- What is the competition? Which of the groups of customers already have what products or access to those products?

#### Click through to Slide 33

- Discussing each point and linking each to what came out in the brainstorm. Be sure to value any further ideas the students may have which are not listed here
- Working in their Business groups, ask the students to decide on their 'Target Market' based on consideration of the points displayed on the PowerPoint Slide
- Click to show only the title of Slide 34 - Ask the students what they think is meant by 'Establishing a unique position for your business and product(s) in the minds of your Target Market'. Elicit the reply before clicking to show what is meant = Making sure that your customers and potential customers think that your business and product(s) are special and different from those of your competitors so that they would prefer to buy from you
- Click once more on Slide 34 and ask the students how they think they can establish a unique position for their business and product(s). Discuss
- Click through Slide 34 - Link the students answers to the answers on the slide:
- The name of your business – a simple but catchy and easy to remember name
- The tagline of your business – a phrase that comes to be associated with your business
- Effective promotion of your product through advertising
- Show the title of Slide 35 – Ask students to think of any taglines they know of that are used by businesses
- Click through Slide 35 to show these examples of taglines:
- Amul (Dairy Products, Indian company) Utterly butterly delicious
- NCell (Mobile Operator, Nepali Company) Today. Tomorrow. Together
- Zesco (Electricity Supplier, Zambian Company) Powering the Nation
- Discuss these taglines with the students. Elicit the techniques that are used to make the taglines catchy and easy to remember
- Click through the rest of Slide 35 - Link the students answers to the following:

## Introductory Session 6 - Skills for Business Entrepreneurship

### Marketing your Small Scale Handicraft / Craft Food Business and its Products

- The purpose of your advertisement. You may want to include some or all of the following information: Price of product; Where to buy or order the product; Anything special about the product that makes it unique; What the essence of your product is; Who the product is for; The name of your business; and The tagline of your business
- Your Target Market (intended customers). E.g. Your poster should look different and contain different information if your Target Market is young children or if it is adults
- Communication. Use clear but effective text, colour and images to convey your message. Make your poster simple and bold
- When and where you want your advertisement poster to appear. You may want to put it up in the Village and/or you may want it to be part of your stall if you decide to sell at a single venue How you can fulfil expectations. Make sure you have enough of your product(s) available to meet demand, or someone who can take orders, if your advertisement is successful
- Distribute the marker pens and large sheets of paper to the groups. Students design their posters
- They then share them with and explain them to the other groups in the session
- Distribute the **'Interim Progress Report Form'** to be completed at intervals during the project (see below – one to each group) and ask the students to bring the forms, completed, to the first interim session along with their bookkeeping spreadsheet and all Income and Payment Receipts) **Remind the students that each of them will be involved in this activity in Grades 10, 11 and 12 every year so all but those in Grade 12 have another chance. Learn from this experience, from each other and from any mistakes made so as to run a better business next year!**

Show Slide 37

End by linking this session to the following:

Although highly intelligent and very imaginative, **Pestalozzi failed as a businessman. This may have been not only because he did not have the practical abilities required to run a successful business but also lacked the social skills needed to communicate clearly. He believed that students should be taught all the skills needed to enable them to make a success of their lives.**

## Skills for Business Entrepreneurship

Follow Up sessions during the business project  
Grades 10-12

### Instructions to Facilitator:

- Ask one group to feedback on the first point on the Interim Progress Report Form to be completed during the business project. Ask each of the other groups turn by turn to feedback on the first point. Encourage discussion
- Repeat the process with another of the points, asking a different group to begin the feedback and varying the order in which you ask the rest of the groups for feedback
- Repeat the process until all the points have been covered
- Encourage groups to discuss their business and to ask for advice
- Check the spreadsheets and receipts of each group
- Collect in the Interim Progress Report Forms
- Distribute another Interim Progress Report Form and ask groups to bring the completed form to the next session
- Repeat this process until the last interim session

### Materials Needed

Interim Progress Report Form to be completed at intervals during the project (one for each group)