

LIFE SKILLS AND FINANCIAL EDUCATION FOR PEACE



Introduction

An estimated 230 million children worldwide currently live in conflict-affected areas. The ultimate goal of this manual is to enhance the activity of children and young people as Peace Builders. Our work starts with an acknowledgement that poverty and injustice are both major causes and major consequences of conflict. Poverty, injustice and conflict combine to create vicious cycles capable of denying peace and prosperity across many decades. Conflict pushes children out of school leaving them more vulnerable to exploitation. Such children are more likely to seek dangerous, poorly-paid work, including that of combatants. Economic strain pushes young girls into early marriage with all its associated risks. Whilst children are frequently the victims of conflict, they can also play a leading role in countering it. This manual will serve communities that are threatened by conflict, are experiencing conflict or are attempting to recover from conflict. Ideally, it will play a preventative role, helping to prevent conflict from arising in the first place. By necessity, it might play a moderating role – helping communities transition out of conflict – or a remedial role, helping re-establish peace in the aftermath of conflict.

This manual reflects our belief that peace, justice and economic prosperity are inseparable and that each can be catalysed by education. Social justice and financial well-being feed off each other to create a powerful virtuous cycle, creating conditions in which peace can flourish. This manual supports social stability and cohesion by promoting equity and social justice, fostering a culture of peace, tolerance and non-violence. It encourages children to reject stereotypes, stigmatizations and tribalism by celebrating the individuality and uniqueness of every person. Recognising the links between poverty, unemployment and conflict, it prepares the participants for the developmental demands of their communities by teaching them financial literacy. It enthuses and empowers them to stimulate local economies through the creation of micro- and small-enterprises. Job and wealth creation are powerful disincentives to conflict.

The participants working through this manual will embark on a journey of discovery. They will acquire social competencies through an exploration of their own identity and talents. This, in turn, allows them to build a foundation of self-confidence, emotional awareness, empathy and resilience. They also gain critical thinking skills in order to analyse the underlying causes of conflict whether they be economic, social or political. No problem can be solved without first being understood. The manual then enhances the activity of children as participants in their societies by fostering civic engagement, community activism and enterprise creation. A key feature of this manual, therefore, is the creation (by the participants) of their own Peace Clubs. They are encouraged to hold elections to positions of power and to exercise that power in a fair and transparent manner. In this way, boys and girls gain hands-on experience of democracy. Within this stream of social education, the participants gain skills as peacebuilders. They reflect on the meaning of peace, examine their own approaches to conflict and engage in conflict resolution exercises. The social education theme aims to prevent conflict from arising, but also equips participants with skills to resolve conflict when it does occur.

Financial skills contribute to resilience by helping children survive in the here-and-now of day-to-day living. That is the immediate goal of the income-generating activities that the participants are encouraged to design and deliver. Crucially, however, financial skills also help children to develop a future orientation. By establishing modest savings goals, and achieving them, the participants discover that they have a degree of control over their own futures. This can help them move out of apathy and into hope and expectation. A budget becomes more than just a means of marshalling and organising resources; it becomes a navigational tool for reaching a better life. This manual encourages the participants to see that individuals are never separate or cut-off from their communities. Wealth, however modest, is not something to be thought of solely in terms of individual gain. Rather, it has profoundly beneficial impacts on the wider community. Job creation, for example, will be a major factor in preventing many children and young people from becoming combatants.

Successful peace-building efforts require optimism, and optimism thrives on joy. This manual presents the participants with games and exercises that offer a creative, active approach to learning. The participants will benefit most from this manual if they find it fun. We believe they will and we hope you do too.

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WELCOME TO THE LIFE SKILLS AND FINANCIAL EDUCATION FOR PEACE PROGRAMME

Lesson 1.3: Becoming a Peacebuilder



Overall Outcome

To understand the importance of promoting peace and being peaceful with others.



Lesson Objective

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

- Articulate what peace means to them.
- Understand the importance of engaging peacefully with others.
- Encourage their friends to become peacebuilders.



Materials

- Board/Flip Chart
- Paper
- Tape
- Pens/Pencils
- Markers/Crayons



Methodology

- Start: Individual Activity and Group Share
- Learn: Small Group Activity
- Reflect: Group Discussion



Duration

60 minutes



Key Words

Peace; peacebuilder; harmony; serenity; violence; war



Information For The Facilitator

- During the start activity, participants will be drawing pictures. It is important to not pressure the participants to explain their drawings if they are not comfortable sharing. Some participants may have experienced violence in their homes or communities. If so, the drawing activity could be sensitive or difficult to talk about. Please encourage sharing, but do not make it a requirement for all participants.



Start



15 m

1. Begin the session with a drawing activity.
2. Pass out one piece of paper to each participant.
3. Give each participants a few markers or crayons.
4. Tell the participants they should draw a picture of what “peace means to them.” They can draw whatever they want and should be as detailed as possible in their picture. Encourage them to be descriptive and creative as they can.
5. Give the participants 5 minutes to draw their pictures. Ask a few volunteers to share with the group and explain their drawing. If there is time for all participants to share, encourage them to do so.
6. During the next activity, the participants will discuss the concept of peace and why it is important to engage in peaceful ways with others.

Alternative ‘Start’ exercise

1. Ask participants to share what they understand by the word ‘peace’. Ask what peace means to them. Encourage them to see that the term can have many meanings.
2. Now put them in groups of five and explain they have five minutes to prepare two images showing ‘peace’.
3. Ask for some volunteers to come up and show their images. Encourage discussion amongst the audience by asking:
 - What do you see?
 - How do we know this is an image of peace?
 - Is this an image you recognize from your own lives?

When there are people in the image you can also ask the following questions:

- Who are these people? Why do say that? Who has a different idea?
- Where are they? Why do say that? Who has a different idea?
- What are they doing? Why do say that? Who has a different idea?



Learn



35 m

1. Start a discussion about what peace is. Write the word “peace” on the flip chart/board and facilitate a brainstorming session describing the concept of peace. You should chart the participant’s words/ responses on the flip chart/board.
2. Put the participants into small groups and give them five minutes to create their own definition or definitions of what peace means. Perhaps ask them how they would explain ‘peace’ to somebody who came from a different community/ background.
3. Listen to their definitions thanking them as you go.
4. Provide the following 3 definitions of peace to the participants:

Peace Is...

 - Absence of war or violence: No war or violence; when people live without fear or violence.
 - State of harmony: Living in harmony with others free of conflict and arguments.
 - Mental and emotional calm: Feeling calm and happy.
5. Explain the above concepts and ask for an example for each statement. Explain that ‘peace’ has multiple meanings.
6. Ask the participants the following questions:
 - Is it important for people to have personal peace? Why? Why not?
 - Is it important to live in a peaceful world? Why or why not?
 - Do most people live in peace? Why or why not?
 - Why is it important for you to be peaceful towards your family, friends, classmates?

7. Divide the participants in groups of 5-6 and ask them to think about the 3 definitions of peace.
8. Assign each group a definition of peace (1, 2, or 3). Some groups will have the same definition to review and discuss. Ask the small groups to think about why their definition of peace is important.
For example: (1) Absence of war/violence: violence towards someone is unfair and harmful to their health. They should not have to live in fear of being hurt or killed.
9. Give the small groups 10 minutes to discuss definition and write their explanation statements. After the groups are finished working together, ask each group to share their responses.



Reflect



10 m

1. Ask the participants to close their eyes. Tell them they are going to do a two minute imagining exercise about being a peacebuilder.
2. Ask them to think about what qualities a peacebuilder possess (e.g a peacebuilder is someone who believes that peace is possible. They think that everyone deserves to live in harmony. They treat others with fairness and kindness.)
3. Now ask them to think of three-to- four qualities they themselves possess that could help them act as peacebuilders.
4. Ask for volunteers to share with the group.
5. End the session with the following reflection question:
 - How can you encourage your friends to be peacebuilders?



MYSELF, MY WORLD



Lesson 2.4: My Life Path and Goals



Overall Outcome

To be able to identify their goals and dreams.



Lesson Objective

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

- Distinguish between a goal and a dream.
- Identify their goals and the steps needed to achieve them.



Materials

- Paper
- Pencils



Methodology

- Start: Group Activity
- Learn: Guest Speaker
- Reflect: Group Discussion



Duration

50 minutes

Plus Optional Reflect Activity: 15 minutes



Key Words

Goal-setting; Resilience



Information For The Facilitator

- Finding a mentor in life is valuable for many different reasons. Perhaps most importantly, mentors can help younger people stay motivated by giving them hope and providing a positive example of how to live their lives. The best way to expose the participants to such individuals is by hosting visits from people with good standing in your community. It's important to think about people that the participants can relate to (e.g. a successful, younger person in the community).
- Make sure to prepare with the guest speaker in advance. Answer any questions he/she might have and tell him/her how much he/she will have to present.



Start



10 m

1. Ask the participants:
 - What is a goal in life?
Answers may include:
 - i. The purpose of your hard work, dedication or desire.
 - ii. What you are willing to make sacrifices for.
 - iii. What you want to achieve in regards to your career, education, relationships, health, etc.
 - iv. Something that will make you happy if you accomplish it.
 - What is the difference between goals and dreams?
Answers may include:
 - i. Goals are achievable, even if they take hard work and sacrifice.
 - ii. Dreams are important too but often they are things we wish would happen, rather than things we are actually trying to achieve. A goal is something you intend to achieve. A dream is something you wish would come true..
2. Give each participant a sheet of paper and pencil, and ask them to go around the room, interviewing as many of their classmates as they can to find out about their goals and dreams.
3. After five minutes, ask a few to report back to the group what they thought were the most common dreams and goals. If they are not sure, then ask them what they thought were the most interesting.



Learn



25 m

1. Inform the participants that you have arranged for a special guest to come and talk to them about his/her experiences in achieving his/her goals.
2. Have the participants sit in a semi-circle on the ground facing the seat where the guest speaker will be. You may choose to do this outside or inside.
3. Introduce the guest and have him/her sit in the chair facing the participants.
4. Ask the participants to listen very carefully as the guest shares his/her story with them. You may use the following as a guide for the guest speaker:
 - Please tell the participants your experiences and how you got where you are today.
 - What are the challenges and what barriers could there be in meeting goals or dreams?
 - Can you please tell the participants about how you plan to achieve your goals?
 - Can you explain what you think youth can do to achieve their goals?
5. Encourage the participants to ask questions, such as:
 - Did your goals/dreams change over time?
 - How/why did you pick this path?
 - What advice would you give to youth?
6. After the guest speaker is done with his/her presentation, ask the participants to find a partner and to discuss what was the most important thing they learned from the guest.
7. After a few minutes, ask volunteers to share what they talked about with their partner and thank the guest speaker for his/her presentation.



Reflect



15 m

1. Bring the group back together to review today's session.
2. Lead the participants into a discussion, using the following questions:
 - Why is it important to understand your goals and dreams?
 - What steps can you take to achieve your goals? Who can help you achieve your goals?
 - What obstacles do you expect to face as you pursue your goals? How can you overcome them?
3. Explain to the participants that it is important to set realistic goals and steps to achieve them. Explain that they can overcome obstacles by having a back-up plan, which provides alternative ways to reach their goals. Tell participants that it is important to find Trusted People or supporters in their communities that can help them achieve their goals.

Optional Reflect Activity (15 minutes): Fantasy Island

1. Ask the participants to close their eyes for a few moments and to think of a personal goal or dream – something they would love to achieve or experience in their life. It doesn't need to be realistic. It can be modest or ambitious. It could be passing an exam or walking on the moon.
2. Have the participants form groups of at least five. Ask one participant to explain her/his dream – a dream, which she/he would like to act out. For example, a scene where she/he is a famous singer, gets her/his own house, gets a degree, gets married, etc.
3. The participant then directs the scene with her/his group, until she/he is satisfied that it is a good representation of her/his dream. The group plays out the scene with the participant in charge taking the role of her-/himself. Everyone should have a role to play.

Example: One participant's fantasy is to win a gold medal for the 100-metre sprint at the Olympics. In the race, she/he beats two famous American athletes. Everybody in the group must be given a part. One participant provides an excited radio commentary. Another acts as a cameraperson following the race for national television. Another is given the role of sports photographer. Others act as the excited crowd. When everyone knows their role, the race is acted out in slow motion. Perhaps the scene finishes with the winner receiving her/his medal on the podium. It is important that the participants are given complete freedom to act out whatever dream they choose.
4. After 10 minutes, gather the participants together and thank them. Now tell them dreams can become real if you first find a series of realistic, achievable goals.
5. Ask the participants:
 - In life, what steps can you take to achieve your goals?

LEARNING TO LIVE TOGETHER



Lesson 3.2: Celebrating Diversity



Overall Outcome

Learn the importance of celebrating diversity and understanding personal bias.



Lesson Objective

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

- Gain a basic understanding of what it means to accept and value diversity.
- Define the terms bias, stereotype and diversity.
- Explore their personal bias and understand the impact of it on others.



Materials

- Board/Flip Chart
- Chalk/Markers
- Paper
- Pens/Pencils
- Basket/box with fruit (of the same kind, i.e. apples, but that have subtle visual differences; and with one for each group)



Methodology

- Start: Group Activity
- Learn: Group Discussion & Pair Activity
- Reflect: Group Discussion



Duration

75 minutes



Key Words

Diversity; Bias; Stereotype



Information For The Facilitator

- In the Start activity, the participants are encouraged to discover that pieces of fruit, which at first glance might appear identical, reveal themselves to be unique and different upon closer inspection. This offers a metaphor for all people as distinct individuals. If real fruit is not available, pictures of the same fruit with different distinguishing markings on them can be used instead, but please ensure that the differences are subtle (e.g. a slight shade of colour, a mark on the right side, left side top or bottom, etc.).
- When participants are sharing examples of bias or stereotypes with the rest of the group, make sure to create a safe space and remind the participants that this activity was designed to help them understand their bias and to get rid of it. Be sure that the participants do not feel uncomfortable when sharing. Offer words of encouragement after each participant has shared.



Start



30 m

1. Have the participants form groups of five to six.
2. Ask the groups to describe a particular fruit. Choose one that they would be familiar with but that only some might like.
3. Give the participants five minutes to work in their groups to think of descriptive words for that fruit. While they are doing this, walk around and give each group a piece of paper and pen/pencil.
4. Ask each group to write down their descriptive words. If the participants cannot read or write, they can simply discuss or draw pictures to describe their fruit. If the participants need help writing down their words, walk around to each group and help them write their responses.
5. After five minutes, ask one person from each group to come to the front and to pick a fruit from the basket to take back to their group.
6. Give the participants five minutes to get to know their fruit. Explain that they cannot make any marks on it, but that they should feel it, smell it, give it a name and think of how to describe it to others.
7. After five minutes, ask a participant from each group to bring their fruit back to the basket.
8. When all the fruit has been returned, mix the fruit up and ask another person from each group to come back to the basket and pick out their group's piece of fruit. Ask them to take the fruit back to their group and to check with their group that they have correctly taken their own piece of fruit. If the group believes they have taken the wrong one, they are to return that piece of fruit to the basket and change it for what they believe to be their right one.
9. Once every group has their fruit, have each group introduce their piece of fruit briefly to the rest of the class by name and the qualities they wrote down to describe it.
10. After each presentation, ask the group the following questions:
 - When you went back to find your piece of fruit, how did you know it was yours?
 - How did your opinion of the piece of fruit change from when you described it at the very beginning of this activity to when you introduced your own group's fruit just now?
 - So, even though you may have thought that all pieces of this fruit are the same at first, once you looked closer at your own piece, you saw it had its own characteristics that made it a little different. Are all pieces of fruit the same even if they are the same kind of fruit?



Learn



30 m

1. Ask the participants to form groups of four. While they do so, write the following words on the board/flip chart:
 - Stereotype
 - Bias
 - Diversity
2. Show these to the participants and give the groups five minutes to suggest their own definition for each word and to think of some personal experiences they have had that illustrate the meanings. Stress that you are not searching for one 'correct' definition and that they should focus on expressing the idea in their own words.
3. After five minutes, ask some of the groups to share their meanings before writing the definitions below next to each word on the board/flip chart:
 - Stereotype: A widely held idea about a person, often inaccurate and oversimplified, based on their group identity.
 - Bias: An unfair personal opinion against something or someone that influences your judgment.
 - Diversity: Showing variety and being different/unique.
4. Read the definitions out to the participants.
5. Once you have done so, explain that everyone is unique and special, and that it is important to celebrate others for their diverse beliefs and qualities. When we appreciate others for their uniqueness/their difference, we are celebrating this diversity. Living in a peaceful community means we honour all people and treat them fairly regardless of their race, religion, gender or age. But sometimes it can be difficult



to celebrate diversity if we have an unfair or untrue belief about a person or a group. This kind of idea or belief is often called a stereotype. And the feeling we have toward that person or group is called bias. Accepting and celebrating others' beliefs can make communities more peaceful because it helps them learn from each other and show respect.

6. Ask the participants the following questions:
 - Why is it important to celebrate diversity? How can it help people get along well?
 - Have you heard of any stereotypes about a group of people? (If the participants need help, ask them to think about a stereotype about boys, girls, children, older people, etc.)
 - Do stereotypes hurt people? How?
7. Have the participants form pairs. Ask them to work with their partners and review the definitions that you wrote on the board/flip chart. While they do this, quickly write up the following questions on the board/flip chart and ask the pairs to discuss them:
 - Have other people labelled you as a stereotype? If so, what kind?
 - Why do people have a bias toward other people?
 - Where can this bias come from?
 - Why is it important to get rid of any biases you/people may have?
 - Why is it important to celebrate the diversity and uniqueness of others?
8. Give the pairs five minutes to discuss these questions, and then ask for volunteers to share their responses with the whole group.
9. Lead the participants into a (10-minute) discussion so that the whole group can learn about their peers' experiences. If there is time and it is appropriate, share with the participants a personal experience you have had.
10. End the activity by reminding the participants of the importance of diversity. Explain that everyone is biased, and that it is important to be aware of their own biases and to treat people fairly and with respect. Stereotypes about groups of people will always exist but it is important to get to know people based on their individual talents and qualities. Celebrating diversity means that we value everyone's uniqueness and differences.



Reflect



15 m

1. Lead the participants into a discussion using the following questions (be sure to make a connection between what the participants learnt in the Start activity and what they learnt in the Learn activity):
 - What did you learn about diversity from the fruit activity?
 - Even if the fruits look the same on the outside, do they all taste the same and feel the same?
 - Are all people the same, even if they share the same religion, race, gender or age?
 - Does everyone deserve to be treated fairly and live in a peaceful community?
 - If you hear one of your friends being insensitive or unkind about someone with a different idea or background, how can you encourage them to be kind? What could you say to your friend?
 - As individuals, what steps can you take to promote diversity and peace in your community?
 - What steps can you take to include others who may be different from you?

DO GOOD, BE ENTERPRISING



Lesson 5.2: Career planning and Working Hard



Overall Outcome

To understand how to pursue their personal goals through different moneymaking paths.



Lesson Objective

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

- Understand the value of work (for the individual and society).
- Identify their personal strengths, and how they relate to both soft and hard job skills.
- Identify their interests and goals, and their relationship to different types of jobs.
- Understand how to balance entrepreneurship with other goals and studies.



Materials

- Board/Flip Chart
- Chalk/Markers
- Ten pebbles/small rocks (you can also use other recycled materials)
- Paper
- Pens/Pencils



Methodology

- Start: Group Activity
- Learn: Individual/Pair Activity & Group Discussion
- Reflect: Group Discussion



Duration

50 minutes

Additional End Activity: 10 minutes



Key Words

Future; Career; Goal-setting; School



Information For The Facilitator

- During the Learn activity, if you so wish, you could share your own story of how you decided to become an educator, and how old you were when you did so. This will help the participants see how others have realised their dreams.
- In the End Activity, give the participants the opportunity to share anything they would like with the group, as this is the last session of the curriculum.
- If possible, plan a graduation or an event for the participants. Hold the graduation after this lesson. If you plan anything, make sure the participants know when the graduation or event is, and where it will take place.



Start

Pass The Pebble



10 m

1. Have the participants form a circle, and hand out the ten pebbles to random participants.
2. Inform the group that they will play 'Pass The Pebble' to explore careers.
3. Explain that they will need to pass the pebbles around the circle, and that when you say "Stop", the ten participants holding a pebble will go up to the board/flip chart, and will each write down the name of a (different) career.
4. Ask the participants to start passing the pebbles around, and after a short while, say, "Stop". Continue this process until you run out of time.



Learn

Brainstorm (10 minutes)



30 m

1. Give each participant a sheet of paper and a pen/pencil. Have them draw a line down the middle of their paper, splitting it in half.
2. Next, ask the participants to write all of their strengths on the left side of the paper. Give them three minutes to do so.
3. Once they have done that, ask the participants to write all of the different careers they would like to do when they're older on the right side of the paper. Encourage them to look at the list of careers on the board for ideas. Give them three minutes to do this.
4. Lastly, ask the participants to think about how their strengths apply to certain careers. For example,
 - If you like science, maybe you can become a doctor.
 - If you are good at art, maybe you can become an artist.
 - If you like being independent and are organised, maybe you could have your own small business, such as running a shop.
5. Inform the participants that thinking about what you want to do for your career is an ever-changing and on-going process. Explain that it is important for them to continue to think about what their strengths are and what they are interested in – doing this will help them figure out the best career options for them.

Pair Work (20 minutes)

1. Have the participants get into pairs.
2. Ask each participant to share his/her personal strengths and career goals/interests with their partner.
3. After 10-15 minutes, ask the participants if they would like to share what they discussed in their pairs with the larger group.



Reflect



10 m

1. Explain to the participants that different professions require different types of skill sets, responsibilities, educational backgrounds, risks, time commitment, etc., and that all these combined bring about differences in payment, costs and so on.
2. Ask the participants:
 - How can you balance professional/entrepreneurial goals with academic goals?
 - What are some of the ways in which finishing school might better enable you to help the community?

Additional End Activity (10 minutes):

1. Ask the participants:
 - What have you learned in the Peace Club that will help you achieve your goals?
 - Does anyone have anything in particular they would like to share with the group regarding their experience on this programme?
2. Thank the participants for their involvement in the programme. Explain that you have seen them grow so much from the first lesson to this, the last, lesson and that you are proud of them.
3. Congratulate everyone for their work, and encourage them to stay focused on their dreams.

DO GOOD, BE ENTERPRISING



5.7: Enterprises for Peace



Overall Outcome

To be able to select an Enterprise idea based on set criteria



Lesson Objective

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

- Identify examples of an Enterprise in their community.
- Have a thorough insight into the prevailing business practices, and the ability to engage in such activities.
- Create an Enterprise that will ultimately contribute to peace in their community



Materials

- Board/Flip Chart
- Chalk/ Markers
- Paper
- Pens/Pencils
- Five Pebbles (or another form of small object)
- Two large sheets of paper (optional)



Methodology

- Start: Group Activity
- Learn: Group Activity
- Reflect: Group Discussion



Duration

70 minutes



Key Words

Social Enterprise; Financial Enterprise; Entrepreneurship



Information For The Facilitator

- This lesson will build upon the Market Identification lesson (5.5). Participants will need to think of some Enterprise ideas and select the best idea based on set criteria.
- As the facilitator, decide if participants should carry out their ideas in two groups (as described in the Learn activity) or as a class. The goal of any Financial Enterprise should not only be about making a profit but also about how they can contribute to promoting peace.
- Prior to the lesson, copy the template of the Criteria/Enterprise Idea chart shown in the Learn activity out onto the board/flip chart. If you do not have access to a board/flip chart, draw the template onto two larger sheets of paper and give each group one so that they may fill them out during the activity. When they have done this, stick the paper onto the wall for all to see.



Start

Pass the Pebble



10 m

1. Have the participants form a circle, and hand out the five pebbles to random participants.
2. Inform the group that they will play 'Pass The Pebble' to review Financial Enterprises.
3. Explain that they will need to pass the pebbles around the circle, and that when you say "Stop", the five participants holding a pebble will (one by one) need to answer a question you ask them.
4. Have the participants start passing the pebbles around, and use one of the following questions each time you say "Stop":
 - What is/are your community's strength(s)?
 - What types of businesses are there in your community?
 - What are the mass products/services available in your community?
 - How many types of careers are there in your community? What are they?
5. Write their answers on the board/flip chart.
6. Continue with the game for five minutes, and then review their answers. Ask the participants:
 - Was anything new or surprising to you? Why?



Learn

Part 1: Discuss other Social and Financial Enterprises (15 minutes)



55 m

1. Read the following successful Enterprises to the participants:
 - **Kyrgyzstan:** Participants planned a bake sale. They worked together to plan the event and make the cookies. For the bake sale, they invited their parents/guardians and sold the cookies they had made to raise some money.
 - **Indonesia:** Participants develop creativity and teamwork through school-based Enterprises, like making brooms and plates from coconut materials, processing salted eggs and batik-making, which help raise awareness of heritage and local potential. The participants sell their products to other children, parents/guardians and neighbours.
 - **El Salvador:** Six young people from an impoverished community in El Salvador began by identifying a social issue in their community, and then designed an Enterprise to provide a solution. Their goal was to raise \$500 for a local charity that helped provide fresh water. The group did market research by asking local people what their favourite foods were. They also established that, in providing these foods, they were not competing with another business or Enterprise in the area. By developing a habit of setting budgets they gained control over where money was spent. All group members managed to generate \$5 a day towards their target.
 - **Tajikistan:** To generate savings, Enterprise members from rural schools in Spitamen bought young rabbits in the market. They fed the rabbits for three months and then sold them at a profit. The earnings were used in their school fair to celebrate the New Year.
2. Ask the participants:
 - What do you think of these Enterprises?
 - Which ones are Social Enterprises and which ones are Financial Enterprises?
3. Remind participants that an Enterprise is an initiative or project with a particular purpose. The purpose may be to generate income; to benefit a group of people, the community or the environment; or to raise awareness about an important issue. An Enterprise requires the organisation of activities.

Part 2: Create their own Enterprise (40 minutes)

1. Remind the participants that they will be required to work in the same groups as the previous Market Identification lesson to select an Enterprise idea, and ask them to reform their groups. Once they have done so, give each group some paper and pens/pencils.
2. Explain that, before they work within their groups, they are first to establish, as a whole class, the criteria for choosing the best ideas (for example: creativity; involving many people; fun factor; greatest impact for peace; ability to make the most profit; easy to carry out; inexpensive; etc.). Ask them:
 - What will make an enterprise 'great'?



3. Write their criteria in the left-hand column of the chart so that they can see them easily later. If you are not using a board/flip chart, have the groups fill the criteria in on their pre-prepared sheets of paper.

	Enterprise idea 1	Enterprise idea 2	Enterprise idea 3	Enterprise idea...	Enterprise idea...
Criteria 1					
Criteria 2					
Criteria 3					
Criteria 4					
TOTAL POINTS					

4. Ask the participants to look at the criteria and brainstorm several ideas (at least two) for an Enterprise based on the discussions they had in the last lesson. Then ask each group to discuss the following:
- What is the objective of their Enterprise idea?
 - How will their Enterprise contribute to peace in their community or school?
 - Initial implementation steps
 - List of necessary resources, monetary or non-monetary, for the implementation of their Enterprise.
5. Next, ask the participants to work within their groups and revise their ideas for an Enterprise based upon the agreed criteria.
6. Ask each group to announce their ideas to the entire class. After presenting each idea, ask the participants from the other group to rate it from 1 to 5 for each of the criteria they agreed upon earlier (with 1 being the lowest score, and 5 being highest). Skip any idea that is similar to a previous idea.
7. You can give the following example if you wish:
- The Mighty Innovators Club chose three criteria: creativity, low cost and fun. They had two enterprise ideas: One was super creative and fun, but quite expensive to carry out. The other idea was less fun, not very creative and also a bit expensive. This is how their table looked:

	Enterprise idea 1	Enterprise idea 2
Creativity	5	2
Low cost	2	2
Fun	5	3
TOTAL POINTS	12	7

8. Ask the participants:
- Which group idea did they choose?
9. Allow the participants to calculate the total points of their Enterprise ideas, and to choose/vote on one of the ideas that have the highest points. If they are not satisfied with their result, encourage them to discuss whether the criteria established were indeed the best criteria. Ask them the following questions:
- Which other criteria should we include?
 - Are some criteria worth more than other criteria?



Reflect

1. Ask the participants:
- What did you think about today's activity?
 - How are you feeling about your Enterprise idea?



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