Module 1: Unlock your potential by building your Soft Skills.

Lesson Plan

## Objectives:

1. Recognize the impact of soft skills on our personal and business success.
2. Enable young entrepreneurs to express their aspirations and assess their power to achieve their dreams by leveraging their uniqueness, strengths, and weaknesses.
3. Develop a personal mission statement, and short-term and long-term goals.
4. Build participants' resilience and confidence to overcome challenges, lead, and leverage their power.
5. Participants will be equipped with Gender- Responsive soft & leadership skills to promote inclusive business practices.

## Agenda:

| **Section** | **Time** |
| --- | --- |
| 1. Welcome and introduction to soft skills | 55 min |
| 1. Self-awareness (including a break in the middle) | 140 min |
| 1. Goal Planning (including a break at the end) | 105 min |
| 1. Power and leadership | 95 min |
| 1. Closing | 10 min |
| **Total** | **6h 45min** |

## Before the session:

* The trainer should arrive at least 30 minutes before the start of the session to ensure the venue and all other needed materials are set up and in place.
* Room prepared in a U shape (ideally with tables and chairs) with printed participant workbooks and pencils for each entrepreneur.
* Stick posters to walls.
* Prepare sound and play welcome music (optional)
* Prepare visually appealing training flip charts in advance

##### Materials for the session:

* Attendance list
* Name tags
* Equipment to play music and music playlist
* White Paper
* Tape
* Sticky notes
* Markers
* Pens/Pencil
* Mirror
* Flipchart
* For specific activities:
  + **The Island Resource Challenge:** Card with resources, e.g. a paper sheet with a fish drawing and x10 (meaning they have 10 fish or 10 pounds of fish), etc.
  + **Spheres of Self-awareness poster**
  + **My aspirations:** Aspirations statements examples on the wall
  + **SMART Goals poster**
  + **Bull’s Eyes posters**
  + **Halima’s story was converted to audio to listen to.**
  + **Powerful young entrepreneurs:** *2 cardboard boxes with mirrors placed inside*

### Section 1: Welcome and Introduction to soft skills

**Objective:** Create a learning environment where participants are ready to learn; this includes framing the session topics, sharing the benefits of participating in this session, implementing an icebreaker, and developing a positive emotional connection to the subject matter.

**Time: 55 Min**

**Materials needed:**

* Paper
* Equipment to play music and music playlist
* Attendance list
* Name tags

| Time | Activities |
| --- | --- |
| 15 Min | Registration and Welcoming  * INVITE entrepreneurs into the room * ASK them to sign the attendance list * PROVIDE name tags to participants and ASK them to write their names and wear them * GREET the participants and WELCOME them to the session * FRAME the workshop:   + “Skills like talking clearly with others, understanding yourself, making good decisions, negotiating, and planning goals are very important for your business, especially when working with the ocean and your community. These skills help you work better with others, solve problems, and make your business stronger. Studies show that businesses with these skills grow more because they build trust and work better with partners. As a business leader in the blue economy, it's your role to use these skills to protect the ocean, grow your business, and help your community succeed” * For this today we are going to [DESCRIBE the session’s agenda] |
| 15 Min | Activity: Ugali recipe **Opening**   * **SAY**    + “Let’s get deeper into the importance of soft skills, we are going to start with an icebreaker called the Ugali Recipe”   **Development**   * **ASK** participants to please turn to their neighbor and answer the following question:   + *What is your (or your family’s) recipe for making delicious ugali?* * **ASK** participants to take 3 minutes to discuss with their neighbor. * **INVITE** a few volunteers to share what they have discussed with their neighbors. * **SUMMARIZE** the key similarities and differences in how we all make ugali. The participant in the ugali recipe activity, * **SAY:**   + Just as with ugali, where the core ingredients are essential, soft skills are essential to building a successful and sustainable business. Each person needs to develop soft skills to succeed. * **SAY**   + Turn to your neighbor again and discuss the core skills for what a young person needs to engage in the blue economy successfully.” * **ASK** also, considers what happens if a core skill is left out. * **ASK** participants to take 3 minutes to discuss with their neighbor. * **INVITE** a few volunteers to share what they have discussed with their neighbors. * **WRITE** on a whiteboard the answers in 3 columns   + Each column should have either technical skills, business skills, or soft skills * **SAY**   + For young people to succeed in the blue economy, they need different sets of skills. These skills can be categorized into three main categories:     - Technical Skills - These skills are commonly thought of as how to engage in the specific value chain i.e farm or fish or understand the pricing of products.     - Soft Skills - These are skills like communication, problem-solving, thinking ahead, and managing interpersonal and family dynamics. Soft skills are critical to enhance young people's business performance.     - Business Skills - Skills necessary for working for someone or making money on your own.   **Closing**   * **SAY**   + We often assume that we need to teach youth business and technical skills necessary in the blue economy and that they will develop the soft skills on their own. In fact, youth need just as much support developing soft skills as they do with business and technical skills. * **SELECT** one soft skill from the list * **SAY**   + For example, let’s consider what happens if soft skills are left out. * **LET** someone answer * **REINFORCE** the message by saying:   + If we don’t plan goals, we won’t be able to progress in the direction we aim to and we will waste time or if we are not capable of negotiating we are going to end up losing deals or even worse, hurting business relationships with partners, customers, and suppliers. * **SAY**   + Therefore, developing soft skills helps us build stronger businesses, work better with others, and create a brighter future for our community. |
| 35 min | Activity 2: *“Island Resource Challenge”* **Opening**   * **SAY**    + Now, we are going to start practicing some soft skills. We are going to work in teams in an activity called *“The Island Resource Challenge”*.   + The objective is to work together to manage limited resources, negotiate with other teams, and create a sustainable development plan for their island.   **Development**   * **DIVIDE** participants into groups of 3-5. Each group represents a different island community * **EXPLAIN**   + Each island has a set of resources (water, fish, land, and energy). You can represent these with tokens or paper slips.   + The islands are interconnected and need to negotiate to access certain resources that they lack. * **GIVE** each group a *“set of limited resources”*. Each group should have an abundance of one resource but lack other resources. For example:   + Team A has a lot of fresh water but they don’t have fish and they have some coconuts   + Team B has a lot of fish but they don’t have shelter materials   + Team C has coconuts but they don’t have fresh water and they have fishing equipment * **SHARE** the following instructions:   + Each team has received a set of resources.   + Each team should have enough resources for their team to survive for a week. This means you have to plan how you are going to use the resources that you have and which resources you need to get from other teams.   + You will have 10 minutes to make a plan on how to use the resources and also how to get the resources you lack to survive. You will have to plan your negotiation with other teams, you will have 10 minutes to negotiate. * **MANAGE** time and once the first 10 minutes are over **SAY**:   + Ok! The time for planning is over, now let’s negotiate. * **MANAGE** time again and after the 10 minutes of negotiation **STOP** the negotiations and **INTRODUCE** a surprise scenario.   + Now, imagine there are heavy rains that have destroyed shelters, and whatever food you were able to get is half of what you had (crops, coconuts, fish), and fishing boats are destroyed, what will you do?   + Teams must work to strengthen shelters, store food and water, and develop strategies to rebuild after the storm, such as replanting crops and repairing boats.   + You have 10 minutes to adapt your plan and negotiate with others * **CLARIFY** any questions they may have * **SAY:**   + Time starts now, you have 10 minutes to adapt your plan and negotiate with the other teams! Go!   **Closing:**   * **SAY**   + Now let’s debrief! * **ASK** one question at a time and **LET** one or two people answer each   + Did you achieve your goals? Why or why not?   + What were the key factors to achieve your goal? How did you do it?   + Which skills did you have to practice in this exercise? * **REFLECT:**   + Just like in real life, some challenges are beyond our control, but how we prepare and adapt to them makes all the difference. By working together, using our resources wisely, and finding solutions, we can recover and even thrive despite the difficulties. This exercise teaches us the importance of planning, negotiating, collaboration, and problem-solving. The more we develop these skills, the better prepared we are for future challenges, ensuring that our businesses and communities can survive and grow. |

### Section 2: Self-awareness and my aspirations

**Objective:** Participants will be able to recognize their uniqueness, their strengths, and weaknesses. They will also Express their aspirations and assess the resources they need to achieve their dreams.

**Time: 2h:05 min on activities plus 15 minutes break - 2:20 total**

**Materials needed:**

* Paper
* Equipment to play music and music playlist
* Attendance list
* Name tags
* Aspirations statements examples on the wall
* Mirror

| Time | Activities |
| --- | --- |
| 5 min | Self-awareness - Framing **Opening**   * **FRAME** the session:   + Now we are going to get deeper into self-awareness. The journey to being personally effective begins from within each of us. Research shows that understanding ourselves—our strengths, motivations, and how we interact with the world—plays a huge role in our success, both in life and in business   + We are going to start this journey by exploring different ways of understanding ourselves better, including identifying our strengths and weaknesses.   + Then we are going to analyze what motivates us   + Finally, we are going to dare to dream and define our mission   + Are you ready?! Let’s get started. |
| 20 min | Activity: The Mirror - My personality **Opening**   * **SAY**    + To be personally effective, we need to understand ourselves well, including our strengths and weaknesses. To this end, we are going to engage in an activity we call “the mirror”.   **Development**   * **EXPLAIN** instructions:   + You are going to imagine you are looking at yourself in a mirror. Write down in a notebook the answer to the following questions:     - What one thing do you like most about what you see in the mirror?     - What two things would you like to improve on what you see?     - How does it make you feel?     - Then share your answers with the person sitting next to you     - You’ll have 10 minutes for answering the questions and sharing with your partner   + **SHARE** the questions on a piece of paper on the wall or share them digitally. * **PLAY** relaxing background music * **MANAGE** time * Once time is over, **STOP** the music   **Closing**   * **DISCUSS AND SUMMARIZE** the activity by asking participants:   + How did that activity make you feel? ***[Note to Trainer:*** *Answers might include - uncomfortable, embarrassing, etc.]*   + What did you learn from that activity? ***[Note to Trainer: Answers might include - that everyone doesn’t like something about themselves – even if they don’t show it on the outside.]***   + Why is it important to be aware of these feelings? ***[Note to Trainer: Answers might include - helps to identify areas for improvement, helps to show strengths that can be leveraged, etc.]*** * **SAY**    + Everyone has aspects about themselves that they like and others that they don’t like. This is natural and is part of being aware of your feelings about yourself. Personality is a combination of emotions, attitudes, and behaviors that an individual expresses in life.   + Understanding our own personalities is part of the journey to self-awareness. Every personality has its own positive and not-so-positive traits. If we are aware of these traits, we can work at leveraging the positive and improving on the not-so-positive aspects, becoming better and more effective individuals! |
| 35 min | Activity: Personality Profile **Opening**   * **FRAME** the activity:   + Now we are going to learn more about our own personalities, and our strengths that we can leverage in our day-to-day lives, our businesses and our communities. We are also going to learn which traits of our personality we need to work more on. * **EXPLAIN** the instructions:   + **READ** the first row of words:   + **SAY**     - Select one word that BEST describes you MOST of the time from that row. Give it a score of 4.     - Select the SECOND BEST word that describes you and give it a score of 3.     - Select the THIRD BEST word and give it a score of 2.     - Finally, give the word that LEAST describes you in the row a score of 1.     - Continue until you have completed all of the rows.     - 3. Add up the numbers in each column and record the totals at the bottom   + **ASK** if there are any questions.   + **ASK** each participant to take 8 minutes to complete the PERSONALITY PROFILE individually   **Development:**  **Part 1**   * While participants fill out the survey, **ASSIGN** each corner of the room to a different personality type: Expressive, Planner, Go-Getter, and Peace Maker. * **PLAY** background music and **STOP** it once the time is over * **ASK** the participants to stand in the corner representing the personality in which they scored the highest. * **EXPLAIN** that in case of ties, the participant should choose the personality that best represents them. * **ASK** each group to go through the strengths and weaknesses of their personality types in their resource books and present a summary to the class **(5 min)** * **ASK** if everyone agrees with what the result of their profile says about them. * If participants don’t agree with their profile results, **ASK** them to explain why they think they are a different personality type.   **Part 2**   * **TELL** participants to now go to their seats * **ASK** them to select one strength and one weakness of their personality and reflect on:   + How do they apply that strength in their daily lives to benefit their own lives, their family, the environment, their business, or their community?   + How working on one of their weaknesses can help them improve their own lives, their family, the environment, or the business of their community? * **ASK** participants to share their answers with the person sitting next to them * **GIVE** 10 minutes for this section * **PLAY** background music   **Closing**   * Once time is over, **STOP** the music * **REQUEST** two to three volunteers to share their answers * **SAY**   + Every personality type has strengths and weaknesses. As a team, we can all work together to leverage the strengths of every member. As an individual, we also need to think about how we can leverage our strengths in our work and home lives. If we do this, we will be happier and more successful! |
| Coffee Break - 15 minutes | |
| 20 min | Activity: Spheres of Self-Awareness **Opening**   * **SAY**   + Now let’s talk about self-awareness * **ASK**   + Does anybody want to share what you understand as self-awareness? * **LET** one or two people provide an answer and then **SAY**   + Self-awareness is about knowing about one’s own individuality, character or personality. * **ASK**   + Why is it important? * **LET** one or two people provide an answer and then **SAY**   + Self-awareness is important because we do not live in a vacuum but relate to others and ourselves in several ways. These ways are what we call the “Spheres of Self-Awareness”   **Development:**   * **DRAW** the Self-Awareness Spheres in a flip chart      * **SHOW** the Self-Awareness Spheres * **SAY**   + There are a number of spheres or areas that influence who we are: mental, physical, social, economic, emotional, and spiritual.   + To be truly self-aware, we need to understand ourselves in relation to each sphere. * **SAY**   + For example, the mental sphere is about what we believe, what we remember, what we know and what we think. * **REQUEST** 5 volunteers to read what each of the other spheres are about * **ASK** participants to take 10 minutes to write down in their notebooks how each sphere manifest in their personalities * **PLAY** background music * Once time is over, **ASK** them to pair up and each person has 3 minutes to share their responses with the other person. * **STOP** the music   **Closing**   * **ASK**    + Now that you are more self-aware, can you see how these aspects influence your life and the world around you? Would anyone like to share about it? * **SAY**   + Recognizing our strengths in each of these areas helps us grow as leaders and stewards, whether in our personal lives, in business or in the environment. As we move forward, let’s use this awareness to guide our decisions and actions for a better future, both for ourselves and those around us |
| 25 min | Activity: My aspirations and mission statement **Opening**   * **FRAME** the topic   + We’ll build on the mirror activity and spheres of influence exercise by exploring our personal aspirations. Now, we want to dive deeper into what motivates us in life and the goals we want to achieve. You will work in pairs to discuss these aspirations and share your reflections. Let’s get started!   **Development**   * **EXPLAIN**   We have already looked at ourselves in the mirror and the spheres of influence activity, we now want to take this further and think about our motivations in life and things that we would want to accomplish. So, let’s get deeper into the following.   * **WRITE** the following questions on the flip chart and **READ** them out loud**:**   1. What do you want to accomplish in this life?  2. Why is this important for you and others?  3. How can you achieve it?   * **SAY**   + Let me give you an example:     - Let’s imagine someone who wants to build a successful coconut business - that’s what they want to achieve     - Second, they want to achieve it because it creates employment, supports local farmers, and promotes sustainability.     - and they think they can achieve it by, delivering high-quality products and committing to creating a safe and rewarding workplace     - In this case, their mission statement could look like:       * “I will create a profitable coconut business that delivers high-quality products, supports local farmers, and promotes sustainability. To provide a safe, rewarding workplace for my team and contribute positively to the coastal economy.” * **ASK** each participant to (once again) look at themselves in the ‘imaginary mirror’ and reflect on their own answers to these questions. * **ASK** participants to take 10 minutes and write down their answers and mission statement * **ENCOURAGE** participants to be open, and honest and to dream beyond their present limitations. * **TELL** them to check the other examples on the wall if they need more inspiration. * **PLAY** background music * Once time is over, **DIVIDE** the participants into pairs and ask them to take **5 minutes** to share their responses with each other.   **Closing**   * **ASK** a few volunteers to share their answers to the questions and their statements with the rest of the audience * **CONGRATULATE** them * SHARE a final reflection:   + This process helps us not only recognize our personal motivations but also gives us a clearer path toward realizing our dreams. As we shared our aspirations with each other, we saw that we are not defined by our current circumstances or limitations, but by our ability to dream, plan, and take action. Whether in our personal lives, our businesses, or within our communities, keeping our aspirations in mind will help us grow, overcome challenges, and achieve meaningful success. |

### Section 3: Goal planning and overcoming barriers

Objective:

* Define goals and understand the importance of setting goals;
* Differentiate between short and long-term goals;
* Set SMART goals;
* Identify barriers to achieving your goals and ways to overcome them; and,
* Write and create a plan to achieve personal goals.

**Time: 105 Min**

**Materials needed:**

* Paper
* Equipment to play music and music playlist
* Attendance list
* Name tags
* You will need to have the quoted statements in the SMART GOALS activity written on a flipchart for this topic

| Time | Activities |
| --- | --- |
| 20 min | Goal Planning  * **FRAME Goal planning**   + In this session, you’ll learn how to define and set clear goals, both short-term and long-term, which is crucial for success. Studies show that entrepreneurs who set SMART goals (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound) are more likely to achieve their dreams. You’ll also discover the benefits of breaking down big goals into manageable steps and identifying barriers that might get in the way. As a business leader and environmental steward, your role is to create a focused action plan that helps you overcome obstacles and turn your aspirations into reality. Let’s get started on building your path to success!  Icebreaker: Bull’s eye **Opening**   * **HANG the two** bull’s eyes posters, eachon an opposite wall of the room. * **DIVIDE** participants into 2 groups and assign each a BULL’S-EYE POSTER. * **EXPLAIN**   + Let us start with a quick activity to get us thinking about goal setting.   + For each group, please form a line. * **USE** masking tape to mark the distance between the bull’s-eye poster and the point at which they should aim. **POSITION** The masking tape on the floor about two steps from the bull’s-eye poster. * **EXPLAIN:**    + We’re going to have a friendly competition today. Each of you is going to get a chance to stand at the hitting point throw a bottle cap and try to hit the **BULL’S-EYE POSTER**. Before we start, each group is going to set a goal of how many times their team will hit the **POSTER** with their bottle caps. The team that gets closest to their set target will win the game.   + **Note to Trainer**: At this stage, the groups can aim at hitting any part of the poster.   **Development**   * + **ASK** each group to take 1 minute to set their goal number.   + **WRITE** both groups' goal numbers on a flip chart.   + **HAND OUT** a **BOTTLE CAP** to each group   + **ASK** them to begin throwing the bottle cap at their group’s **BULL’S-EYE POSTER**. They should do this one person at a time and keep count of how many times they hit the **POSTER.**   + **Note to Trainer:** The groups should not run concurrently, each group should throw and then give a chance to the other group to throw. * **ASK** each group to report back the total number of times they hit the **POSTER**. The winning team is the one that comes closest to their set target. * **ASK** participants to acknowledge the winning team with a special clap.   **Closing**   * **ASK**   + What have we learned about this activity? * **LET a couple of people answer** * **REINFORCE the message:** * This exercise demonstrates the importance of setting realistic and measurable goals. Just like in the game, where each team set a target and tried to hit the bull's eye, we learned that having clear goals helps us focus our efforts and track our progress. Sometimes, we may not hit the exact target, but by aiming toward it, we come closer to achieving our objectives. In business and life, setting goals gives us direction and helps us evaluate how well we are doing. The key takeaway is that by setting specific targets and working toward them, we improve our chances of success, even when we face challenges along the way. |
|  |  |
| 15 mins | Activity: Short and Long-Term Goals **Opening**   * **ASK:**    + Why is it important to set goals? * **LET** the group brainstorm as you note all their answers on a flip chart. * Some potential good ANSWERS are:   + Give direction   + Motivational   + Help monitor progress   + Illustrate our values, for example, we do our best to achieve what is important to us   **Development**   * **EXPLAIN**    + Goals help us to realize our mission in life. Goals help us to move from dreams to actions.   + Now that we know what goals are and why they are important, let us talk about different types of goals**.** * **ASK:**    + Does anybody would like to share a short-term goal you have? * **LET** two or three people share their goals, if they don’t provide a period of time by when they want to accomplish those goals, **ASK** them:   + When do you see yourself achieving this goal? * **SAY:**    + You’ll see there are short-term and long-term goals.   + Refer to one of the examples provided by the volunteers and say     - For example, [XX] mention their goal is to [XXX] *this is [short-term / Long term] gal.*     - A short-term goal is one that can be accomplished quickly, typically within 6 to 12 months     - A long-term goal would take more than one year. For example…. [leverage some examples from the audience] * **ASK participants to watch or listen to HALIMA’S Story video/audio** * Before playing Halima’s story, tell participants to take notes of Halima’s story and as they listen, to think about:   + What are Halima’s goals?   + How can we assist Halima in writing down her goals? * **ASK** the participants to discuss in pairs for **five minutes** and draw up a list of goals for Halima. * **TELL** them to be realistic and remember to include both long-term and short-term goals. * **REQUEST** two or three volunteers to share their listed goals with the rest of the participants. * **WRITE** some of the statements on the flip chart. * Some of the answers that will emerge include:   + *Halima can plan to start with the internship to refine her skills and learn more about the fashion industry in the short term.*   + *Halima can plan to save a given amount of money every month in order to start her business after one year; this is an example of a long-term goal.*   **Closing:**   * **ASK**    + Why is it important to have short and long-term goals? * **LET** one ortwo people share their views * **SAY:**   + Like in Halima’s case, having both short-term and long-term goals is important because short-term goals help you make steady progress and stay motivated by achieving smaller, manageable tasks. Long-term goals give you a clear vision of where you want to go in the future and guide your overall direction. Together, they keep you focused on immediate actions while working toward bigger aspirations, ensuring consistent progress and success over time. |
| 20 min. | Activity: Setting my own SMART goals **Opening**   * **WRITE** the quoted statements below on a flip chart   *“I will own a business one day.”*  *“I will own a hotel one day.”*   * **ASK:**   + What is the difference between the two goal statements? * **ANSWER:**   + The second statement defines the type of business the person wants to own. **It is specific.** * **WRITE** the quoted statements below on a flip chart * *“I will own a fish farm one day.”* * *“I will plant coconuts on the one acre of land I own.”* * **ASK:**   + What is the difference between the two goal statements? * **ANSWER:**   + The second statement defines the size of land that the person wants to farm. **It is measurable**. * **WRITE** the quoted statements below on a flip chart   + *“I will be the most famous Blue entrepreneur in Africa.”*   + *“I will participate in two major blue economy events in Mombasa within the next year to grow my network and visibility in the blue economy.”* * **ASK:**   + What is the difference between the two goal statements? * **ANSWER:**   + The second statement has a greater likelihood of being achieved. **It is realistic and it is time-bound.**   **Development**   * **REFER** to the flip chart with the SMART acronym * **EXPLAIN** a good goal is   S = Specific  M= Measurable  A= Achievable  M = Measurable  R = Realistic  T = Time-Bound   * **SAY:**    + Now that you have an idea of what you want to accomplish in life and how to write good goals, it is time for us to map out the first part of the road that you will need to get you from where you are to where you want to be. * **ASK** participants to refer back to their personal mission statements in their notebooks. * **ASK** participants to take 5 minutes to write one short-term goal and one long-term goal for themselves. * **REMIND** them that it is important to think about what one wants to achieve in life and to use the knowledge they have learned about setting goals. * **PLAY** inspirational background music   **Closing**   * **STOP** the music * **REQUEST** some volunteers to share their goals with the rest of the participants. * **ENSURE** what they share complies with SMART goals * **ENCOURAGE** the participants since this is their first step towards writing down their goals. * **SAY**   + Remember by setting SMART goals—specific, measurable, achievable, relevant, and time-bound—you’re giving yourself the best chance to turn your dreams into reality. Stay focused, take it step by step, and watch your progress grow! |
| 45 min | Overcoming Barriers to achieve my goals **Opening**   * **ASK:** What keeps us from achieving our goals? * **WRITE** the responses on the flip chart * Some potential **ANSWERS** are**:**   + Personal beliefs and traits   + Cultural beliefs   + Negative influences from friends and family   + Lack of focus   + Poorly conceived goals   + Unforeseen circumstances, for example, global financial crisis, etc. * **EXPLAIN:**    + There are challenges that can keep us from achieving our goals; oftentimes some of the greatest challenges to overcome are our personal and cultural beliefs. Let us talk about these barriers.   **Development** Activity: IS THERE A DIFFERENCE? (20 min) The objective of this activity is to show if there is a difference in how Gender influences setting goals - 20 min   * **DIVIDE** participants into 6 groups – 3 groups composed of Men only and 3 groups composed of Women only. * **HAND OUT** one flipchart and a marker per group. * **ASK** the group members to assign one person to chair and another to draw. * **EXPLAIN** that it is a drawing activity. * **ASK** the participants to think about three goals that represent the key aspirations of Men or Women. For the women’s group, ask them to think about three goals that are typical among Women, and for the Men’s group, ask them to think about three goals that are typical among men. * **ASK** them to draw the goals on one flip chart paper per group. * **GIVE** them 10 minutes for this activity. * **PROVIDE** masking tape for the groups to display their flipchart drawings in the class. * **ASK** the Women’s groups to hang their flipcharts on one side of the class and the Men’s groups to hang their flipcharts on another side of the class. * **REQUEST** the Women’s groups to visit the Men’s display wall and the Men’s groups to visit the Women’s display wall. **GIVE** them five minutes for the activity.   **Closing**   * ASK: Is there anything that stands out to you? How do you compare the goals on this wall with the other? * Where there is an observable difference, **ASK:**   + Why is there a difference between the goals the Women have set and the goals that the Men have set? * **EXPLAIN:** We are now going to explore some of the barriers to achieving our goals and how to overcome these barriers. As we have noted in this activity, in addition to cultural beliefs and personal traits, there are also gender barriers to deal with. * **EXPLAIN**: We all face barriers in our lives, however, people who are personally effective find ways to overcome them!  Activity: OVERCOMING BARRIERS (20 min) **Opening**   * **EXPLAIN:**    + To be personally effective we cannot let these types of barriers stand in our way. We have to jump over them!   + Whether it's financial difficulties, resource limitations, or lack of connections, finding solutions helps your business stay strong and adaptable. Overcoming obstacles helps you grow as a leader, build resilience, and strengthen your community by sharing what you've learned.   + Businesses that adapt and innovate during tough times (like economic downturns or environmental changes) are more likely to survive and even thrive. By focusing on problem-solving, entrepreneurs develop critical thinking skills and build networks that open new opportunities.   + As a business leader, it’s your role to face challenges head-on. By discussing them openly and learning from others, you can create strategies that not only help your own business but also support your community. In this exercise, you'll identify specific challenges, share ideas with your peers, and explore practical ways to overcome them. Together, we can find solutions that help everyone move forward.   **Development**   * **ASK** participants in the 6 groups to combine and form three groups**.** * **ENSURE** to Pair the Men’s group with a Women’s group to form the three groups out of the previous six groups. * **ASSIGN** each of the three groups a barrier to discuss **(i.e. 1 PERSONAL TRAITS; 2- CULTURAL BELIEFS; and 3-GENDER)** * **ASK** them to come up with ways they can overcome the barriers. * **ASK** each group to nominate a chairperson, Recorder, and Presenter. * **HANDOUT** a piece of flip chart paper and a marker to each group. * **ASK** each group to take 5 minutes to discuss how to overcome the barriers their subject presents against achieving goals * **ASK** the presenter from each group to take 2 minutes to share their key findings with the rest of the participants.   **Closing**   * **ENSURE** each challenge category has been covered (Personal traits, cultural beliefs, Gender, maximizing strengths, minimizing weaknesses) * **SAY** * This activity shows us that challenges are not roadblocks—they are opportunities for growth and learning. By facing them directly and working together to find solutions, we strengthen ourselves and our businesses. Remember, every challenge you overcome brings you closer to success. Keep pushing forward, stay adaptable, and always be open to learning from both challenges and each other. |
| Coffee Break - 15 minutes | |

### Section 4: Power and Leadership

**Objective:**

* Participants identify the different types of power.
* To explore the type of circumstances or events that inspire leadership.

**Time: 55 Min**

**Materials needed:**

* Paper
* Equipment to play music and music playlist
* Attendance list
* Name tags
* *2 cardboard boxes with mirrors placed inside*

| Time | Activities |
| --- | --- |
| 30 min | * **FRAME**   + Duringthis one-hour space you will learn about different types of power that can be exercised, you will also have the opportunity to identify qualities in yourself that facilitate the practice of your powers, how to strengthen them, and propose changes that will allow you to make better decisions in your lives and your Blue Economy businesses. Let's get engaged.   + We will also explore definitions of leadership and the characteristics of good leaders. * **ASK**participants to think of different leaders they look up to, both Female and Male Genders. * **SAY**we’re going to brainstorm or share ideas about leadership. * **ASK**    + What does it mean to be a good leader? * **POTENTIAL ANSWERS**   ***●*** Being a good communicator  ● Developing empathy or knowing how to motivate are some of the traits required of team leaders  ● Tolerate mistakes  ● Set goals and expectations  ● Demonstrate authenticity   * **LISTEN**to their answers and **WRITE** them on the flip chart. * **SAY:**   + It’s clear that being a good leader involves many qualities. Leadership isn’t just about having power, but about using it wisely to inspire and guide others. As we think about the leaders we admire, we can see that these traits are not only important in our businesses but also in our daily lives. True leadership is about making a positive impact in everything you do. We’ll conduct some activities to explore more about our power to do this.  Activity: Powerful Young Entrepreneurs *[Materials: 2 boxes with mirrors placed inside)*  **Opening:**   * **SAY**   + Think of a person who influences you. A person who supports you in your lives, someone who makes a difference, who has the power to make decisions.   **Development**   * **BRING** the cardboard boxes to the front table * **DON’T LET** anyone see what’s inside * **SAY**   + Now I'm going to invite each of you to come forward and look in this box to see this person. **Don’t tell us what's in the box**. Any questions you have, call me directly to explain. * **ASK** three Women and Men each time to approach the table in front. * **INSTRUCT them** to make three different rows. * **SAY**:   + You have 30 seconds to look in the box. If you look away or laugh, you have to stay for another 30 seconds. Then you can go back to your place and wait for the others. * **REPEAT** the exercise until all have gone.   **Closing**   * **ASK**: What did you feel? Was that the person you expected to see? * **Ask** several volunteers to share their feelings. * **SAY:**   + *As a young person in Business, you are powerful in your communities. Now, you will have the opportunity to reflect on very inspiring and successful people in your lives and understand the dynamics of power and leadership. In this session we also want you to feel that you are not alone and that with good dialogue you can find new ways of working with your family members and communities to become the leader that you wish in the Blue Economy sector.* |
| 15 min | Activity: Types of power **Opening**  **SAY:** Today we will learn about other types of power that each individual can exercise in their lives.  **Development**   * **EXPLAIN Power Within:** Refers to self-awareness, self-esteem, identity, and self-affirmation. (knowing how to be).   + **Example 1:** Ruwa, a young woman from Kilifi, participates in BlueBiz program training that helps her embrace her identity and leadership potential, empowering her to lead community efforts in sustainable fishing along the coast. A person's inner voice, self-esteem, or self-confidence. Developing confidence and leadership * **Power To:** It is the power that generates the capacity to make decisions, to have authority, and to find solutions to problems. It refers to intellectual capacities (theoretical and practical knowledge) as well as to economic means, the capacity to access, control, and benefit from the means of production.   + **Example 2:** Mohammed, a respected young leader from Lamu, gains new skills through the BlueBiz program training. These skills enable him to make critical decisions about mariculture practices, ensuring that his family and village benefit from the sustainable use of their marine resources. * **Power WITH:** It is the ability to come together to negotiate and defend a common goal. People feel they have power when they meet and unite in pursuit of a common goal, or when they share the same vision.   + **Example 3 In** Kwale County, Mariam and her neighbors, who are coconut farmers, are attending BlueBiz program training, after being united by the program they are planning to form a cooperative. Together, they are advocating for better market access and sustainable harvesting practices that protect their livelihoods and preserve the coconut groves for future generations. * **EXPLAIN** that the types of powers are strengthened with practice over time, as long as people feel the desire to grow in their personal or collective life leadership. * **EXPLAIN that Agency**: This is the capacity or capability of individuals to act independently and to make their own free choices. |
| 30 Min | ACTIVITY: DAILY ACTIVITIES  * **EXPLAIN:**   + Today, we will explore how women and men work together to support a happy, healthy, prosperous household.   + We will **divide** into small groups of 4-5 people( same Gender ). We will have groups for women and groups for Men. Each group will go to a different place. Explain where the men will go and where the women will go. Make sure that neither group can see what the other group is doing.   + In your groups, you will discuss the **same** questions. These questions focus on your experiences and perspectives as businesswomen and as businessmen. The questions will be shared next. A participant will moderate each group, but I will be available if you have any questions about the instructions. After you have had time to discuss, both groups will return, and together we will briefly discuss what you have learned. * **REMIND** participants about good listening techniques. * Give everyone a chance to participate; * Everyone's contributions are valuable; * Speak as an individual, not as a representative of a group; * Respect the opinions of others; * Participants need not share anything they are not comfortable sharing; * When we return, you should not identify who said what in the discussion * **SELECT VOLUNTEER MODERATORS** * **ASK** for one volunteer per group to moderate each of the single-sex group discussions. The moderator is not expected to talk more than anyone else, but it would be helpful if they could read and write. They will be responsible for four (4) things: * **ENCOURAGE** people to participate * **KEEP** people focused on the discussion questions * **ENSURE** that participants respect the rules * **HELP** report on the discussion when the groups meet again. * If more than one young woman or man wants to volunteer, **CHOOSE** one and explain that others will have the opportunity to moderate in future training. * **SAY**    + In the women’s group(s), you will discuss a typical day for women; in the men’s group(s), you will discuss a typical day for men. Each group will receive an image of a clock and an activity card to guide the discussion.   + **SHOW** the clock in your trainer manual   + **EXPLAIN**      - In your group, divide the pie/clock into different pieces to show how much time in a day you spend on different activities: * Household tasks * Childcare * Business or other income-generating activities * Personal time (leisure) * **SAY**   + You will have 10 minutes to do the activity. * **GIVE** the moderator(s) for each group the Clock and bring the groups back to the training room. * **ENSURE** to ask an equal number of women and men to share their reflections on   + What did you notice that was different or similar about women’s daily schedules and men’s schedules?   + What was different or similar about how women and men spend their time in the different categories? * Business * Caregiving * Household tasks * Leisure time * **ASK**  the moderator from the women’s group to share an example of how women would like to change their schedule and what they would need to do. * **Ask** the moderator from the men’s group to share an example of how men would like to change their schedule and what help they would need to do that. * **EXPLAIN** * Men and women invest their time in different activities to support the household and their business. * Sometimes, we need help from each other to complete all our activities or to arrange our time differently so that we can invest in more income-generating activities or time with our family or some personal time to relax. * Working together, it is often possible to find a solution that allows women and men in the same household to dedicate time to their business, family, and self. |
| 20 min | Activity: POWER WALK EXERCISE.  * **SAY**    + Now, let's explore the kinds of roles we need to be successful women and men at home and in our businesses, as leaders and young entrepreneurs so that we can be positive agents of change. * **INVITE** participants to stand a line, shoulder to shoulder, facing the same direction for the **POWER WALK EXERCISE**. * **ASK** participants to pick a piece of paper from a small bag where they have all the characters. Tell them to read the paper and think that they will be that character for this exercise. Tell them to keep it secret until the debriefing. * **ASK** participants to listen to the following statements:   ● For statements to which their character could answer **“yes”,** they take one step forward  ● For statements where they would answer **“no”** they take one step backward  ● If the statement does not relate to them at all, or they don’t know how to answer, they can stay in the same place   * **READ** each statement, ensuring everyone can hear your statement:   1. You are asked to participate in a training course to improve your skills. Would you be able to attend, regardless of the time and place?  2. A car wash owner wants to discuss a deal with you. Would you be able to negotiate alone?  3. Do you control/decide on family expenses?  4. Do you have land in your name?  5. Are there assets in your name that you can sell instantly to deal with emergencies (e.g., health emergencies (e.g., health)?  6. Can you earn the same amount as someone else in the work you do?  7. Can you get a loan easily?  8. Can you decide what you want to do in your free time? Visit friends, play with your children, or any other leisure activity, etc.  9. Can you walk safely on the street at all times without fear of being harassed?  10. Optional: I am consulted on issues that affect my work   * **ASK**   + What do you learn from this activity and how can you relate it to our daily lives? * **Explain**   + Power is the ability to influence or control the behavior of people, resources, or outcomes. It can stem from various sources, such as authority, knowledge, wealth, or relationships. Power dynamics often shape social, economic, and political structures, affecting individuals' access to opportunities and decision-making processes. * **SAY**   + The exercise of power is an important aspect of relationships. The more power a person has, the more options are open to that person. Those with less power have fewer options and are therefore more vulnerable. * **ASK**   + Could you mention some differences between traditional leadership and female leadership? What are the risks of traditional leadership and female leadership? How do they complement each other?   + Why do you think women have developed other qualities in the exercise of their leadership?   + Why do you think it is important to promote female leadership? * **WRITE** *down all contributions on a flip chart.*   **SUMMARIZE [if not mentioned before]**   * You are the most important person in your life. You are the ones who take care of your families and work to support them. You are workers and you work hard. Having your own business is very challenging and takes a lot of responsibility. You should feel proud about all that you achieve. The BlueBiz program is here to enhance the power and agency of young entrepreneurs in the Blue Economy sector. |
| 10 min | Closing  * SAY   + Ok! We’ve come to the end of today’s workshop. Before we wrap up. Does anyone want to share what your main learning from today’s session and how you will apply it in your life as a leader, business owner, or environmental steward? * LET two to three people share their answers * CONGRATULATE them and everyone else on their great work throughout the day and their desire to keep improving themselves, their businesses, their environment, and their communities. * SHARE the next steps. * SOLVE any questions they may have. |