

# *BE! an Entrepreneur Workshop 01 Deepalaya Girls, Okhla*



*Work in progress*

*Going to School*

## BE! an Entrepreneur Workshop

Two workshops have taken place so far, with one girls' group and one boys' group.

### **Workshop Format:**

*Days* - 3 days (6 hours each)

*Number* - 16 participants

*Age* - Children aged 11-16 years

*Staff* - GTS team: Facilitator, assistants and observer

*Venue* - A comfortable, spacious, safe space with electricity

### **Be! Workshops are designed to:**

1. To know what children aspire to be when they grow up - what they feel they can achieve, what they would ideally like to do and why.
2. Map the socio-economic dimensions of every child's background in order to inform the context, issues and scenarios for creating Be! Stories.
3. Identify their perceptions and values associated with work, wealth and their worlds.
4. Locate role models in their communities, who inspire them.
5. Identify who makes important decisions in their lives.
6. Understand their perception of the role of education in their daily lives
7. Test sketches of initial Be! Stories

The workshop has been structured over three days.

### **DAY 1**

**Map of Me.** Exercises have been created in order to collect some basic information about the children and where they come from.

**'Who am I'** is a 9 square exercise that helps us map their life and world and gives us an idea of how they establish their sense of self?

**Draw your family in your house.** This was done with the aim of establishing family and spatial dynamics and roles. In order to understand who is in their family and get a sense of the child's feelings about their families.

**Income/expenditure questionnaire.** To see how much children know about their family's income, expenditure and the cost of living. Also to collect primary data on the economic condition of our target audience.

**Discussions about wealth and money.** Find out if money is the goal - is money what want to achieve? Or is it a means for other things?

**Your community.** Where are the services, landmarks? Are the services functioning? What should be there and is missing? This was to understand the socio-economic dimensions of the child's surroundings. Also to see the existing services provided by Government or private sector, thereby also locating missing services.

## **DAY 2**

**Map of my World.** This day was designed to help us map and understand problems in the children's world.

**What is wrong/unfair with my world?** What is right/good with my world? We wanted to see what people identify as problems in their communities and lives.

**Who solves problems in my world?** To see who they respect and why. It will give us an idea of characteristic traits of people that inspire them and to see if any of the people they mention are entrepreneurs or self-made.

**Have you ever solved a problem?** What does achievement mean? How do you define a problem? Are they aware of what they did, what skills they used; how they felt having done so.

**The things I can't live without.** To understand what they see as essential and indispensable. To establish a framework for understanding what is imperative to a child, so that later on, we can begin to understand how to introduce 'more issues' into this realm of personal importance, and hopefully action i.e. I can't live without a proper health care system, clean air, rule of law.

**When I grow up...** To see what they aspire to do when after school. What are the skills they need and challenges they face in order to achieve their goal. Also to see if the sole reason for working is to earn money or do they

identify other values in doing the work they choose to do.

**Success and failure.** To understand what success means to them? What failure means to them? What do these look like?

## **DAY 3**

**My Life Plan.** A space to share and introduce the idea of Entrepreneurship; test Be! Stories and material.

**I wish...** They have three wishes. What do they wish for? What do they dream about? What do they want most? What will make them happy? What do they need to fulfill their desires.

**Entrepreneurship 1 & 2.** Establish an entrepreneur, see what they identify as pros and cons to being one. It will also provide insight on their attitude towards 'work'.

**Story time!** Share Be stories with them. Access the stories, impacts. Identify problem areas. Test visual styles. Does it engage them? Does it inspire them? Do they believe these stories? What is communicated through them, what doesn't come through?

**Act it out** - solve a problem that has been identified in your community. Make it a sustainable business - economically, socially, environmentally. What solutions are they able to conceive? It will give us an idea of their attitudes and perceptions towards such a venture.





*Drawings made during the workshop...*



*Who is the most important person in your life?*





*Which is the furthest place you've been to away from home?*









*BE! an Entrepreneur  
Workshop 02  
Deepalaya Boys,  
Okhla*



*Work in progress*

*Going to School*

*Emotions...express them*



*sad*



*angry*



*smart*



*intelligent*



??!



*Energizer*





*Images shot by the children -*

*pictures that best describe my 'World'...*







*inside my house...*



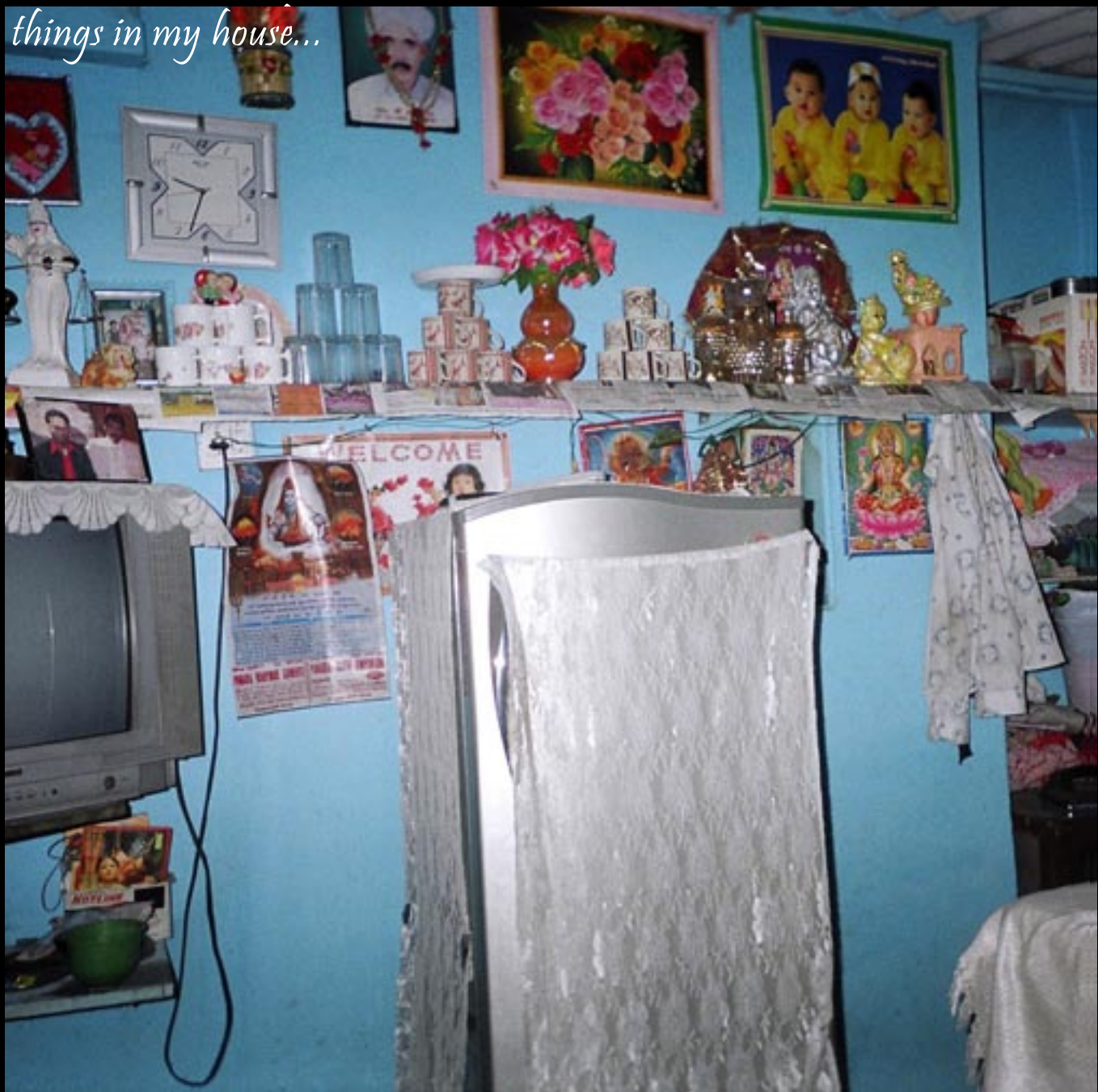
*inside my house...*



*my family...*



*things in my house...*





*small scale industries*

*factories*





*Where we like spending time...*





*...park, pond, terraces*



*problems...*





*...drainage, water, waste disposal*



*Work in progress...*

*Going to School*