



Called to **Thrive**



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Preface

Why do we work?

For most people, work is an inevitable and mandatory part of life. However, while finding a job that will provide support for ourselves and our families is certainly necessary, could it possibly be more than that? What if work is not an obligation, but a gift from the One who calls us his perfect workmanship?

In the following weeks, you will be guided by Scripture as you discover how God has placed a unique and powerful calling on your life. You were not just created to survive! You were designed to make a positive impact in your community. Every part of you, from your personality to your natural talents, was given to you so that you could be a blessing to the world. You have been **Called to Thrive!**

Are you ready?

LESSON 1:

Being Who I Am Called to Be

Vocabulary



- ◆ **Called:** the act of being chosen for a purpose
- ◆ **Work:** the service we are called to in serving God and others
- ◆ **Thrive:** achieving a fulfilled life
- ◆ **Cultivate:** to carefully manage, maintain or care for something

Scripture Study



After creating Adam, the very first man, God placed him in a beautiful, fruitful garden called Eden. God gave Adam the task of cultivating and protecting Eden, but he did not intend for Adam to complete the work alone. After he followed God's instruction to name all of the wild animals, God gave Adam a companion, the very first woman, Eve. Together, they would work to tend and nurture the home in which God had placed them. God looked over all he had made, and he saw that it was very good! It was then that God had finished his work of creation, so he rested from all his work.

Genesis 1:31 and Genesis 2:2-23

Question 1: Genesis says God looked over all he had made and called it "very good". What do you think made the work "good" in his eyes?

Question 2: What does it show us about God's plan that work was part of life in Eden, even before sin entered the world?

For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago. **Ephesians 2:10**

Question 3: What does it mean that we are God's masterpiece?

Question 4: If God created us anew in Christ so we can do good things, what does that tell us about our calling to serve others?

Project Milestone

Idea Generation. By the end of the lesson, I will have identified real needs in my community and brainstormed practical ideas for how to address them.

Instructions

1. Look at each category.
2. Think about the needs around you.
3. Write one or two ideas under each category for how you could help.
4. Circle the idea that feels most exciting or doable for you.

See Figure 1 in the back of the book to view a completed sample.

Service and Care	Family or Relationships
Learning and Innovation	Leadership and Stewardship

LESSON 2:

Called to a Kingdom

Vocabulary



- ◆ **Success:** accomplishing a goal in a manner that maintains an individual's integrity
- ◆ **Kingdom:** God's purpose being accomplished through obedient people on earth

Scripture Study

A man prepared a great feast and sent out many invitations. When the banquet was ready, he sent his servant to tell the guests, "Come, the banquet is ready." However, after receiving excuse after excuse from his invited guests, the man then called all of the poor, blind and lame people of his city to his table. He filled his home with travellers from the country roads and made this proclamation: "For none of those I first invited will get even the smallest taste of my banquet." **Luke 14:16-24**



Question 1: Why do you think the invited guests gave excuses instead of accepting the invitation to the banquet?

Question 2: What are some "excuses" or distractions in our lives today that keep us from fully saying yes to God's kingdom call?

If I could speak all the languages of earth and of angels, but didn't love others, I would only be a noisy gong or a clanging cymbal. If I had the gift of prophecy, and if I understood all of God's secret plans and possessed all knowledge, and if I had such faith that I could move mountains, but didn't love others, I would be nothing. If I gave everything I have to the poor and even sacrificed my body, I could boast about it; but if I didn't love others, I would have gained nothing. **1 Corinthians 13:1-3**

Question 3: Why is love central to what we are called to in God's kingdom, even more than talents, knowledge, or great sacrifices?

Question 4: When you think about the project you are planning, how can you make sure love is the foundation and not just the desire to achieve something "great"?

Project Milestone

Determine the project direction. By the end of the lesson, I will decide, with my group, on a project direction by completing the project proposal form below.

Instructions

Complete the project proposal form with the members of your group. It will help you define the big-picture vision of your project. Each of you should have a completed form that reflects the decisions you make within your group.

See Figure 2 in the back of the book to view a completed sample.

Members	
Project Title	
Project Description	<i>This should include a 1- to 2-sentence description of what the project will look like.</i>
'Why' Statement	<i>This should include a 1- to 2-sentence description of the purpose of your project. Focus on why it matters and the problem or need it addresses.</i>
Goals/Impact	<i>This should describe what the group hopes to accomplish after completing the project.</i>
Timeline	<i>Note the planned date and time for the project. Details will not be final at this point, but record a general timeframe and expected duration.</i>
Location	<i>List possible project locations. They do not need to be final, but general ideas help keep the project realistic.</i>

Teacher Approval Signature: _____

LESSON 3:

Called to Image

Vocabulary



- ◆ **Character:** the traits and tendencies carried by an individual
- ◆ **Integrity:** the quality of being true to a set of principles
- ◆ **Image bearer:** one who reflects the character of another

Scripture Study

Work willingly at whatever you do, as though you were working for the Lord rather than for people. **Colossians 3:23**



Question 1: What does Paul say about how we should do our work?

Question 2: What is one task or responsibility you can start doing with the mindset that you are working for God, not just people?

But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. There is no law against these things! Those who belong to Christ Jesus have nailed the passions and desires of their sinful nature to his cross and crucified them there. **Galatians 5:22-24**

Question 3: Of these traits, which one would you say you already possess?

Question 4: Which fruit of the Spirit do you need to practise this week to reflect God's image more clearly as you plan for your project?

Project Milestone

Identify skills and giftings. By the end of the lesson, I will have identified the skills I enjoy and am gifted in.

Define group responsibilities. By the end of the lesson, I will have worked with my group to determine how I can contribute to the project.

Instructions

Part 1: My Strengths

Check boxes that align with the skills you enjoy and are naturally gifted at. Then, underline one area you would like to grow in.

- Creative thinking (art, music, design, storytelling)
- Communication (writing, speaking, presenting, teaching)
- Leadership (guiding teams, decision-making, motivating others)
- Organisation (planning, scheduling, keeping things in order)
- Problem solving (analysing, finding solutions, fixing things)
- Serving others (caring, helping, volunteering, hospitality)
- Teamwork (collaborating, supporting, encouraging peers)
- Technology (coding, media, design tools, innovation)
- Hands-on skills (crafts, building, sports, cooking)
- Other: _____

Part 2: Group Needs

Fill in who in your group will hold each role.

See Figure 3 in the back of the book to view a completed sample.

Project Leader/ Coordinator	<ul style="list-style-type: none">• <i>Best-fit skills: leadership, organisation, problem solving, teamwork</i>• Keeps the team organised, maps out steps and timelines, makes sure tasks are on track• Group Member _____
Communicator/ Spokesperson	<ul style="list-style-type: none">• <i>Best-fit skills: communication, leadership, teamwork</i>• Shares updates with teachers, mentors, or the community and represents the team• Group Member _____
Records and Quality Officer	<ul style="list-style-type: none">• <i>Best-fit skills: technology, hands-on skills, organisation, attention to detail</i>• Takes notes and keeps records of decisions, makes sure final work meets the goals, and drafts any writing-related content for the project• Group Member _____
Resource Manager	<ul style="list-style-type: none">• <i>Best-fit skills: organisation, problem solving, leadership, attention to detail</i>• Tracks money (if any), materials, ensures resources are used wisely• Group Member _____
Crisis Manager	<ul style="list-style-type: none">• <i>Best-fit skills: problem solving, teamwork, hands-on skills, strategy</i>• Helps troubleshoot challenges, helps identify possible risks associated with tasks• Group Member _____
Product and Technology Designer	<ul style="list-style-type: none">• <i>Best-fit skills: creative thinking, technology, hands-on skills</i>• Designs any visual materials needed for the project• Group Member _____

LESSON 4:

Called to Serve

Vocabulary



- ◆ **Serve:** to use one’s ability to work in an effort to meet the needs of others
- ◆ **Sacrifice:** giving up something valuable to you—your time, comfort or resources—for the good of others or in obedience to God

Scripture Study

Then Jesus said to his disciples, “If any of you wants to be my follower, you must give up your own way, take up your cross, and follow me. If you try to hang on to your life, you will lose it. But if you give up your life for my sake, you will save it.” **Matthew 16:24-25**



Question 1: What does it look like in real life to “take up your cross” as a young adult today?

Question 2: What is one specific sacrifice you may need to make—whether time, comfort, or resources—to see your project truly make an impact?

God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another. Do you have the gift of speaking? Then speak as though God himself were speaking through you. Do you have the gift of helping others? Do it with all the strength and energy that God supplies. Then everything you do will bring glory to God through Jesus Christ. All glory and power to him forever and ever! Amen.

1 Peter 4:10-11

Question 3: What is one gift or ability you bring into your project that you recognise as coming from God?

Question 4: How can you rely on God’s strength, rather than just your own effort, to carry your project forward in a way that brings glory to him?

Project Milestone

Define resources. By the end of the lesson, I will have identified the materials and resources needed to complete our project.

Instructions

Every successful project depends on resources: the people, skills, materials, and opportunities that make it possible to grow and thrive. Today, we will take an **inventory** of what our group already has and identify what we still need to bring our project to life.

Use the activity below to brainstorm and record your ideas together. Be specific and realistic. This will help you plan your next steps.

See Figure 4 in the back of the book to view a completed sample.

People	Skills
Who can help? (Think of team members, mentors, community leaders, or other people who can support or assist.)	What abilities or knowledge do we already have? What new skills might we need to learn or develop?
Materials	Opportunities
What physical items, equipment, or supplies are necessary?	What connections, events, or organisations could help us move our project forward?
What are the gaps? How can we fill them?	

Called to Responsibility

Vocabulary



- ▶ **Responsibility:** knowing your role, owning it, and doing it at the right time
- ▶ **Accountability:** willingness to take ownership of your actions and responsibilities, and allowing others to help you stay true to what you have committed to do

Scripture Study

If you are faithful in little things, you will be faithful in large ones. But if you are dishonest in little things, you won't be honest with greater responsibilities. **Luke 16:10**



Question 1: What does this verse teach us about the connection between being faithful in small responsibilities and being trusted with bigger ones?

Question 2: In your project right now, what is one "small" responsibility God has entrusted to you, and how can you show faithfulness in it as you execute your project?

So, my dear brothers and sisters, be strong and immovable. Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless. **1 Corinthians 15:58**

Question 3: Why should we work with enthusiasm, even if our responsibilities feel meaningless?

Question 4: What would it look like to be strong and immovable in the responsibilities that have been entrusted to you?

Project Milestone

Set project milestones. By the end of the lesson, I will have worked with my group to set 3-5 project milestones with corresponding due dates.

Assign tasks. By the end of the lesson, I will have worked with my group to assign tasks needed to complete our project.

Set deadlines. By the end of the lesson, I will have worked with my group to set deadlines for the tasks associated with our project.

Instructions

Create a simple plan for your project, including a timeline, task assignments, and a resource checklist. Think realistically about what you can do, who is best suited for each role, and what resources you would need.

Timelines with Key Milestones – Break the project into 3-5 main milestones with approximate due dates.

See Figure 5 in the back of the book to view a completed sample.

No.	Milestone	Due Date	Description

Task Assignments – List specific tasks needed for your project, outline needed resources, and assign responsibility.

No.	Task	Resources	Assigned To (Name and Role)

LESSON 6:

Called to Overcome

Vocabulary



- ◆ **Overcome:** to prevail over an obstacle or an adversary
- ◆ **Obstacles:** things or thoughts that hinder one's progress toward a goal
- ◆ **Resource:** something or someone that is readily available to support one's efforts

Scripture Study

For I can do everything through Christ, who gives me strength.
Philippians 4:13



Question 1: What does this verse teach us about where our strength truly comes from when we face challenges?

Question 2: As you work on your project, what is one specific obstacle you might face, and how can you rely on Christ's strength to overcome it and complete the task?

No, despite all these things, overwhelming victory is ours through Christ, who loved us.
Romans 8:37

Question 3: What do you think Paul means when he says we are "more than conquerors"?

Question 4: What challenge in your life right now can you face differently if you remember that you are "more than a conqueror" through Christ?

Project Milestone

Identify obstacles. By the end of the lesson, I will have worked with my group to identify obstacles or possible challenges that could occur with our project.

Propose solutions. By the end of the lesson, I will have worked with my group to brainstorm solutions and strategies to overcome possible obstacles.

Instructions

- List your key project steps in order.
- Identify possible obstacles for each step.
- Suggest a possible backup plan to overcome the obstacle.

See Figure 6 in the back of the book to view a completed sample.

No.	Project Step	Possible Obstacles	Backup Plan

LESSON 7:

Called to Collaborate

Vocabulary



- ◆ **Collaborate:** to offer open-handed ideas and perspectives in an effort to find the most optimal solution possible
- ◆ **Role:** the function one takes responsibility for in a system
- ◆ **Team:** a group of people working together to achieve a common goal

Scripture Study

Just as our bodies have many parts and each part has a special function, so it is with Christ's body. We are many parts of one body, and we all belong to each other. **Romans 12:4-5**



Question 1: According to this verse, why is it important that each member of the body of Christ brings their unique function to the whole?

Question 2: As we prepare to create our project pitch, how can we make sure everyone's voice, gift, and perspective are part of the collaboration?

Don't be selfish; don't try to impress others. Be humble, thinking of others as better than yourselves. **Philippians 2:3**

Question 3: Why do you think selfish ambition and pride can weaken collaboration?

Question 4: What does it look like in practice to "value others above yourself" when working on a team or project?

Project Milestone

Pitch preparation. By the end of the lesson, I will have worked with my group to outline our pitch presentation that we will present during the next lesson.

Define extra work. By the end of the lesson, I will have worked with my group to define any work associated with our project pitch that will need to be completed before the next lesson.

Instructions

- Use the outline below to prepare a 1- to 2-minute project pitch that you will present to the group.
- Every person must participate in the presentation in some way.
- If possible, include a simple visual aid (like a PowerPoint, chart, or poster) to support your pitch.
- Be prepared to present your project idea to your leader in the next session.

See Figure 7 in the back of the book to view a completed sample.

Why?

Why does this problem matter? Why should people care? How do you know there is a real need?

Where?

Where will you carry out your solution? What community, setting, or space will be impacted?

When?

When will this project happen? Outline your timeline from start to finish. Will it take just one day or require multiple days?

How?

How do you plan to solve this problem? Be specific about the resources you will need—people, materials, time, or money?

Support Needed?

What kind of support or guidance will you need from your leader/teacher to make this project possible?

We need our leader's support in:

Called to Confidence

Vocabulary



- ◆ **Communication:** the process of exchanging information
- ◆ **Confidence:** believing in your own trustworthiness

Scripture Study

When David was a young boy, a prophet named Samuel anointed David as Israel's chosen king. However, since Saul, Israel's king at the time, was still alive and ruling, David spent the next few years as a shepherd of his father's flocks.



One day, an enemy nation called the Philistines sent their army into Israel's territory. King Saul and Israel's army met the Philistines in a valley and agreed to settle their dispute by sending their greatest warriors to fight one another. However, when the Philistines' champion turned out to be a three-metre-tall, battle-hardened giant named Goliath, none of Israel's army could find the confidence to face him.

While delivering food to his brothers, David saw Goliath taunting the armies of Israel, insulting them and their God. After seeing no one stand to fight the giant, David met with King Saul. He said, "Don't worry about this Philistine, I'll go and fight him!" "Don't be ridiculous!" Saul replied. "There's no way you can fight this Philistine and possibly win! You're only a boy, and he's been a man of war since his youth."

But David persisted. "I have been looking after my father's sheep and goats," he said. "When a lion or a bear comes to steal a lamb from the flock, I go after it with a club and rescue the lamb from its mouth. If the animal turns on me, I catch it by the jaw and club it to death." **1 Samuel 17:1-37**

Question 1: David's confidence came from remembering God's past faithfulness. What past victories can you recall that remind you to trust God with confidence today?

Question 2: The army saw Goliath as too big to fight, but David saw him as too big to miss because of God's strength. How can changing your perspective help you face challenges like pitching, exams, or leadership moments?

Project Milestone

Project pitch. By the end of the lesson, I will have participated in the project pitch with the rest of my group.

Instructions

During each group's pitch, listen carefully and take notes using the following prompts:

See Figure 8 in the back of the book to view a completed sample.

GROUP	I Noticed ... <i>What did you notice that was interesting, unique, or creative about the pitch?</i>	I Liked ... <i>What do you think was done well?</i>	I Learnt ... <i>What was something new you did not know or had not thought of before?</i>
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			
Group 6			

Called to Refine

Vocabulary



◆ **Refine:** to go through a process of **improvement and sharpening** so that what is valuable and strong remains and what is weak, impure, or unhelpful is removed

Scripture Study

A prudent person foresees danger and takes precautions. The simpleton goes blindly on and suffers the consequences. **Proverbs 27:1**



Question 1: What does this verse teach us about the importance of awareness, wisdom, and being willing to change direction?

Question 2: In what areas of your life or project do you need to start listening, adjusting, and strengthening so that you do not just “keep going” and face unnecessary setbacks?

The Lord gave another message to Jeremiah. He said, “Go down to the potter’s shop, and I will speak to you there.” So I did as he told me and found the potter working at his wheel. But the jar he was making did not turn out as he had hoped, so he crushed it into a lump of clay again and started over. Then the Lord gave me this message: “O Israel, can I not do to you as this potter has done to his clay? As the clay is in the potter’s hand, so are you in my hand.” **Jeremiah 18:1-6**

Question 3: What does the image of clay in the potter’s hand teach us about how God refines and reshapes our lives?

Question 4: Where in your own journey do you sense God reshaping you so that he can form something better?

Question 5: Who is someone in your life that you can trust to provide you with feedback to help you grow in your work? What about in your relationship with Jesus?

Question 6: How can you be a refiner for someone else? What posture should you take when you encourage a friend or a co-worker to improve?

Project Milestone

Refine pitch. By the end of the lesson, I will have completed the SWOT analysis with my group and addressed any improvements that need to be made to make our project successful.

Instructions

SWOT is a tool to help us see clearly. Complete the activity below to reflect on your project experience.

See Figure 9 in the back of the book to view a completed sample.

Strengths <i>What parts of your pitch went well? What positive feedback did you receive?</i>	Weakness <i>Based on the feedback, what part of our plan needs improvement?</i>	Opportunities <i>What could we add or change to make it stronger?</i>	Threats <i>What could block success? What risks should we anticipate?</i>

LESSON 10:

Called to Implement

Vocabulary



◆ **Implement:** to execute a project idea/plan

Scripture Study

When you produce much fruit, you are my true disciples. This brings great glory to my Father.



John 15:8

Question 1: What does it mean to “bear much fruit” in your life as a disciple of Jesus?

Question 2: How can your project or the tasks you are implementing demonstrate your faith and glorify God to others?

Aren't they the ones who slander Jesus Christ, whose noble name you bear?

James 2:17

Question 3: What does it mean that faith without works is dead?

Question 4: If someone only knew you by the way you work, would they think that you follow Jesus?

Project Milestone

Confirm project details. By the end of the lesson, I will have confirmed the project location and any logistics needed to complete the work.

Instructions

This checklist is your step-by-step guide for executing your project confidently.

Project Execution Checklist

Part 1: Project Overview

Have you accomplished the following steps?

- Write a clear goal for your project.
- List each step or task in order.
- Decide when each task should be finished.
- Make a simple backup plan in case something does not go as expected.

Part 2: Task and Responsibility Tracker

Use this table to show who is doing what. Everyone should have a clear role.

Task	Person Responsible	Backup Person

Part 3: Materials and Resources

List what you need and make sure everything is ready.

- All materials gathered
- Equipment checked and working
- Missing items listed below

Missing items: _____

Who will get them: _____

Part 4: Communication Plan

Make sure everyone knows who to talk to if something comes up.

Contact for each task: _____

Main project contact: _____

If something goes wrong, contact: _____

LESSON 11:

Called to Evaluate

Vocabulary



- ◆ **Evaluate:** to determine how important or valuable something is, and its impact on something or someone
- ◆ **Honest:** to be truthful; sincere

Scripture Study

No, O people, the Lord has told you what is good, and this is what he requires of you: to do what is right, to love mercy, and to walk humbly with your God. **Micah 6:8**



- Question 1:** What does it practically look like for a young adult today to “walk humbly with your God”?
- Question 2:** If you used Micah 6:8 as a checklist for your daily life, which of the three (justice, mercy, humility) do you think you need to grow in most and why?

Then God looked over all he had made, and he saw that it was very good! And evening passed and morning came, marking the sixth day. **Genesis 1:31**

Question 3: Why do you think God chose to pause and see his creation before declaring it “very good”? What does that teach us about the value of reflection?

Question 4: How can you build a rhythm of evaluation into your own life (school, work, relationships, or ministry) so that you do not just “do” but also “see” and celebrate what is good?

Project Milestone

Evaluate. By the end of the lesson, I will have completed the evaluation form and reflected on the project as a whole.

Instructions

Rate the comments below on a scale from 0 (not at all) to 3 (absolutely).

Project Evaluation Form

Self-Evaluation

I worked hard to fulfil the role and responsibilities that I was given.	0	1	2	3
I communicated effectively with other team members.	0	1	2	3
I contributed ideas and helped plan our next steps.	0	1	2	3
I was a positive, honest, and collaborative teammate.	0	1	2	3

Team Evaluation

Each team member understood their role and responsibilities.	0	1	2	3
Our team used all of our time wisely to complete the project.	0	1	2	3
Our team communicated with each other in a positive, honest, and effective manner.	0	1	2	3
Our team did a good job of asking for help when needed.	0	1	2	3

Project Evaluation

Our project topic was relevant to solving a problem in our community.	0	1	2	3
Our project is complete and ready to be presented.	0	1	2	3

Write your response to the following question below:

If you could go back and change anything about your project, what would you do differently?

Called to Continue

Vocabulary



- ◆ **Reflection:** looking back at what you have learnt or experienced, thinking deeply about it and understanding how it has shaped you
- ◆ **Review:** going over the main points again to remember them better, check your progress, and make sure nothing important is missed

Scripture Study

“O Lord, you have examined my heart and know everything about me.”
Psalm 139:1



Question 1: How does knowing that God fully knows and understands you change the way you view yourself and your call to thrive?

Question 2: In what areas of your life do you find it hardest to remember that God already sees and knows you—and how could that change the way you respond?

Project Milestone

Whole group reflection. Our team will have reflected together on what we have learnt across the full programme.

Instructions

You have spent the past few weeks learning, serving and seeing God work through your group projects. Now it is time to pause and reflect on what you have experienced.

Take a few quiet moments to respond to each writing prompt. Ask God to help you remember what he has taught you and to show you what comes next.

See Figure 10 in the back of the book to view a completed sample.

What I Learnt, What God Showed Me, What Is Next	
Through our project, I learnt that working together means ...	
Throughout this programme, God showed me that ...	
I believe God is calling me to continue this work by ...	

Figure 1

Service and Care	Family and Relationships
<p>Using your gifts, skills, and time to meet the real needs of others whilst showing concern for their physical, emotional, and spiritual well-being.</p> <p>For example, helping an elderly neighbour with house chores or making care packages for people in need.</p>	<p>Creating safe spaces where people feel valued, accepted, loved, heard, and can be part of something bigger in their community that will build an environment of trust, warmth, generosity, and honesty.</p> <p>For example, hosting a game night or movie night for youth in the community.</p>
Learning and Innovation	Leadership and Stewardship
<p>Guiding someone or people to gain knowledge and skills that shape how they live and standing with them on their journey offering strength, prayer, encouragement, and help when needed.</p> <p>For example, offer a tutoring day for learners.</p>	<p>Managing and using God’s resources wisely and taking steps to heal, rebuild, and care for what has been broken or harmed in our community.</p> <p>For example, organise a trash clean-up, or offer to help a neighbour with a garden project.</p>

Figure 2

Members	Alex, Rodney, Milly, and Sarah
Project Title	Tutoring Academically Challenged Kids
Project Description	<p><i>This should include a 1- to 2-sentence description of what the project will look like.</i></p> <p>Example: Providing personalised academic support for children who struggle with learning in traditional classrooms.</p>
'Why' Statement	<p><i>This should include a 1- to 2-sentence description of the purpose of your project. Focus on why it matters and the problem or need it addresses.</i></p> <p>Example: Many children fall behind academically, not because they lack potential, but because they need extra attention, encouragement, and learning strategies that fit their pace.</p>
Goals/Impact	<p><i>This should describe what the group hopes to accomplish after completing the project.</i></p> <p>Examples: Academic growth, confidence building, equal opportunity for all learners</p>
Timeline	<p><i>Note the planned date and time for the project. Details will not be final at this point, but record a general timeframe and expected duration.</i></p> <p>Examples: We will host 1-2 tutoring sessions. Ideally, the time will be after school, between 4-6 p.m.</p>
Location	<p><i>List possible project locations. They do not need to be final, but general ideas help keep the project realistic.</i></p> <p>Example: Sarah’s local church</p>

Figure 3

Project Leader/ Coordinator	<ul style="list-style-type: none"> • <i>Best-fit skills: leadership, organisation, problem solving, teamwork</i> • Keeps the team organised, maps out steps and timelines, makes sure tasks are on track • Group Member _____
Communicator/ Spokesperson	<ul style="list-style-type: none"> • <i>Best-fit skills: communication, leadership, teamwork</i> • Shares updates with teachers, mentors, or the community and represents the team • Group Member _____
Records and Quality Officer	<ul style="list-style-type: none"> • <i>Best-fit skills: technology, hands-on skills, organisation, attention to detail</i> • Takes notes and keeps records of decisions, makes sure final work meets the goals, and drafts any writing-related content for the project • Group Member _____
Resource Manager	<ul style="list-style-type: none"> • <i>Best-fit skills: organisation, problem solving, leadership, attention to detail</i> • Tracks money (if any), materials, ensures resources are used wisely • Group Member _____
Crisis Manager	<ul style="list-style-type: none"> • <i>Best-fit skills: problem solving, teamwork, hands-on skills, strategy</i> • Helps troubleshoot challenges, helps identify possible risks associated with tasks • Group Member _____
Product and Technology Designer	<ul style="list-style-type: none"> • <i>Best-fit skills: creative thinking, technology, hands-on skills</i> • Designs any visual materials needed for the project • Group Member _____

Figure 4

People	Skills
<p><i>Who can help? (Think of team members, mentors, community leaders, or other people who can support or assist.)</i></p> <ul style="list-style-type: none"> - Mentors like Dr David - Volunteers like our parents - Local schoolteachers 	<p><i>What abilities or knowledge do we already have? What new skills might we need to learn or develop?</i></p> <ul style="list-style-type: none"> - Sarah is good at using Canva and can help us make flyers. - We might need a volunteer who is strong in writing.
Materials	Opportunities
<p><i>What physical items, equipment, or supplies are necessary?</i></p> <ul style="list-style-type: none"> - Textbooks - Writing materials - Whiteboard 	<p><i>What connections, events, or organisations could help us move our project forward?</i></p> <ul style="list-style-type: none"> - Sports teams - Church
<p>What are the gaps? How can we fill them?</p>	
<p>We do not have enough volunteers. We can recruit friends who like kids. We can ask our local church pastor if we can invite older students from the youth group to help.</p>	

Figure 5

No.	Milestone	Due Date	Description
1.	Preparation and materials	Week 1	Gather teaching materials, plan lessons, assign roles.
2.	First tutoring session	Week 2	Conduct first session, observe student needs.
3.	Midpoint review	Week 3	Evaluate progress, adjust lesson plans, address challenges.
4.	Final tutoring session	Week 4	Conduct final session, consolidate learning, celebrate small wins.

Task Assignments – List specific tasks needed for your project, outline needed resources and assign responsibility.

No.	Task	Resources	Assigned To (Name and Role)
1.	Create lesson plan	Worksheets, markers	Alex – lesson planner
2.	Lead tutoring session	Space to teach, chairs	Rodney – senior tutor
3.	Collect feedback	Feedback forms, observation sheets	Milly – resource manager

Figure 6

No.	Project Step	Possible Obstacles	Backup Plan
1.	Create a lesson plan alongside teacher's guidance	Teacher to guide is unavailable	Create a lesson plan alongside parents' guidance
2.	Prepare a one-hour tutoring session	Family is not comfortable with a one-hour session	Prepare tutoring session for 30 minutes
3.	Collect feedback using printed feedback forms	Forms were not printed in time	Collect feedback using a link

Figure 7

Why?
<p><i>Why does this problem matter? Why should people care? How do you know there is a real need?</i></p> <p>Many children in Makerere struggle in school because they lack extra help. This project will give them the support they need to succeed.</p>
Where?
<p><i>Where will you carry out your solution? What community, setting, or space will be impacted?</i></p> <p>We will run the project in the Makerere community, using a local school classroom as a safe space for the sessions.</p>
When?
<p><i>When will this project happen? Outline your timeline from start to finish. Will it take just one day or require multiple days?</i></p> <p>We will run the project over four weeks, holding two tutoring sessions each week.</p> <ul style="list-style-type: none">• Week 1: Prepare – recruit students, set up space, and gather materials.• Weeks 2-4: Hold tutoring sessions with volunteers.
How?
<p><i>How do you plan to solve this problem? Be specific about the resources you will need—people, materials, time, or money?</i></p> <p>Resources needed include volunteers, books, pens, textbooks, and flashcards. The project will use a community hall and run for two weeks, with two sessions each week.</p>
Support Needed?
<p><i>What kind of support or guidance will you need from your leader/teacher to make this project possible?</i></p> <p>We need our leader's support in:</p> <p>Helping to connect with community leaders, secure a safe space and provide feedback to make the project sustainable and impactful.</p>

Figure 8

GROUP	I Noticed ... <i>What did you notice that was interesting, unique, or creative about the pitch?</i>	I Liked ... <i>What do you think was done well?</i>	I Learnt ... <i>What was something new you did not know or had not thought of before?</i>
Group 1	I noticed your group used a clear example, which made the problem easy to understand.	I liked the teamwork—everyone had a role. One area to grow is slowing down a bit so the audience can catch every detail.	I learnt that Alex has the ability to show confidence. I am proud of the way you trusted God in your delivery.

Figure 9

Strengths <i>What parts of your pitch went well? What positive feedback did you receive?</i>	Weakness <i>Based on the feedback, what part of our plan needs improvement?</i>	Opportunities <i>What could we add or change to make it stronger?</i>	Threats <i>What could block success? What risks should we anticipate?</i>
People appreciated that we want to give every child attention and encouragement.	More detail is needed about how tutors will be trained to handle different learning challenges.	Using simple learning tools like WhatsApp, study groups, or printable practice sheets could make the idea more practical.	Finding enough committed volunteers might be difficult.

Figure 10

What I Learnt, What God Showed Me, What Is Next	
Through our project, I learnt that working together means ...	When we do not agree, we do not stop until we find a way forward.
Throughout this programme, God showed me that ...	I have so much potential as a leader and the ability to do more for my community.
I believe God is calling me to continue this work by ...	Reaching out to more kids in my community.



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