SET
Skills for Employment Tanzania

Trainer Guide

Crispy Snacks

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Swisscontact

Swisscontact works in Tanzania as a facilitator in skills development to complement government efforts in youth empowerment.

Economic, social, and academically disadvantaged youth are supported through tailor-made vocational skills development opportunities to increase their employment chances and entrepreneurship opportunities. Projects are guided by a unique youth and market-driven learning group model, which is focused on sub-sectors and jobs which have potential to offer (self-)employment opportunities. These are agriculture/agribusiness, and other rural trades or services.

Swisscontact projects in Tanzania employ an Inclusive Markets system approach which considers the limits and opportunities of the existing vocational skills development system. Projects seek to improve the prospects of self-employment among the youth through a sustainable and systemic contribution to improved access, relevance, and quality of vocational skills development. Since ownership is critical for sustainability, our projects apply a participatory approach which involves joint action planning with partners.

Introduction for Trainers

This training course is designed to guide participants in the production of crispy snacks, a growing entrepreneurial opportunity in Tanzania. The training targets young, economically disadvantaged individuals, particularly women and out-of-school youth from rural and peri-urban areas. These participants often have limited formal education and face significant economic challenges. The training equips them with practical skills to produce a variety of snacks, which can be sold to generate income, either directly to consumers or through local networks.

This training fits within the broader Swisscontact initiative to promote self-employment and improve livelihoods through simple yet market-driven vocational skills. The training emphasises hands-on learning, with 70% of the course dedicated to practical exercises, allowing participants to practice making and packaging snacks in small groups.

By the end of this 9-day course, learners will be able to produce a variety of crispy snacks from locally available ingredients, manage small-scale snack production, and understand basic marketing and sales techniques. Participants will also explore secondary opportunities, such as sourcing raw materials, supplying packaging, or creating local distribution networks.

As trainers, your role is crucial in providing these participants with the confidence, knowledge, and skills they need to succeed in the snack production business.

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Training Objectives

This training will equip participants to produce crispy snacks for sale to the public. They could also potentially participate in secondary, related economic activities such as:

- Supply of materials: equipment, packaging, labels, seasoning/flavours for crisps, cooking oil, source of energy
- Train others to make snacks
- Sourcing primary product: working with farmers to produce e.g. Irish potatoes
- Sell complimentary items such as drinks
- Create a community distribution network: street sellers

Learning Outcomes

By the end of this course, the learner will be able to:

1. Explain the benefits and risks of being a crispy snacks producer
2. Know how to license a crispy snack business
3. Practice hygiene and safety in the production of crispy snacks
4. Produce a range of crisps from different vegetables/bananas
5. Produce tambi
6. Produce coated groundnuts
7. Produce other crispy snacks, including visheti, cheuro, and popcorn
8. Identify target markets and use sales channels and sales locations to sell the crispy snack products
9. Conduct simple marketing activities to promote the business
10. Communicate well and provide good service to customers

Training Plan

Training model: **Simple interactive lessons followed by practical demonstrations of making a range of crispy snacks after which participants practice making and packaging the snacks in small groups.**	
Practical: 70%	**Theory:** 30%
Group size	Maximum 25 trainees divided into 5 smaller groups for practical sessions
Training location	This training may be delivered in urban, peri-urban and rural areas.

Training venue	Different venues may be sourced based on what is available in the target area. Options include facilities at existing training providers or schools, community halls or other suitable venues, including restaurants.
Course duration	This course requires 9 days (9 days x 6 hours per day = 54 hours) of training which includes both classroom-based and practical training delivery. It may be offered in different ways such as full time or part time.
Trainee profile	This training is open to any participants and needs no previous experience, but the content was developed for out-of-school youth with low income and education levels.
Attendance:	80% needed for certificate of attendance

Course Content

Course content:	**Theory time**	**Practical time**	**Assessment**
Module 1: Introduction	3 hours		
Module 2: Hygiene and safety	3 hours		
Module 3: Crisps production	3 hours	12 hours	
Module 4: Tambi Production		6 hours	
Module 5: Groundnut production		6 hours	
Module 6: Other crispy snacks		9 hours	
Module 7: Production planning and marketing	9 hours		
Extra or assessment time			3 hours
Total hours	**18 hours**	**33 hours**	**3 hours**

Note: the theory time includes demonstrations and explanations of equipment, materials, etc. before doing the practical cooking/processing of the crispy snacks

Assessment

The emphasis is on practical assessment to ensure that trainees acquire practical skills needed to produce crispy snacks.

1. **Practical, formative assessment**: trainees may be signed off on their competence to produce the different crispy snacks during the practical sessions.
2. **Final summative assessment**: trainees may write a short theory test at the end of the course.

Training Programme

Interactive 'theory' based lessons with product and equipment demonstrations and activities	**Practical lessons:** Demonstration and practice of making and packaging crispy snacks

Day	Morning	Afternoon
1	**Module 1: Introduction**	**Module 2: Hygiene and safety**
2	**Module 3: Crisps production** • Introduction: types of crisps; equipment	**Irish potato crisps**: • Explanation, demonstration and practice; packaging and labelling (7.8) • Costing principle and process with printed costing sheet • Irish potato crisps: Costing
3	**Sweet potato (and Orange Fleshed Sweet Potatoes) crisps production**: • Explanation, demonstration and practice; packaging • Costing	**Banana crisps**: • Explanation, demonstration and practice; packaging • Costing
4	**Cassava crisps**: • Explanation, demonstration and practice; packaging • Costing	**Module 4: Tambi production** • Introduction; equipment; raw materials
5	**Tambi production**: • Explanation, demonstration and practice; packaging • Costing	**Module 5: Groundnut Production** • Introduction, equipment, raw material • Roasting groundnuts
6	**Groundnut production**: • Coating groundnuts: Explanation, demonstration and practice; packaging • Costing	**Module 6: Other snacks: Visheti production** • Use residue from coating groundnuts to make visheti: Explanation, demonstration and practice; packaging • Costing

Day	Morning	Afternoon
7	**Module 6: Other snacks: Cheuro Production** • Explanation, demonstration and practice; packaging • Costing	**Module 6: Other snacks: Popcorn Production |** • Introduction, equipment, raw material • Explanation, demonstration and practice; packaging • Costing
8	**Module 7: Production planning and marketing** • Market demand and target market. • Product innovation	**Module 7: Production planning and marketing** • Record keeping
9	**Module 7: Production planning and marketing** • Customer Service and communication	• Assessment • Course closing formalities

Day 1: Trainer Guide: Introduction

Module 1: Introduction

Topic	Time	Training Instructions	Resources
1.1 Introduction to crispy snacks	20 min	Show short video of youth being successful in crispy snack making **Activity 1: Brainstorm and tasting** (**Preparation**: buy or use examples of own-produced crispy snacks including crisps, tambi, ground nuts, visheti and popcorn.) 1. Ask the learners how many snacks they know of and like. 2. Write all the snack types on the board or flipchart and create a long list. 3. From this list, use a different colour to underline or circle those that are 'crispy'. 4. Explain why they are called 'crispy snacks. 5. Using another colour, now circle or underline those that they will learn to make in this course: crisps, tambi, cheuro, groundnuts, visheti and popcorn. **Types of crispy snacks**: o Crisps: e.g. Irish potato, sweet potato, Orange-Flesh Sweet Potato (OFSP), banana, cassava, breadfruit	• Video • Samples of crispy snacks: Irish potato crisps, banana crisps, tambi, visheti, others. • Plates or bowls for the snacks • Flipchart and markers of different colours.

Topic	Time	Training Instructions	Resources
		○ Tambi and cheuro ○ Egg-coated groundnuts (peanuts) ○ Popcorn 6. Tasting: present one snack at a time for the learners to taste. Explain the quality points of each snack, and compare the taste, texture, appearance and ingredients of the different snacks. **Activity 2: Question and Answer Session** 1. **Ask** and discuss the following questions: ○ What is the general demand for crispy snacks where you live? ○ What snacks do people enjoy most? ○ Do different people enjoy different types of snacks? **Answers** should be along the lines of: ○ Popular for all ages but some preferences in the market. ○ Popcorn and peanuts: more popular with school children ○ Tambi and cheuro: young people ○ Crisps: everybody loves crisps! 2. **Ask**: Why is this a business opportunity? 3. **Ask**: What other ways could you earn a living from what you learn in this course? **Answers** should be along the lines of ○ Sell complimentary items such as drinks ○ Supply of materials: equipment, packaging, labels, seasoning/flavours for crisps, cooking oil, source of energy, basic first aid items/kits	

Topic	Time	Training Instructions	Resources
		○ Train others to make snacks ○ Sourcing primary product: working with farmers to produce e.g. Irish potatoes, orange-fleshed sweet potatoes (OFSP) ○ Create a community distribution network: street sellers	
1.2 Benefits and risks of making crispy snacks	40 min	**Activity 3: Debate: Benefits and Risks of being a snack producer** 1. Divide the group into two teams. 2. **Team 1** must come up with reasons why making snacks is a good income generating opportunity for themselves. 3. **Team 2** must come up with challenges or concerns of being a snack producer. 4. Give the teams 5 minutes to prepare their arguments and to appoint a speaker. 5. Each team gets 3 minutes to present their arguments. 6. Afterwards, facilitate a short agreement on why they should in fact produce snacks for the market. Answers include: **Benefits**: • Profitable and good demand for products • Low initial startup costs • Quite easy – not a complex skill • Lifetime skill; will not forget and can use again in the future • Can work from home, around needs of children	

Topic	Time	Training Instructions	Resources
		• Product with a shelf-life (does not spoil immediately therefore has sales life) **Risks**: • Competition in the market • Price fluctuations of raw materials • Fluctuations in demand; school holidays affect sales to school children • Product loss due to expiry dates • Products may spoil if stored incorrectly post-production • Health risks: long hours, physical demand, possible injuries or accidents (hot oil, cutting equipment); smoke from wood fires	

1.3 Characteristics of a snack producer	30 min	**Activity 4: Brainstorm and discussion**
		
		1. Explain that to be a successful crispy snack producer requires certain characteristics.
		2. Ask learners if they can identify what characteristics and skills they should have in order to be successful in this activity.
		Answers may include:
		• **Personal**:
		  ○ Time management: working quickly
		  ○ Well organised
		  ○ Hard working
		• **Physical and health**:
		  ○ Good health and energy
			Board and chalk or flipchart with markers

Topic	Time	Training Instructions	Resources
		○ Clean; good personal hygiene • **Business skills**: ○ Good with people ○ Communication skills ○ Sales skills for direct selling ○ Numeracy	
1.4 Managing snack production at home	30 min	**Activity 5: Discussion** • Explain that crispy snacks are usually made from home, and because they are made for public consumption, there are certain hygiene considerations and procedures that should be followed in the house. • **Ask** if learners can identify things that they may have to do (or not do) to keep their crispy snack products safe, and clean for sale and public consumption. **Answers** may include but are not limited to: (make sure these are all discussed, even if you have to raise the issues yourself as the trainer) • Manage family, children and animals in the production area – keep them away to ensure food safety and sanitation, and personal safety from risks such as hot oil • Ensure sufficient ventilation from stoves, fires, frying activities (fumes and smoke) • Keep snack production away from other commercial activities such as farming	

Topic	Time	Training Instructions	Resources
		• Maintenance of gas equipment to prevent leaks or risks of explosion	
1.5 Business licencing and tax	60 min	**Activity 6: Guest Speaker** 1. Explain the benefits of registering or licensing their small businesses 2. Arrange for a guest speaker from the local council to come and talk to the learners about business registration procedures and requirements. 3. Explain the important steps to officialise the business based on the info graphic in the TM: **Registration, licensing and certification processes:** • **Business registration** with BRELA (Business Registration and Licensing Agency) • **Business licencing** from local council (not necessary for micro enterprises – but registration/licence would be needed if applying for any small loans/finance, or for product certification) • **Tax registration** with Tax Registration Authority (TRA) • **Evaluation of the producer** by SIDO (Small Industry Development Organisation) • **Product certification** with Tanzania Bureau of Standards (TBS)	**Note**: Invite a guest speaker in good time – at least a week before the training.

Module 2: Hygiene and safety

Topic	Time	Training Instructions	Resources
2.1 Personal hygiene	60 min	**Activity 7: Brainstorm on Personal Hygiene** 1. Explain that people who make food for sale must follow good personal hygiene practices. 2. Brainstorm what these are and write up the answers onto a board or flipchart sheet. 3. Use colour markers to cluster them into the following themes. Answers should include the following: • **Body hygiene**: bathe/wash daily, teeth, hair, nails, deodorant • **Clothes/dress**: closed shoes, apron, hair covering, gloves for handling processed food, mask • **Hand washing**: how and when to wash hands; wall notice of how to wash hands up at the handwash station • **Personal habits**: sneezing, coughing, not touching hair, nose, face, hair, etc. • **Personal presentation** to customers: neat, tidy, clean 4. Discuss the **Do's and don'ts for personal hygiene in food processing** **Activity 8: Poster Drawing on Personal Hygiene** 1. Divide learners into groups of 5	• Flipchart paper • Drawing materials: wax crayons; coloured marker pens • Small team prize

Topic	Time	Training Instructions	Resources
		2. Provide a sheet of flipchart paper and drawing materials to each group. 3. Instruct them to draw a poster showing the basic elements of personal hygiene. 4. Allow 20 minutes for drawing. 5. Each group must select someone to present their poster to the larger group. 6. Other groups can comment on whether they have covered all elements. 7. The trainer can also facilitate comments and provide comments or ask for points of clarification. 8. After all the presentations, the group must collectively decide which poster is the 'best' (in terms of nicely presented and good information) and that team gets a small prize such as a bag of sweets or some type of crispy snack.	
2.2 Production hygiene	20 min	**Activity 9: Relay Game: Hygiene in Snack Production** 1. **Divide the group into small teams** (2–3 people per team). 2. **Prepare hygiene-related cards**: Each card has a simple action or scenario written on it (e.g., "Wash hands after sneezing," "Cover food to protect from flies," "Clean spills immediately"). Print from Resources section at end of TG. 3. **Set up a hygiene relay race**: Teams will take turns drawing a card, reading it aloud, and **acting out the scenario** in front of the group or explaining why it's important for snack production.	**Resources section at end of TG** • Cards or pieces of paper with hygiene practices written on them as per examples given. • Hygiene checklist

Topic	Time	Training Instructions	Resources
		4. **Team discussions**: After each action is performed, discuss briefly why it's important. For example, if the card says "Cover food," ask the team to explain how covering food helps prevent contamination and why it's important when making snacks. Explain further if they do not know. 5. **Hygiene checklist**: At the end of the game, give each team a simple **hygiene checklist** (pictures with words) to reinforce the key hygiene practices.	
2.3 Safety in snack production and PPE	30 min	**Activity 10: Demonstration** 1. Explain the importance of safety when making crispy snacks, especially due to the use of blades, hot oil, flames and other dangers. 2. Demonstrate the following: • Careful handling of cutting equipment: knives, slicers, mandoline • Types of Personal Protective Equipment (PPE) and how to use each: dress one of the learners up with the PPE • Correct storage and use of chemicals • Keep floors dry • Separation of electrical equipment from water	• Knives, slicers, mandoline • PPE: gloves, closed shoes, hair covering, aprons, mask.
2.4 First aid	10 min	**Activity 11: Demonstration: First Aid kit and simple first aid procedures**	• Small plastic container with basic First Aid items: disinfectant, plasters, dressings/gauze, burn

Topic	Time	Training Instructions	Resources
		1. Explain the importance of a first aid kit… not having basic first aid supplies when they are needed can be very risky. 2. Demonstrate a very simple, home-made first aid kit: a plastic container with lid containing disinfectant, plasters, dressings/gauze, burn ointment, painkillers e.g. paracetamol 3. Show and explain each item and show how to use them to treat simple injuries like cuts and burns, and splashes in the eye (oil, chemical) 4. Explain the importance and procedure for regular checking and restocking 5. Explain that natural remedies may be used for injuries: honey for burns, et as discussed in the TM.	ointment, painkillers e.g. paracetamol
2.5 Security	30 min	**Activity 12: Discussion** 1. Discuss the risks associated with a cash business, even it if is a small business; this includes the security of items used to produce snacks: ingredients, equipment, etc. o Security of raw and processed food items o Lockable premises: door, gate and lock o **Cash security**: use money immediately to buy further raw materials and business consumables o Use of money apps instead of cash but M-Pesa has high transaction charges when taking out money which reduce profits	

Topic	Time	Training Instructions	Resources
2.6 Waste management	30 min	**Introduction to managing waste** 1. Ask learners what types of waste they may produce when they are making crispy snacks, and how they will dispose of such waste. Answers should include: • **Types of waste**: o general kitchen waste e.g. food packaging, o oil bottles for recycling; reuse as water storage bottles o organic waste e.g. potato peels as compost or animal feed o used cooking oil **Activity 13: Game: Sort and dispose of Waste correctly** 1. **Prepare waste cards or use real items of waste**: Create cards or pieces of paper that show different types of waste commonly produced when making snacks (e.g. potato peels, oil bottles, packaging, used cooking oil, food scraps). See sheet in Resources section 2. **Set up disposal areas**: Create three labelled bins or areas: • **Organic waste** (e.g. compost, animal feed) • **Recyclable waste** (e.g. oil bottles, plastic packaging) • **General waste** (for burning or municipal collection)	Waste cards or items: **"Waste Sorting "** activity: 1. **Organic Waste**: o Potato peels o Onion skins o Vegetable scraps (o Banana peels 2. **Recyclable Waste**: o Empty oil bottles o Plastic packaging from ingredients o Cardboard boxes or paper packaging o Metal cans 3. **General Waste**: o Plastic wrappers (e.g., seasoning packets, plastic bags)

Topic	Time	Training Instructions	Resources
		3. **Activity**: • Hand each learner or team a waste card or an item of waste • Ask them to run or walk to the appropriate disposal area and place the waste in the correct bin. For example, potato peels go into "Organic waste" and plastic packaging into "Recyclable waste." 4. **Group discussion**: After all the cards have been sorted, briefly discuss why each waste type goes into its designated bin and how properly sorting waste helps with hygiene, safety, and environmental protection.	○ Used paper towels or napkins ○ Food packaging that cannot be recycled ○ Burnt or spoiled food that cannot be used or composted

Day 2: Trainer Guide

Module 3: Crisps production

Topic	Time	Training Instructions	Resources

3.1 Introduction	15 min	**Activity 14: Brainstorm types of crisps**
		
		1. Ask the question 'what types of crisps do we enjoy in Tanzania?'
		2. Capture the answers on the board or flipchart.
		  ○ Irish potatoes
		  ○ Sweet potatoes
		  ○ OFSP
		  ○ Bananas
		  ○ Cassava
		3. Discuss each one in turn – compare the types, the flavours of each, and what the advantages and disadvantages of each one are (e.g. seasonality, fluctuating prices, different qualities, etc).
			• Flipchart
			• Marker pen

3.2 Equipment and utensils	45 min	**Activity 15: Identification test and demonstration** 1. On a table or clean floor, lay out all the equipment that is needed for making crisps 2. Put a small number next to each item (on a slip of paper). 3. Give each learner a sheet of paper and ask them to write numbers down the left margin.	• Basin • Bucket • Peeler • Knives (banana peeling) • Slicer/mandoline

Topic	Time	Training Instructions	Resources
		4. Instruct them to try to identify each of the items laid out and write their name and their use on their sheet of paper. 5. Give them 10 minutes to do this. 6. After 10 minutes, starting with number 1, ask them what they think the item is. 7. Make it fun like a TV quiz. If they identify it correctly, they get a point; if they understand and have noted its use in crispy snack production, they get another point. 8. Go around asking and explaining, demonstrating where possible what all the items are. 9. At the end, ask who got the highest number of points, and give them a small prize e.g. some wrapped sweets.	• Heat source: charcoal or gas stove • Karai (frying pan/wok) • Spider spoon/jaro • Filter for oil • Funnel • Ungo (plain colour – no artificial colour) • Scale for portioning into packages • Bag sealer • Packets • Labels • Small prize • Slips of paper with numbers

Topic	Time	Training Instructions	Resources
3.3 Raw materials	60 min	**Activity 16: Demonstration of ingredients** 1. Show and explain the type of cooking oil to use. Explain safety issues such as splashes, oil getting too hot and bursting into flames, caution with hot equipment. 2. Show examples of the potatoes and indicate the quality points of potatoes that are good for making crisps: firm, not sprouting, not green, no bad spots, good size. 3. **Explain the yield**: the quantity of potatoes needed to make 1kg of crisps. quantity (yield or conversion rate) 4. **Spices:** salt, chilli powder	• Cooking oil • Irish potatoes • Flavourings
3.4 Processing	540 min	**Activity 17: Cooking Demonstration and Practice** 1. Demonstrate how to make Irish potato crisps including the use of the equipment, washing, peeling and slicing potatoes, soaking, frying and draining the crisps. 2. Divide participants into 5 groups and each group must produce a batch of Irish potato crisps. 3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold. **Discussion:** Flavouring ideas or options for Irish potato crisps	• General explanation of each type of crisp followed by practical cooking of the crisp type

Topic	Time	Training Instructions	Resources
		Explain: Health considerations in crisp production: • Limit the use of salt • Drain products well to reduce the fat (calorie) content of the products	
3.5 Packaging and labelling	100 min	**Activity 18: Discussion and demonstration: types and methods of packaging** 1. Discuss the different types of packaging suitable for crispy snacks, also based on cost and local availability. 1. **Types of packaging**: plastic bags/packets, cellophane, zip-seal • **Selection criteria**: budget, availability in local areas • **Sources of packaging**: local shops/market, snack materials' suppliers 2. Demonstrate how to package crisps and crispy snacks hygienically and to prevent the snacks from being crushed. • **Incorrect practices**: blowing into packets to inflate them • **Process of packaging**: ▪ Hygiene: use of gloves for handling ▪ Inserting product to retain quality: careful not to crush them. ▪ Quantity control (weight/volume): weigh the packets and adjust weight of content before sealing. ▪ Sealing package: using a bag sealer or using a hot metal source (pot with coals in the pot) 3. Explain the best way to label crispy snacks, based on what type of bag is being used. Demonstrate the methods of labelling the bags.	• Examples of packaging: plastic and cellophane; self-sealing bags

Topic	Time	Training Instructions	Resources
		• **Labelling:** : either apply sticker label to bag before filling, or after sealing the bag, depending on the type of bag. If heat sealed; apply after sealing, if zip sealed, apply before filling. Mark with production date and Best Before/expiry date.	
Labels	20 min	**Activity 19: Product Labels: 'Show and tell'** 1. Show a range of product labels from different snack packages. 2. Ask the learners to identify which information is common on all the labels. 3. What information is on some labels and not on others. 4. Facilitate a discussion where the learners agree on what information should be on a crispy snack product label 5. Write these all up on the board or flipchart and make sure they all write them down. 6. Also look at and critique the quality and type of labels used. Which look best and why? Is there a cost implication. **Activity 20: Design a product label** 1. Provide some simple drawing materials and plain A5 white paper Learners must each come up with a label design for their chosen product. The label must include all the information that they agreed to in the previous activity.	• Collection of snack product packages with labels • A5 sheets of paper • Drawing materials

Topic	Time	Training Instructions	Resources
3.6 Storage and Distribution	60 min	**Activity 21: Case Study** 1. Read or story-tell the case study provided below/overleaf. 2. Ask the learners what they can learn from this real-life example, and what they would do to avoid such an issue from arising. 3. Explain key storage issues if not discussed before	• Case study story (see below)

Case Study Story (this is a true story)

Jackie runs a successful small business making a variety of crispy snacks. These include Irish potato crisps, sweet potato crisps, banana crisps, tambi, karanga za mayai, and visheti.

She has a number of shops that she supplies her snacks to and is very careful about how she packs and labels her different products to ensure the best quality for her customers.

One day she receives a call from a customer, complaining about the quality and taste of the Irish potato crisps she has bought with Jackie's label.

Jackie is surprised and asks her for the batch number on the label, and the place where she bought the crisps.

Jackie went to her records and saw that the crisps were not yet near their 'best before' date. She went to the shop to investigate. There she found that the shop owner had placed her snacks on a rack near the doorway, and every morning that doorway got full sun, so the snacks were in full sunlight.

This affected the flavour of the crisps as it affected the oil on the product.

Jackie had to recall the whole batch of crisps and replace it with fresh crisps and had to take a financial loss.

She now ensures that the shops she supplies know how and where to display her snacks.

Topic	Time	Training Instructions	Resources

3.7 Costing and pricing	60 min	**Discussion and explanations:**
		
		1. **Money management**: principles of costs vs income vs profit, and prices
		2. **Costing**:
		  ○ **Ingredient costs**: vegetable, oil, flavouring
		  ○ **Other costs**: fuel (charcoal/gas), transport, packaging, labels
		3. **Pricing**: identify the cost per packet (expenses divided by number of packets), then increase that to make a reasonable yet profitable price e.g. TZS 760 can become TZS1 500
		4. **Income**: distinguish between income and profit. Profit can be used to buy more raw materials and to pay for domestic expenses.
		
		Activity 22: Demonstration and practice
		
		1. Using the flipchart or board, demonstrate how to cost a simple snack recipe with the help of the template provided in the Training manual
		2. Provide prices of ingredients and run a practice session so the learners can learn how to price a product.
		3. Emphasise the importance of costing and pricing for profitability.
		4. Explain that they must cost and price all the items that they will make in the training; it is a part of the training.
			• Printed copies of the template provided in the Training Manual

Module 3.4.1 : Crisps production | Irish Potato Crisps

Topic	Time	Training Instructions	Resources
3.7 Costing		**Activity 23: Costing for Irish Potato Crisps** **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of crisps, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for a bag of crisps. **2. Start-up budget** • Provide the costs of the equipment needed for making crisps. • Add the cost of making one batch of crisps. • Add these together to calculate the startup costs for such a business activity.	• Prices of equipment • Prices of ingredients • Product costing sheet

Day 3: Trainer Guide: Sweet Potato Crisps & Banana Crisps

Module 3.4.1 : Crisps production

Topic	Time	Training Instructions	Resources
3.4.1.1 Raw materials	20 min	**Activity 24: Demonstration of ingredients** 1. **Sweet potatoes**: show examples of the potatoes and indicate the quality points of potatoes that are good for making crisps: firm, not sprouting, no bad spots, good size 2. **Explain** the difference between white sweet potatoes and OFSP 3. **Explain the yield**: the quantity of potatoes needed to make 1kg of crisps. quantity (yield or conversion rate) 4. **Explain** the spices or flavourings that can be used to flavour the crisps e.g. salt, chilli powder	• Cooking oil • Sweet potatoes /OFSP • Flavourings • Same equipment as for Irish potato crisps
3.4.1.2 Processing	90 min	**Activity 25: Cooking Demonstration and Practice** 1. Demonstrate how to make sweet potato crisps including the use of the equipment, washing, peeling and slicing potatoes, soaking, frying and draining the crisps. 2. Divide participants into 5 groups and each group must produce a batch of sweet potato crisps.	• Cooking oil • Sweet potatoes /OFSP • Flavourings • Same equipment as for Irish potato crisps

Topic	Time	Training Instructions	Resources
		3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold. 4. Discuss flavouring	
3.5Packaging and labelling	25 min	**Activity 26: Demonstration and practice: packaging crisps** 1. Demonstrate how to package, seal and label sweet potato crisps hygienically and to prevent the snacks from being crushed, using the same method and principles from Irish potato crisps. 2. Participants to package and label the crisps.	• Bags for packaging • Bag sealing equipment • Labels
3.7 Costing		**Activity 27: Costing for Sweet Potato Crisps** (this may be very similar or the same as Irish potato crisps) **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of crisps, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for a bag of crisps. **2. Start-up budget** • Provide the costs of the equipment needed for making crisps. • Add the cost of making one batch of crisps.	• Prices of equipment • Prices of ingredients • Product costing sheet

Topic	Time	Training Instructions	Resources
		• Add these together to calculate the startup costs for such a business activity.	

Module 3.4.2 : Crisps production | Banana Crisps

Topic	Time	Training Instructions	Resources
3.4.2.1 Raw materials	20 min	**Activity 28: Demonstration of ingredients** 1. **Bananas**: show examples of the different types of bananas and indicate the quality points of bananas that are good for making crisps: just ripe; firm, colour: light yellow or green; not bruised or blemished 2. **Explain the yield**: the quantity of bananas needed to make 1kg of crisps. quantity (yield or conversion rate) 3. **Spices:** salt, chilli powder	• Cooking oil • Bananas • Flavourings • Equipment as for other crisps
3.4.2.2 Processing	90 min	**Activity 29: Cooking Demonstration and Practice** 1. Demonstrate how to make banana crisps including the use of the equipment, washing, peeling and slicing bananas, frying, draining and seasoning of the crisps. 2. Divide participants into 5 groups and each group must produce a batch of banana crisps.	• Cooking oil • Bananas • Flavourings • Equipment as for other crisps

Topic	Time	Training Instructions	Resources
		3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold. 4. Discuss flavouring	
3.5Packaging and labelling	26 min	**Activity 30: Demonstration and practice: packaging crisps** 1. Demonstrate how to package, seal and label banana crisps hygienically and to prevent the snacks from being crushed, using the same method and principles from Irish potato crisps. 2. Participants to package and label the crisps.	• Bags for packaging • Bag sealing equipment • Labels
3.7 Costing		**Activity 31: Costing for Banana Crisps** (this may be very similar or the same as Irish potato crisps) **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of crisps, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for a bag of crisps. **2. Start-up budget** • Provide the costs of the equipment needed for making crisps. • Add the cost of making one batch of crisps.	• Prices of equipment • Prices of ingredients • Product costing sheet

Topic	Time	Training Instructions	Resources
		• Add these together to calculate the startup costs for such a business activity.	

Day 4: Trainer Guide: Cassava crisps & Tambi Introduction

Module 3.4.3 : Crisps production | Cassava Crisps

Topic	Time	Training Instructions	Resources
3.4.3.1 Raw materials	20 min	**Activity 32: Demonstration of ingredients** 1. **Cassava**: show examples of the cassava and indicate the quality points of tubers that are good for making crisps: uniform, long shaped tubers, good size. 2. **Explain the yield**: the quantity of cassava needed to make 1kg of crisps. quantity (yield or conversion rate) 3. **Explain** the spices that can be used to flavour cassava crisps: salt, chilli powder	• Cooking oil • Cassava • Flavourings
3.4.3.2 Processing	90 min	**Activity 33: Cooking Demonstration and Practice** 1. Demonstrate how to make cassava crisps including the use of the equipment, washing, peeling and slicing cassava, soaking, frying, draining and seasoning the crisps. 2. Divide participants into 5 groups and each group must produce a batch of cassava crisps. 3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold.	• Crisp making equipment • Cassava • Water • Oil • Salt

Topic	Time	Training Instructions	Resources
		4. Discuss flavouring	
3.5 Packaging and labelling	25 min	**Activity 34: Demonstration and practice: Packaging of cassava crisps** 1. Demonstrate how to package, seal and label cassava crisps hygienically and to prevent the snacks from being crushed, using the same method and principles from Irish potato crisps. 2. Participants to package and label the crisps.	• Packaging materials: bags, labels, bag sealer, scale
3.7 Costing		**Activity 35: Costing for Cassava Crisps** (this may be very similar or the same as Irish potato crisps) **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of crisps, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for a bag of crisps. **2. Start-up budget** • Provide the costs of the equipment needed for making crisps. • Add the cost of making one batch of crisps. • Add these together to calculate the startup costs for such a business activity.	• Prices of equipment • Prices of ingredients • Product costing sheet

Module 4: Tambi Production

Topic	Time	Training Instructions	Resources
4.1 Introduction	30 min	**Activity 36: Tambi Demonstration, Tasting and Discussion** 1. In advance of the training, source a few different types of tambi made from different types of flour and flavoured with different flavourings. 2. Present and show the different types, allowing the participants to taste and compare tambi made with different types of flour, and seasoned with different flavourings. 3. Explain (and show) how tambi is also used to make cheuro.	• Samples of different types of tambi
4.2 - 4.3: Equipment and utensils; Raw materials	30 min	**Activity 37: Tambi Equipment and Ingredients Demonstration** 1. Show and explain all the different items of equipment needed to make tambi. 2. Provide costs for each item so that the participants can calculate startup costs. 3. Show, explain and taste (compare) the ingredients needed to make tambi.	• Basin for mixing paste • Measuring tools for ingredients: scale; measuring cups/spoons • Mixing spoon • Tambi press (extruder) (specialised shops) • Heat source: charcoal or gas stove • Karai (frying pan/wok)

Topic	Time	Training Instructions	Resources
			• Spider spoon/jaro • Filter for oil • Funnel • Drainage after cooking: ungo • Scale • Bag sealer • Packets • Labels • Flour: lentil or wheat • Water • Spices: salt, black pepper, other as desired e.g. masala, ginger, cumin, cardamom • Sugar • Baking powder • Oil • Redskin ground nuts (optional)

Day 5: Trainer Guide: Tambi Production | Groundnut production

Module 4: Tambi Production

Topic	Time	Training Instructions	Resources
4.4 Processing	120 min	**Activity 38: Cooking Demonstration and Practice** 1. Demonstrate how to make tambi including the use of the equipment, mixing the paste, loading the press, extruding the mixture into the hot oil, frying, draining and seasoning the tambi. 2. Divide participants into 5 groups and each group must produce a batch of tambi. 3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold.	• All items listed above.
3.5 Packaging and labelling		**Activity 39: Demonstration and practice: Packaging of Tambi** 1. Demonstrate how to weigh, package, seal and label tambi hygienically and to prevent the snacks from being crushed, using the same method and principles from crisps. 2. Participants to package and label the tambi.	• Packaging materials: bags, labels, bag sealer, scale
3.6 Storage and distribution		**Explain** the best methods of storage and distribution of tambi – similar to other crispy snacks.	

Topic	Time	Training Instructions	Resources
3.7 Costing		**Activity 40: Costing for Tambi** **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of tambi, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for a bag of tambi. **2. Start-up budget** • Provide the costs of the equipment needed for making tambi. • Add the cost of making one batch of tambi. • Add these together to calculate the startup costs for such a business activity.	• Prices of equipment for tambi manufacturing • Prices of tambi ingredients

Module 5: Groundnut Production

Topic	Time	Training Instructions	Resources
5.1 Introduction	30 min	**Activity 41: Groundnuts products: Demonstration, Tasting and Discussion** 1. In advance of the training, source a few different types of groundnut products such as	• Karanga za mayai • Karanga za kawaida

Topic	Time	Training Instructions	Resources
		• **Karanga za mayai**: egg-coated and fried groundnuts • **Karanga za kawaida:** roasted groundnuts 2. Present and show the different types, allowing the participants to taste and compare products that have been processed differently.	
5.2 - 5.3: Equipment and utensils, and Raw materials	210 min	**Activity 42: Equipment and ingredients Demonstration** 1. Show and explain all the different items of equipment needed to make groundnuts/groundnut products. 2. Show, explain and taste (compare) the ingredients needed to process groundnuts.	• Basin for mixing • Measuring tools for ingredients: scale; measuring cups/spoons • Wooden mixing spoon • Heat source: charcoal or gas stove • Karai (frying pan/wok) • Spider spoon/jaro • Filter for oil • Funnel • Drainage after cooking: ungo (plain colour) • Scale • Bag sealer • Packets • Label • Groundnuts: raw groundnuts from the

Topic	Time	Training Instructions	Resources
			market (white are best) • Eggs • Flavourings: salt, vanilla, sugar • Wheat flour
5.4 Processing	120 min	**Activity 43: Cooking Demonstration and Practice** 1. Demonstrate how to check, clean and roast groundnuts including the use of the equipment, roasting and seasoning the nuts. 2. Divide participants into 5 groups and each group must produce a batch of roasted groundnuts. 3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold.	• All equipment above • Raw groundnuts • Other nuts: optional

Day 6: Trainer Guide: Groundnut production

Module 5: Groundnut Production

Topic	Time	Training Instructions	Resources
5.4 Processing		**Activity 44: Cooking Demonstration and Practice** 1. Demonstrate how to make groundnut products including the use of the equipment, cleaning, coating and frying the groundnuts. 2. Divide participants into 5 groups and each group must produce a batch of egg-coated groundnuts. 3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold.	• All equipment and ingredients as listed above.
3.5 Packaging and labelling		**Activity 45: Demonstration and practice: packaging of Groundnuts** 1. Demonstrate how to weigh, package, seal and label groundnut products hygienically and to ensure best product quality. 2. Participants to package and label the groundnut products.	• Packaging materials: bags, labels, bag sealer, scale
3.6 Storage and distribution		**Explain** the best methods of storage and distribution of groundnuts – similar to other crispy snacks, but they are less fragile.	

Topic	Time	Training Instructions	Resources
3.7 Costing		**Activity 46: Costing for Groundnut products** **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of processed groundnuts, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for groundnut products of different sizes or weights. **2. Start-up budget** • Provide the costs of the equipment needed for processing groundnuts. • Add the cost of making one batch of karanga/karanga za mayai. • Add these together to calculate the startup costs for such a business activity.	• Prices of equipment for making groundnut products • Prices of groundnuts and ingredients • Product costing sheet

Module 6.4.1: Other crispy snack: Visheti

Topic	Time	Training Instructions	Resources
6.4 .1.1Introduction	20 min	**Activity 47: Visheti: Demonstration, Tasting and Discussion**	• Visheti products

Topic	Time	Training Instructions	Resources
		1. In advance of the training, source some packets of visheti – different flavours or from different producers so that the products can be compared. 2. Present and show the different types, allowing the participants to taste and compare products that have been processed differently.	
6.4.1.2 Equipment and utensils & Raw materials	40 min	**Activity 48: Equipment and ingredients Demonstration** 1. Show and explain all the different items of equipment needed to make visheti. 2. Show and explain the ingredients needed to make visheti.	• Basin for mixing paste • Measuring tools for ingredients: scale; measuring cups/spoons • Wooden mixing spoon • Rolling pin • Heat source: charcoal or gas stove • Sharp knife • Karai (frying pan/wok) • Spider spoon/jaro • Filter for oil • Drainage after cooking: ungo (plain colour) • Tray or plate • Flavourings: salt, vanilla, sugar • Wheat flour

Topic	Time	Training Instructions	Resources
6.4.1.3 Processing of visheti	90 min	**Activity 49: Cooking Demonstration and Practice** 1. Demonstrate how to make visheti, including the use of the equipment, frying, draining and seasoning the visheti. 2. Divide participants into 5 groups and each group must produce a batch of visheti using the residue left from making *karanga za mayai* that morning. 3. While they are doing this, circulate and guide and advise them as needed, for example check the temperature of the oil is not too hot or too cold.	• All equipment and ingredients as listed above.
3.5 Packaging and labelling		**Activity 50: Demonstration and practice: Packaging of Visheti** 1. Demonstrate how to weigh, package, seal and label visheti hygienically and to prevent the snacks from being crushed, using the same method and principles from crisps. 2. Participants to package and label the visheti.	• Packaging materials: bags, labels, bag sealer, scale
3.6 Storage and distribution		**Explain** the best methods of storage and distribution of visheti – similar to other crispy snacks, but they are less fragile.	
3.7 Costing		**Activity 51: Costing for Visheti products**	• Prices of equipment for making visheti products

Topic	Time	Training Instructions	Resources
		1. Product costing • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of visheti, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for visheti of different sizes or weights. **2. Start-up budget** • Provide the costs of the equipment needed for making visheti. • Add the cost of making one batch of visheti. • Add these together to calculate the startup costs for such a business activity.	• Prices of visheti and ingredients • Product costing sheet

Day 7: Trainer Guide: Cheuro | Popcorn

Module 6.4.2: Other crispy snacks: Cheuro

Topic	Time	Training Instructions	Resources
6.4.2.1 Introduction	20 min	**Activity 52: Cheuro: Demonstration, Tasting and Discussion** 1. In advance of the training, source some packets of cheuro – different flavours or from different producers so that the products can be compared. 2. Present and show the different types, allowing the participants to taste and compare products that have been processed differently.	• Cheuro products
6 4.2.2 Equipment and utensils and raw materials	40 min	**Activity 53: Equipment and ingredients Demonstration** 1. Show and explain all the different ingredients needed to make cheuro: tambi, Irish potato crisps, groundnuts, curry leaves, spices. 2. Provide costs for each item so that the participants can calculate startup costs. 3. Show and explain the ingredients needed to make cheuro. 4. Provide the cost of each item so that a batch cost can be calculated.	• Basin for mixing ingredients • Wooden mixing spoon • Tambi, Irish potato crisps, groundnuts, curry leaves, spices, yellow dill, sugar, salt, lemon powder, black pepper, curry leaves.

Topic	Time	Training Instructions	Resources
6.4.2.3 Processing of cheuro	90 min	**Activity 54: Demonstration and Practice** 1. Demonstrate how to make cheuro, including the use of the equipment, measuring and mixing the different elements of cheuro. 2. Divide participants into 5 groups and each group must produce a batch of cheuro using the ingredients provided – many of which they would have made themselves in the previous days e.g. crisps, tambi, roasted groundnuts. 3. While they are doing this, circulate and guide and advise them as needed. Discuss variation as mentioned in TM	• All equipment and ingredients as listed above.
3.5 Packaging and labelling		**Activity 55: Demonstration and practice: packaging of Cheuro** 1. Demonstrate how to weigh, package, seal and label cheuro hygienically and to prevent the snacks from being crushed, using the same method and principles from crisps. 2. Participants to package and label the cheuro.	• Packaging materials: bags, labels, bag sealer, scale
3.7 Costing for Chauro		**Activity 56: Costing for Cheuro products** **1. Product costing**	• Prices of equipment for making cheuro products • Prices of cheuro and ingredients

Topic	Time	Training Instructions	Resources
		• Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of cheuro, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for cheuro of different sizes or weights. **2. Start-up budget** • Provide the costs of the equipment needed for making cheuro. • Add the cost of making one batch of cheuro. • Add these together to calculate the startup costs for such a business activity.	• Product costing sheet

Module 6.4.3: Other crispy snacks: Popcorn

Topic	Time	Training Instructions	Resources
6.4.3.1 Introduction	20 min	**Activity 57: Popcorn Demonstration, Tasting and Discussion** 1. In advance of the training, source or make a few different types of popcorn with different flavourings and colourings. 2. Present and show the different types, allowing the participants to taste and compare4 popcorn made with different flavours or colours.	• Samples of different flavours of popcorn

6.4.3.2 Equipment and utensils; raw materials	40 min	**Activity 58: Equipment and ingredients Demonstration** 1. Show and explain all the different items of equipment needed to make popcorn. 2. Provide costs for each item so that the participants can calculate startup costs. 3. Show the ingredients needed to make popcorn. 4. Provide the cost of each item so that a batch of popcorn can be calculated.	• Heat source: charcoal or gas stove • Pot with lid • Bag sealer • Packets • Labels • Popcorn kernels best bought from Indian shops • Oil • Flavours: salt, sugar, cocoa powder, cinnamon • Colouring
6.4.3.3 Processing of popcorn	90 min	**Activity 59: Demonstration and Practice** 1. Demonstrate how to make popcorn, including the use of the equipment, popping and safety while popping corn. 2. Divide participants into 5 groups and each group must produce a batch of popcorn using the ingredients provided. 3. While they are doing this, circulate and guide and advise them as needed.	• All equipment and ingredients as listed above.
3.5 Packaging and labelling		**Activity 60: Demonstration and practice: Packaging of Popcorn**	• Packaging materials: bags, labels, bag sealer, scale

		1. Demonstrate how to weigh, package, seal and label popcorn hygienically and to prevent the snacks from being crushed, using the same method and principles from chauro. 2. Participants to package and label the popcorn.	
3.6 Storage and distribution		**Explain** the best methods of storage and distribution of popcorn – similar to other crispy snacks, but popcorn is quite light and bulky.	
3.7 Costing		**Activity 61: Costing for Popcorn products** **1. Product costing** • Provide the ingredient costs for the learners • Using these costs, and the costing template, they must calculate the cost of a batch of popcorn, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price for popcorn of different sizes or weights. **2. Start-up budget** • Provide the costs of the equipment needed for making popcorn. • Add the cost of making one batch of popcorn. • Add these together to calculate the startup costs for such a business activity.	• Prices of equipment for making popcorn products • Prices of popcorn and ingredients • Product costing sheet

Day 8: Trainer Guide:

Module 7: Production planning and marketing

<table>
<tr><th>Topic</th><th>Time</th><th>Training Instructions</th><th>Resources</th></tr>
<tr>
<td>7.1 – 7.2 Market demand and Target Markets</td>
<td>90 min</td>
<td>
Activity 62: Target markets and sales channels

Draw this table on the board or flipchart:

<table>
<tr><th>Type of snack</th><th>Who? Target market</th><th>Where? Place to sell</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Step 1: Local Snack Exploration:
1. Start by asking learners to name the local snacks that are produced in their community. Write these into Column 1.
2. Then, ask if any of the snacks they have learned to make in the course could fit into the local market.
• Example: "Are there crispy snacks like cassava crisps or popcorn that aren't being sold much in the community?"
</td>
<td>• Flipchart or board</td>
</tr>
</table>

Topic	Time	Training Instructions	Resources
		• Discuss **gaps** in the market and how learners could fill them by making something new or improving an existing snack. **Step 2: Target Market Brainstorm**: 3. Ask learners to **identify who buys snacks in their community**. Examples: schoolchildren, workers at bus stops, shop customers, or travellers at junctions. • For each type of customer, discuss which snack might be the most appealing. For example, popcorn may appeal to schoolchildren, while roasted groundnuts might attract commuters. • Discuss what each group can afford and what specific groups enjoy. • Write the relevant target market into **Column 2.**	
7.3 Sales channels	30 min	**Step 3: Sales Channels** 4. Ask the learners where good places would be to sell their crispy snack products. • Ask **who** they would be selling to at each of these places. • Write their answers into **Column 3.**	

Topic	Time	Training Instructions	Resources
		5. Identify if there are any overlaps or duplications between the type of target markets and the types of snacks that they like or the places where they could be sold. 6. Encourage the learners to get ideas from each other on where to sell snacks. **Sales options include:** • Selling directly to customers from home • Selling at specific sales points e.g. outside schools, at bus stops, offices, events, exhibitions, markets, main road and highway junctions. • Selling through local shops/supermarkets (supply as a stock item) • Getting others to sell products at certain sales points **Step 4: Practical Sampling**: 7. Encourage learners to **make small batches of crispy snacks** (e.g., groundnuts or banana chips) and offer free samples to people in the community. They can ask for feedback to find out which snacks people like the most. 8. Suggest places to give out samples: schools, local shops, or bus stops.	

Topic	Time	Training Instructions	Resources
7.4 Product selection	30	**Activity 63: Markets and Products** 1. Based on the previous discussion, divide learners into groups or pairs, and have them analyse the people in their communities and what snacks they are most likely to enjoy and buy. 2. Each group or learner must identify what snacks they would like to make and sell in their communities. 3. Each group must give feedback to the rest of the class.	
7.5 Production records	90 min	**Activity 64: Record keeping demonstration and practice** • Using the information from the Training Manual, discuss Record keeping with the learners. • Show them the template by drawing it on a board or flipchart. • Label information: Production Date and Expiry date; batch number • Discuss the information that should be on the product labels, including the manufacture date, 'best before' date, and a batch code. • Give them each a simple, inexpensive exercise book to copy the recordkeeping format into so that they can do it in the future. • Give them some information that they can use to insert into a batch record for, e.g. Irish potato crisps, or tambi.	• 1 small, inexpensive notebook or exercise book (e.g. A5) per learner.
7.6 Product innovation	120 min	**Activity 65: Innovation discussion** 1. Refer back to the very first activity with the range of snacks.	

<table>
<tr><th>Topic</th><th>Time</th><th>Training Instructions</th><th>Resources</th></tr>
<tr><td></td><td></td><td>
2. Identify if any snacks are unusual or present a different or unique ‘twist’ or flavour to the market.
3. Ask the participants if they recognise that they can produce a basic product (like the ones in this course) but can also innovate and make some products more interesting with different flavours, or with developing new products or mixes e.g. cheuro.
4. Explain that they should keep an eye on what other people are producing, how well new products are doing, and if they should also produce more innovative products.
5. Ask how the learners will be able to check with their customers what they like (both direct customers and retail/shops that sell the product), also with regard to packaging and product presentation.
6. Discuss their conclusions.
7. Some ideas for product innovations of the crispy snacks produced on this course may include:

<table>
<tr><th>Product</th><th>Innovation</th></tr>
<tr><td>Crisps</td><td>• Develop and test new products e.g. OFSP crisps
• Adding flavours – blend habanero chilli to a paste; add to raw, sliced potato before frying; garlic can be added the same way</td></tr>
<tr><td>Tambi</td><td>• Add different ingredient to make mixes, e.g. nuts and crisps; spices</td></tr>
<tr><td>Groundnuts</td><td>• May add colour for differentiation
• May add flavours or spices e.g. honey for sweet variation, chilli powder for a spicy variation</td></tr>
</table>
</td><td></td></tr>
</table>

Topic	Time	Training Instructions	Resources
		Popcorn • May add flavours or spices e.g. honey for sweet variation, chilli powder for a spicy variation • Experiment with flavours e.g. cocoa and cinnamon	
7.7 Marketing tools	60 min	**Activity 66: Explanation and Demonstration** 1. Give a lesson on the guidelines of good marketing signage, 2. Show examples of different business signs (use photos) and marketing materials including logo design and business name. 3. Ask learners to identify which ones are most attractive or effective in terms of information provided, design, size, etc. 4. Together, agree on the principles of design or presentation of good marketing tools. **Activity 67**: **Simple Business Marketing Practice** 1. Provide some simple drawing materials and plain white paper 2. Learners must each come up with a name for their business, an idea for a logo and a business sign. 3. They should also use a A5 size card as a 'canvas' to draw a simple business card with their business name, own name and other relevant details. 4. Discuss using social media as a way to market their business or get customers to share their use of the products with other potential customers.	• Examples of simple marketing materials: photos of business signs, leaflets/flyers, business cards, use of logos. Paper and drawing materials

Topic	Time	Training Instructions	Resources
7.8 Labels	60 min	1. Types of labels **2.** Label information	•

Day 9: Trainer Guide:

Module 7: Production planning and marketing

Topic	Time	Training Instructions	Resources
7.9 Customer service/s and communication	60 min	**Activity 68: Role Play: Bad and Good Customer Service** **Part 1: Demonstration of bad customer service** 1. Present a little role play where you are the vendor and you ask some of the learners to come and 'buy' your snacks. 2. Be rude to them when they come to your 'shop'. 3. Ignore them, talk on your phone, be rude, etc. Generally, demonstrate very bad customer service. 4. After a few minutes of this, ask the group what they thought of the way you as the vendor treated your customers. 5. Agree on the principles of good customer service being: • Friendly and helpful; smiling • Confidence and personality in customer interactions • Polite language, greeting and conversation • Answering phone properly: business name, proper greeting • Answering and returning calls quickly • Consistent availability of product at the correct quality • Asking customers for feedback on products and service level: quality, flavour, packaging, availability	• A few packets of snack products as props.

Topic	Time	Training Instructions	Resources
		• Acceptance of feedback: both positive and negative • Product delivery on request **Part 2: Role play on good customer service** 6. Divide the learners into groups of 4. One must act as the vendor and the others as individual customers. 7. Play out a few scenes where the customer is buying snacks from the vendor. 8. The vendor must demonstrate all the principles of good customer service (as agreed). 9. After a few minutes they must rotate the role of vendor, so each one has a turn. 10. In the groups they must give feedback and coach each other to be friendly, customer-oriented snack vendors. 11. Trainer must circulate, observe and coach as needed.	

Training Resources

Activity 9: Relay Cards

Washing hands with soap before cooking.	Covering food to protect it from dust and pests.
Keeping animals away from the kitchen.	Ensuring children don't sneeze or cough near food.
Storing food properly in sealed containers.	Cleaning the surfaces and floors regularly.
Wearing clean aprons while cooking	Cleaning utensils between tasks
Using gloves when handling ready-to-eat food	Ensuring good ventilation in the kitchen
Disposing of waste properly	Sneeze or cough into your elbow

Activity 9: Hygiene Checklist

Hygiene Practice	Am I doing this?
1. Wash hands before and after cooking	
2. Keep cooking areas clean	
3. Cover food to protect from dust and flies	
4. Keep animals out of the kitchen	
5. Store ingredients in sealed containers	
6. Clean floors regularly	
7. Use clean water for cooking and washing	
8. Wear clean clothes and tie back hair	
9. Do not cook if sick	
10. Dispose of waste properly	
11. Keep snacks covered during transport and selling	
12. Wear gloves or use tongs when handling snacks for sale	

Activity 13: Waste Cards

Potato peels	Onion skins
Eggshells	Banana peels
Empty oil bottle	Plastic packaging from ingredients
Cardboard boxes or paper packaging	Metal cans
Plastic wrappers (e.g., seasoning packets, plastic bags)	Used paper towels
Food packaging that cannot be recycled	Burnt or spoiled food that cannot be used or composted

Activity 22: Startup Costing Sheet

Item	Unit	Qty	Cost/Unit	Total
Equipment				
			Total Equipment	
Consumables				
			Total Consumables	
Other costs				
Business registration				
Utilities (water, charcoal/fuel)				
Marketing Materials (flyers, signage, etc.)				
			Total Other costs	
Grand Total				

Activity 23, 27, 31, 35, 40, 46, 51, 56: Product costing sheet

Consumables: Ingredients & Packaging				
			Total Consumables	
Other costs e.g. fuel, transport				
			Total Other costs	
			Total Cost	
			Number of packets	
			Cost per packet	
			ice per packet	