



**FAD601**

**RETAIL SALES ASSOCIATE- FASHION DESIGN**

**Trainer Manual- v1**

**ALC**  
ISO 9001

Conceptualised and designed by



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**ALC India**   
**ISO 9001:2008**

## **KNOWING ALC**

**ALC India was founded in 2005 by two young men with bright ideas, a lot of passion for development work and very little money GV Krishna Gopal and G Satyadev were batch mates at the Institute of Rural Management, Anand (IRMA), batch 1999. They had no money. No established network. No reputation that preceded them. But, they had a vision and the courage to pursue it. Even as they were trying to take the baby steps in entrepreneurship, they took their time to articulate the foundational values of the organization. They wanted to build on organization that would last beyond them. Today, even though the organization has grown in size and scope, the foundational principles continue to guide the work.**

### **Our Vision**

**We envision enhancing livelihoods of one million economically disadvantaged households directly (0.1 million) and indirectly (0.9 million) by March 2014.**

### **Our Mission**

**To enable equitable and sustainable economic development for marginalized by provision of professional services to individuals and collectives/organizations/ institutions. It will ensure that the marginalized are recognized as active contributors to growing economy and enable equitable share of wealth gets generated and distributed in favour of them.**

## ABOUT THE COURSE MODULE

**NAME:** Retail Sales Associates

**SECTOR:** Fashion Design

**CODE:** FAD 601

**ENTRY QUALIFICATION:** Minimum 10th Std.

**TERMINAL COMPETENCY:** After completing the course the trainee would be able to work as Retail sales associates in a garment retail store.

**DURATION:** 520 Hrs.

**CONTENT:**

<b>PRACTICAL COMPETENCIES</b>	<b>UNDERPINNING KNOWLEDGE (THEORY)</b>
<b>Basics of Visual Merchandising</b>	<b>Overview of Indian Retail Market</b>
<b>Handling billing Counter and Software like RFID applications In Retail.</b>	<b>Understanding of different retail Formats</b>
<b>Fundamental of Retailing</b>	<b>Learn Basic Operations of Garment retail Stores</b>
<b>Product Knowledge</b>	<b>Customer Interactions and help them to purchase Merchandise</b>
<b>Business Communication</b>	<b>Communication Skills &amp; Soft Skills</b>
<b>Management Principles</b>	<b>Supply Chain and Logistic Management</b>
<b>Marketing Research</b>	<b>Fashion Forecasting &amp; Trend Analysis</b>
<b>Product Knowledge</b>	<b>MIS for Retailers</b>
	<b>Research work</b>

## SESSION PLAN

SESSION PLAN - RETAIL SALES ASSOCIATE		SECTOR : FASHION DESIGN	
CODE: FAD 601			
DURATION: 520 Hrs( 75 days 7 hours a day)		Total 525 hours	
Days	TOPIC	Methodology	No of days
Day -1	Icebreaking with participants	Activity	1
	Address by State Head –ALC	Lecture	
	About ALC India	Lecture	
	Expectations mapping	QBD	
	Understanding the OSEM program & the Trade FAD 601	Lecture	
	Rules & Regulation during the training Program	Handouts & Discussions	
Day 2 5	Life Skill Training		4
	Self Awareness, Critical Thinking, Creative Thinking	Activity ,QBD & Lecture	
	Interpersonal Skills, Empathy & Communication Skills	Activity ,QBD & Lecture	
	Problem Solving, Decision Making & Coping with Stress & Coping with emotions	Activity ,QBD & Lecture	
Day 6 8	Overview of Indian Retail Market		3
	Introduction to Indian Retail, Key Players & Market Size	Lecture	
	Components of Retail Growth, Challenges , Indian Apparel Industry	Lecture	
	Market Size & Market Break up of Indian Fashion & Apparel Industry, Opportunities in the sector	Lecture	
Day- 9	Field Visit-1		1
Day 10-13	Fundamental of Retailing		4
	Definition Of Retailing, Issues in retailing, Cost & Profits & Distribution Channels	Lecture & Discussion Forums	
	Retailing Process , value Chain, Creating Value	Lecture & Discussion Forums	
	Customer Service & Effective Channel relations	Lecture & Discussion Forums	
Day 14	Field Visit-2		1
Day 15-18	Management Principles		4
	Definition Of Management, Functions of management	Lecture & Discussion Forums	
	Characteristics of management	Lecture & Discussion Forums	
	A Professional Manager	Lecture & Discussion Forums	
	Understand importance of management	Lecture & Discussion Forums	
Day 19	Assessment-1	Written Test	1
Day 20- 23	Understanding of different retail Formats ,Organised retail & Unorganised Retail		4
	Mom & Pop Stores, Peddlers ,Hawkers, Market Trader	Lecture & Activity	

	and Street traders		
	Specialised Stores ,Departmental Stores, Discount Store ,Hyper markets & Super markets	Lecture & Activity	
	Malls, E-Tailers, Vending Machines	Lecture & Activity	
	A perspective - Retail in Fashion Industry	Lecture & Activity	
Day 24	Field Visit-3		1
Day 25- 28	Learn Basic Operations of Garment retail Stores		4
	Store Layouts, Store Ambience	Lecture , handouts with pictures	
	Customer Service & Visual Merchandising	Lecture , handouts with pictures	
	Cash handling, Refunds & Returns safety & Security Prevention of Shop Lifting	Lectures	
	Inventory & Stock Management	Lectures	
Day 29-34	Customer Interactions and help them to purchase Merchandise- Practice sessions		6
	Communication Skills & Soft Skills	Lecture , Activity & GD	
	Making first Impression, Body Language	Lecture , Activity & GD	
	Listening Skills, Probing Skills	Lecture , Activity & GD	
	Consultative Selling	Lecture , Activity & GD	
	Consultative Selling-2	Lecture , Activity & GD	
Day 35	Assessment-2	Written Test	1
Day 36-39	Business Communication	Lecture , Activity & GD	4
	Understanding the communication process	Lecture , Activity & GD	
	Listening Skills& Understanding influencing factors	Lecture , Activity & GD	
	Using Communication Tools	Lecture , Activity & GD	
	Communication in the workplace	Lecture , Activity & GD	
Day 40	Field Visit-4		1
Day 41-44	Supply Chain and Logistics Management		4
	Definition of SCM & its role in Retail Management	Lecture	
	Supply chain requirement – responsiveness v/s efficiency & Supply chain design	Lecture	
	Strategy for Retail Market (Geography) & Retail Forma positioning	Lecture	
	Warehousing, Transportation & Technology, WMS & ARS	Lecture	
Day 45-47	Marketing Research		3
	Introduction to Market Research & relevance to Retail Management	Lecture& GD	
	Basic Research process, Sources Of Information	Lecture& GD	
	Methods of collecting information , Interviewing & Sampling Procedures	Lecture& GD	
Day 48-51	Basics of Visual Merchandising		4
	What is VM ,Importance of VM in Retail Scenario	Lecture , handouts with pictures	
	Basic principles of VM, Tips for effective VM	Lecture , handouts with pictures	

	Window Display, Dos and Don'ts of VM	Lecture , handouts with pictures	
	Creating Themes, Stories, Co ordination, Blocking Style type, Use of Colours. Symmetry and balance	Lecture , handouts with pictures & Activities	
<b>Day 52-55</b>	<b>Fashion Forecasting &amp; Trend Analysis</b>		<b>4</b>
	What is fashion Forecasting , Long Term & Short Term Forecasting	Lecture& GD	
	Responsibility for Forecasting ,	Lecture& GD	
	Tools used for gathering information for forecasting	Lecture& GD	
	Trend & Trend analysis	Lecture& GD	
<b>Day 56</b>	<b>Assessment-3</b>	<b>Written Test</b>	<b>1</b>
<b>Day 57-60</b>	<b>Handling billing Counter and Software like RFID applications in Retail.</b>	<b>Lecture , handouts with pictures</b>	<b>4</b>
	Cash Register Vs POS	Lecture , handouts with pictures	
	Balancing a Cash register	Lecture , handouts with pictures	
	Retail Cash Handling Policies	Lecture , handouts with pictures	
	RFID & its application in Retailing	Lecture , handouts with pictures	
<b>Day 61</b>	<b>Field Visit-5</b>		<b>1</b>
<b>Day 62-64</b>	<b>MIS for Retailers</b>		<b>3</b>
	What is MIS relevance in retail Sector	Lecture& GD	
	Advantages of MIS to supplier, Retailer and Customer	Lecture& GD	
	Data base Management & Data Ware Housing	Lecture& GD	
<b>Day 65-68</b>	<b>Product Knowledge</b>		<b>4</b>
	India Fashion Industry	Lecture &GD	
	Products in the Market,	Lecture &GD	
	Apparel, Shoes, Watches , Perfumes ,Accessories etc	Lecture &GD	
<b>Day 69-70</b>	<b>Field Visit-6</b>		<b>2</b>
<b>Day 71-74</b>	<b>Sample Question Practice</b>	<b>Written Test</b>	<b>4</b>
<b>Day 75</b>	<b>Mock Test- Final</b>	<b>Written Test</b>	<b>1</b>
	<b>Total Days - Class Room</b>		<b>68</b>
	<b>Total Days - Field Visit</b>		<b>7</b>
	<b>Total Training Days</b>		<b>75</b>
	<b>Total Training Hours</b>		<b>525</b>

## **TRAINER GUIDELINES**

The following guidelines encompass the guiding ethics, values and training principles applicable to the trainers with the ALC India.

### **1. CORE VALUES:**

- a. Every effort should be made to ensure the physical and emotional safety of all trainees.
- b. Learning and development: facilitate knowledge acquisition; skill demonstration and practice; utilize strategies to promote transfer of learning; and, advocate for the development of learning organizations/communities.
- c. Cultural Competence: promote competence in understanding the uniqueness of individuals within their environment and recovery.
- d. Integrity: Promote a climate of trust and mutual respect.

### **2. Participant/Trainee Focused:**

- a. Recognize, protect and where possible, enhance the dignity and worth of all trainees.
- b. Clarify expectations regarding:
  - a. training goals
  - b. roles of those involved in training activity
  - c. rules/policies impacting trainee:
  - d. interpersonal behaviour in the classroom
- c. Provide a safe learning environment
- d. Where content areas have the potential for causing emotional reactions, have a plan on how to handle reactions that support the trainee without distracting other trainees from their learning process. Promote a climate of trust and mutual respect in training so that trainees feel supported enough to take risks to promote their learning and development.
- e. Promote trainee acquisition of knowledge and skills
- f. Help trainees plan for application of learning to the job.

### **3. Competencies during Presentation of Training:**

Training Delivery: Demonstrate mastery of subject matter to be presented in curriculum

Make effective use of multiple presentation styles (lecture, facilitated discussion, small group breakouts, role plays, case examples, technology, and handouts) to illustrate key points in training.

(NOTE: Not all presentation styles need to be incorporated during the training day. Technology may include the use of video clips, music, power point presentation, etc.

- b. Clearly state identified competencies and learning objectives
- c. Manage conflict
- d. Encourage audience participation
- e. Create an environment where participants feel safe to explore ideas or disagree
- f. Provide clear instructions for activities
- g. Provide learning opportunities for the variety of learning styles defined by Adult Learning theory

## **DAY -1 -ICEBREAKING**

Once the trainer has introduced himself/herself to the class it's imperative that the participants are made comfortable as they are going to embark on a journey of about 3 months each day with each other. So time for an ice breaker....

Ice Breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event.

If an ice breaker session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome.

### **Ice Breaker: 4 Boxes**

**Time Taken :15 minutes .Tools required: A4 size sheets each for every participant.**

**How to run the ice breaker:** Hand over a sheet of paper to each of the candidate and ask them to fold the paper into 4 or they may draw a horizontal and a vertical line to draw 4 boxes. Explain to the participants that each box represents him/her 4 aspects. So you may ask them to think about “What do they excel at?” “What are their ambitions in life?” “What are their hobbies?” “What is their life are happiest/funny moments?” etc. And they need to draw their answers in these 4 boxes. Allow 15 minutes time after briefing them to think and draw.

Then ask each participant to come and show the paper to the class and explain his drawings. Remember the audience may have fun but discourage any disrespectful behaviour to any participant. Please note there is going to be considerable noise during this program, allow them to interact with each other however keeping control on the class as the idea behind the ice breaker is to break the inhibitions and make them comfortable with you and also each other.

The next on agenda is the address by the ALC Head. Introduce the Head and his role in the organisation beforehand. Invite him/her into the class and introduce once again.

Encourage participants to ask questions after the address.

Now you will be required to take them through the brief introduction of the company Access Livelihoods and its Vision and Mission (Some details have been given at the beginning of this manual however you should do your research collecting information from ALC or public domain)

**Expectations Mapping:** This is one of the critical elements that play a vital role in making the program a success. This is an activity that brings out the expectations of the class about the program and also states clearly what ALC plans to achieve during the term of the course.

This activity needs just a white board and some markers. The trainer is required to ask questions like what are your expectations from this program. Why are you here for this Training? What do you think you will achieve by the end of this training?

Please choose randomly to answer these questions and write down the same on the whiteboard. Do not react or respond while this activity is on. Try to cover as much of audience possible. Once this is completed go to the white board and strike off the points that you know this program will not be able to achieve. Make things clear what are things that the participants will achieve and what is it that are not in the purview of the program.

If needed by the participants allow a small break of 15 minutes

On resuming, you need to discuss the role of Odisha Government and the Odisha State Employment Mission who is the sponsorer of this program. Also discuss in detail about the program **Retail Sales Associate – Fashion Design, Career opportunities, Market potential & Challenges associated in this career.**

**Now discuss about the rules and regulation to be followed during the training session such as:**

**Punctuality- Arriving to classes on time each day**

**Minimising absence unless it is an emergency.**

**Taking care of grooming during the training session .(Trainer to give few guidelines on formal & Informal Dressing)**

**No cross talking while sessions are ongoing**

**Maintaining discipline during the classes and premises.**

**All complaints or queries to be brought to the notice of the trainer first**

**Submission of all tasks and assignments given on timely basis**

Trainer needs to encourage the participants to participate in the sessions actively and ask questions whenever there is a doubt.

End the day with a run through of the proceedings of the day and taking a commitment for continued participation throughout the tenure of the program.

## DAY-2 LIFE SKILL TRAINING

DAY WISE SCHEDULE		
DAY-2		
SL NO	TOPIC	TIME IN MINUTES
1	RECAP OF PREVIOUS DAY	30
2	IMPORTANCE OF LIFESKILLS	45
3	ACTIVITY- 1	70
	BREAK	20
4	ACTIVITY-2	70
5	ACTIVITY -3	70
	LUNCH BREAK	60
7	ENGLISH COMMUNICATION	60
6	SUMMARISING	60
		485

We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer "Tomorrow". His name is "Today".

Gabriela Mistral, 1948

Life skills have been defined by WHO as follows:

"The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life"

In short, it empowers young people to take positive actions to protect themselves and to promote health and positive social relationships for successful professional career and wholesome life.

With Life Skills One is able to:

- Explore alternatives,
- Weigh pros and cons, and
- Make rational decisions in solving each problem, or issue as it arises.
- It also entails being able to establish productive interpersonal relationships with others

### The Ten core Life Skills:

#### 1. Self-awareness

Our recognition of ourselves, our character, strengths and weakness, desires and dislikes.

#### 2. Empathy

Ability to imagine what life is like for another person even in a situation that we may not be familiar with. It helps us to understand and accept others and their behavior that may be very different from ourselves.

### **3.Critical thinking**

Analyzing information and experiences in an objective manner.

### **4. Creative thinking**

Generating novel yet appropriate solutions to problems of life, art, science, or any other domain.

### **5.Decision making**

The process of assessing an issue by considering all possible/available options and the effects those different decisions might have on them.

### **6.Problem Solving**

Confronting a problem, formulating choices, selecting among the choices, choosing the most suitable one, following it through in the face of impediments, and repeating the process until an appropriate solution is reached.

### **7&8 .Effective communication & Interpersonal Relationship**

Expressing ourselves appropriately and regulating relationships with others;

### **9&10 Coping with stress & Emotion**

Ability to recognize emotions in others and ourselves, being aware of how emotions influence behavior, and being able to respond to emotions appropriately.

Recognizing the source of stress in our lives, its effect on us and acting in ways that help to control our levels of stress.

### **Activity for Self Awareness**

#### **Purpose of Activity:**

To give the students a chance to recognise their own special qualities and to tell others about these

To hear about their own qualities from others

To recognise and tell others about their qualities

To talk about how they felt when they hear bad things said about them

#### **Important Points:**

This activity can help students begin to think about themselves and how other people see them. In this activity students need to draw symbols. Ask them to draw symbol to show a feeling or idea.

**Materials Required:**

Several small slips of paper per student

A large sheet of paper to make a big poster – one full size flip chart

Shield shapes for each student

Drawing material for all students

Coloured pens or crayons

Pictures cut from news paper and magazines

**Preparation:**

Draw an outline of a person on the big paper

Copy and cut out shield shapes for each student

**Steps:**

In pairs students tell each other about someone they admire and why? What are the qualities that they admire in the person (could be a sportsperson, politician, cinema stars or someone from their school / college etc)

In a circle students now talk about their partners special person along with one reason

Next ask each student to draw symbols for 3 things that they like about themselves (here they may also use pictures cut form newspaper and magazines.

**Stage 2 Steps:**

Ask the students to walk around the room and at a sound (hand clap- to be done by trainer) they tell the student nearest to them one or two things that they admire in them. Do this few times.

Now show the children the outline of the man and ask them to give this man some of their qualities by drawing a symbol or pasting pictures cut form newspaper and magazines. As they do this they say this is a gift. For e.g. they need to say “I am giving you kindness” “I am giving you a smile”

Now sit in circle to discuss the activity..These questions can help you

“ Was it easy to find something good about yourself? About others

“ Which was easier ? Why?

People will sometimes say unpleasant things to you..How does this make you feel? Why do you think they said these things to you?

**Stage 3 :**

Give each student a cut out of the shield .Explain the warriors use the same to protect themselves in the war. They will make a shield to show people who they are and to protect themselves from negative remarks. The shield is divided into 4 parts.

Ask the student to write/ draw or paste pictures on the shield (To simplify you may ask them to draw their favourite shape and colour.

At the end you may ask some monitoring questions like :

Do you have any questions/ comments on this activity

Did you enjoy this activity?

What did you like most/least?

What was the hardest thing about the activity?

What have you learnt from this activities – About yourself /About others

Is there something that you want to do again?

Finally take fingerprints of all students and imprint them on a flipchart and tell them each one of us is unique.

## **ACTIVITY 2- SELF AWARENESS:**

**Purpose of activity :** To develop self awareness of students about their present lives

**Life Skills :** Self Awareness, Creative Thinking & Critical thinking

**Important Points :** Try to ask the students their place on the tree and to find reasons for their choices. If children find this difficult do not worry but note what the students feel or unable to say . The activity can be repeated later once communication skills have improved.

### **Materials Required :**

A copy of the picture of a tree on a large poster for all the children to see.

### **Steps :**

1. Show the students the picture and explain the different stages of life . They are doing different things for different reasons
2. Ask them to think about a well known character in the country, ask them which of the person resembles him/her. They may have different reasons for the placement- that fine..)
3. Show the students the different figures on the tree and ask them where do you feel you are in life now?
4. Ask them to choose one figure that they think that is closest to them and then in pairs they discuss with each other why they feel they are in that stage of life tree.

**Final Discussion: Do you feel like different people on the tree at different times of the day ?were you happy to tell us about your figure? Why/ why not?**

### **ACTIVITY 3- SELF AWARENESS – The Time Line**

**Purpose of Activity :** To help student identify and discuss past events &To help students think about long term goals

**LIFE SKILL : Creative Thinking**

**Important Points :** Girls often have a poor image and see fewer opportunities for themselves& encourage girls to think about positive ambitions again

**Materials :**Card , Flip chart paper and colour pens

#### **STEPS:**

1. Show a poster of a timeline
2. Explain how to use the timeline drawing symbols of your own life. Focus on the period that matches the age range of the students. If the students are unable to put the events in a specific order have them draw the symbols inside a circle shape
3. In pairs students can show their time lines or circles
4. Ask the student to draw or write three future events that they hope will happen ie. Getting a job, getting a house, getting married etc

#### **FINAL DISCUSSIONS:**

**Ask “Were you happy to draw / write your time line? Why why not? How did you feel? Did you find it difficult to remember past / to think about future”**

## DAY-3 LIFE SKILL TRAINING

DAY WISE SCHEDULE		
DAY-3		
SL NO	TOPIC	TIME IN MINUTES
1	RECAP OF PREVIOUS DAY	30
2	ACTIVITY -4	70
3	ACTIVITY- 5	70
	BREAK	20
4	ACTIVITY-6	70
5	ACTIVITY -7	60
	LUNCH BREAK	60
7	ENGLISH COMMUNICATION	60
6	SUMMARISING	60
		500

### Activity 4: What are identity factors?

**Purpose of Activity:** To understand factors that makes up a person's identity

**LIFESKILLS:** Self awareness and creative thinking

#### **Important Points**

The point of this activity is to separate identity and behaviour. Students who regard themselves as bad people may feel that nothing can be done about this. It is important to show them that they are not bad their behaviour may sometimes be bad. They can control and change behaviour

#### **MATERIALS**

**Poster with following sets of identity factor symbols**

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#### **STEPS**

1. In the whole group repeat the sentence I can do it here. For each word hold up the corresponding symbol
2. Divide the students into groups of four and divide each group a complete set of cards with the five identity factor symbols
3. Each student repeats the sentence but putting different stress on the words. The group discusses how this changes the meaning of the sentence

4. Do this again this time one student holds up the relevant identity factor symbol in turn as another one repeated the sentence, the others in the group say which was the identity factor stressed
5. When all the students in the group have done this one student holds up the symbol in turn as the rest of the group repeats the sentence. The person with the symbol stand up when they want group to emphasize one of the symbols
6. Divide the group in to pairs they lay one setup symbol on the floor in the following order.  
Identity believes skills behavior environment
7. The student steps on each identity factor and say something about themselves in relation to this identity factor. Ask student to volunteer to repeat their identity factor to the whole group.

### **FINAL DISCUSSION:**

ASK “ Were their aspects of your identity which you like / did not like why

### **ACTIVITY 5**

**Influences : What is my network of relationships?**

**PURPOSE OF ACTIVITY:** To recognize and explore important relationships

**LIFESKILLS:** Self awareness & Interpersonal relationships

**MATERIALS:** One large outline picture of a ship. Five outline picture of the ship with one of the following headings

- Parents and elders
- Brothers sisters cousins
- Friends
- People in authority (Teachers / police / employers etc)
- Boy or Girlfriend

**Marker Pen**

### **STEPS:**

1. Explain what a relationship is in your own words
2. Ask students to give examples of people with whom they have relationship such as parents/elders, brothers/sisters/and cousins, Friends ,People in Authority and Boyfriends/Girl friends
3. Show the picture of the relationship. Ask for an example of what makes a relationship strong. These things are needed to keep the ship working . Write the example on suitable place on the ship ( hull, engine etc ) Ask for an example of something that they can weaken or damage relationships ( taking something form a person without their knowing )Write it in the water , air ,surrounding the ship ( stormy water, strong winds rocks )
4. Divide students into pairs each pair takes one kind of relationship ( see list above )
5. Page 49

- Using the 5 ships each pair discusses 2 or more things that make the relationship strong. They write these things on the ship. They discuss 2 or more things that could damage the relationship. They draw on write these on the water.
- Hang their relationship posters on the wall. The pairs and groups visit each other's posters and explain their drawings to the others.

### **FINAL DISCUSSION :**

What are the most important relationships? Is this the same for everyone ? Why/Why not ?

What makes relationships good /bad?

Spend some time thinking quietly about a relationship that is good . Then think about a relationship which is not good ? Can you do anything about it ?

Ask students to volunteer to share these ideas with a friend/with the whole group

Did it make you think of your own relationship?

Has it given you ideas about the good and bad relationships that you have?

Has it given you ideas about how to make your relationship better?

### **ACTIVITY 6 : COMMUNICATION : Missing the message**

**Purpose of Activity :** To understand what helps & what stops good communication

**LIFE SKILLS :** Self Awareness , Communication & Critical Thinking

**Important Points :**

In this activity there is lot of talking and discussion, it may be useful to do an active physical game at the end before monitoring questions.

**MATERIALS :**

Blank paper for each group and pencils for each group

**STEPS :**

- Divide students into groups of 5 , Explain that you want each group to draw a picture but that you will secretly tell one member of the team what you want to be drawn. This student secretly tells the next person and repeated till the last person in the group receives the message, she/he then draws a picture. The first team to draw the picture correctly wins.
- Give each group a paper and pencil
- Call forward one student from each group .Tell this once only .....
- Your last group member should draw a round table . In the middle of the table there is a plate of biscuits. To the left of the plate there is a spoon and to the right there is a cup without saucer. Under the table there is a cat with a kitten.
- Show the drawings. They may be very different from your explanation!

6. Discuss what went wrong with the communication

- Did not listen carefully
- Did not remember
- Explanation was too quick
- Too many details etc

7. Explain the basic steps of communication

- Sender : Creates and send s the message
- Receiver : Responds to the message
- Message: the information that the sender wants to communicate to someone. The message can be understood in the same way or differently by the sender and the receiver.
- Feedback: How the receiver shows s/he has received the message for e.g.: by repeating it or by asking a question...Read the example of communication below :

Ali says to Hussain: I am not going to school anymore. . I don't why I should be hungry just because of going to school I am going to hometown to find a way of making money”

8. Ask the following questions

- Who is the sender ?(Ali)
- Who is the receiver ?( Hussain)
- What is the message Ali is sending Hussain. Here are some idea :
- I want to search for a job and earn money
- I am tired of going hungry everyday
- It is not worth going hungry just to get an education

9. Explain that the messages not just what a person says but the meaning behind the words .Look at the situation between Ali and Hussain again. How a=should Hussain reply?

- He could ask a question for e.g.: Why do you want to get a job when you are so hungry
- He could tell Ali he does not understand then Ali will have to explain more
- He can advice Ali not to leave school

Any of these will make Ali say more.

10. Explain that bad communication can be because :

The sender does not sent a clear message , the words may not be clear or there is conflict between the words and the way the sender speaks them or behaves while speaking them

The receiver does not listen to the message or understand it

The receiver does not make sure s/he has understood the message by giving feedback to the sender

The sender does not acknowledge or respond to the feedback

## FINAL DISCUSSION

What do you think about the communication model? What went wrong in the communication in the game? In the game the message being sent was too long for the receiver , the receiver may not have listed well and there was no chance for any feedback

What are the consequences of breakdown in communication? Conflicts, Fights and wars are often the result of poor communication and misunderstanding.

Have you ever had difficulty sending a message what happened

Why is it sometimes difficult to express what we want to say

Has this activity helped you understand why?

### **ACTIVITY 7 : COMMUNICATION: Body Language**

#### **Purpose of Activity:**

To understand how we send messages without using words

To understand the importance of body language

To use body language more effectively

#### **LIFE SKILLS :Communication, Self awareness, Critical thinking**

#### **MATERIALS: Pieces of paper/ card**

#### **STEPS**

1. Divide students into pairs
2. Each pair should think of a discussion that one of them has had with someone else which became an argument or a conflict.
3. The students then act out the argument using bodies and faces only, they must not speak (this is called mime)After a few minutes of practising the mime choose 2 pairs whose scenes looks the clearest , ask the first pair to act their scene ask the group what they think is happening point out how it is often easy to know more or less what is going on from our body movement and facial expressions
4. Repeat the exercise with the 2<sup>nd</sup> pair.

Brainstorm the different parts of the body we can use to communicate with( Eyes, Arms , Mouth , Whole body , Fingers , Legs , Shoulders etc) And the emotions we can communicate through our bodies (pleasure, anger, weakness, disappointment etc)Write or draw symbols for emotions on paper /card

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Give each student a paper showing one of the emotions (You can also do this in pairs) Ask them to model the emotions with their body. Go through the group guessing what the emotion each student or pair is modelling.

#### **FINAL DISCUSSION:**

Which is more effective? In sending a message, body language or words? Why?

What are some body language messages that are particularly positive? Negative?

## DAY-4 LIFE SKILL TRAINING

DAY WISE SCHEDULE		
DAY-4		
SL NO	TOPIC	TIME IN MINUTES
1	RECAP OF PREVIOUS DAY	30
2	ACTIVITY -8	70
3	ACTIVITY- 9	70
	BREAK	20
4	ACTIVITY-10	70
5	ACTIVITY -11	60
	LUNCH BREAK	60
7	ENGLISH COMMUNICATION	60
6	SUMMARISING	60
		500

### **ACTIVITY 8 : COMMUNICATION –Mime the Lie**

#### **Purpose Of The Activity**

- To show how people can give confusing messages because their actions send a different message to their words.
- To notice how body language can be misinterpreted
- To practice effective body language from others

**Life Skills:** Communication, Interpersonal Relationship, Self Awareness& Critical Thinking

**Important Points:** The first game is a funny way to show how actions have more effect than words and can be used as a warm up. Stress that even actions often DO show real feelings this is not always true. Actions can also be misunderstood.

**Materials :** None

#### **Steps :**

1. Ask the students to stand in a circle ‘
2. Go into the middle and mime an action , such as brushing teeth
3. Ask one of the students to ask you what you are doing. Reply by saying something else like I am digging a hole
4. Now ask the person who asked you the question to do the action you said you were doing (digging a hole ?)and ask another person to ask that person what s/he is doing, again a wrong reply is given ( dancing )
5. Continue to give as many students a possible chance but stop before others lose interest
6. Brainstorm situations where body language is confusing or goes against the words being said for eg: a girl refusing to walk down the street but her expression suggests she wants to OR a person saying he is interested while he is yawning.

7. Brainstorm situations where the body language of a person is threatening or inappropriate. Discuss how to react to these situations.
8. Divide class into groups . Give each group one situation to act out in mime. The groups can add an ending.

### **Final Discussion :**

How did the people in role plays react and why did they react like that? Why do some people give the wrong signals? ( They are not always aware of their body language, they are not confident , they are confused)

### **ACTIVITY 9 : COMMUNICATION – Listening Well**

#### **Purpose Of Activity : To develop skills to listen well**

**Life Skills :** Communication & Interpersonal relationship , Self Awareness and critical thinking

#### **Materials : Two sets of instruction cards**

#### **Steps :**

1. Divide the students into groups of 3 by counting 1,2 and 3 round the group.
2. Explain that the 1s are the speakers, the 2s are the listeners and the 3s are the observers
3. The speakers should prepare to talk for 3 minutes about anything that interests them or that they can speak easily about, for eg : a sport, a hobby etc
4. Give each listener a different card with one instruction on it ( see examples below )
  - Interrupt the speaker
  - Try to stop the speaker and tell your own story
  - Lean over and start whispering to the observer
  - Laugh for no reason
  - Examine the content of your pocket
  - Make a comment on what the speaker was speaking like that was stupid, you really did that?
  - Change the subject to something unrelated to what the speaker was talking about
  - Look bored, yawn and look around the room
5. The speaker starts speaking and the listener listens well for a short time
6. After 3 minutes ask the students to change their positions. The observers become listeners, the listeners become speakers and the speakers become the observers.
7. Give the listeners a new type of instruction such as follows :
  - Show interest in the speaker by making sounds like uh, uhha, hmmm etc , nod your head
  - Look at the speaker and make eye contact.
  - Lean forward to listen better
  - Ask questions to clarify what the speaker was saying
  - Compliment the speaker on what s/he is saying'
8. Ask observers of the second round what they noticed and how the speakers felt

### **FINAL DISCUSSION :**

How do you feel when you tell something and they don't listen?

Have you ever had a misunderstanding because you were not listening? Someone wants to talk to you about something serious and you are not in a mood? What can you do?

### **ACTIVITY 10 : COMMUNICATION – How assertive are you?**

**Purpose Of Activity :** To find out how assertive are you ?

**Life Skills :** Communication, Interpersonal relationship, Self Awareness & Critical Thinking

**Important Points :** Assertiveness is about defending your right to what you want or need. Assertiveness requires 2 basic ways of communicating.

Asking for what you want

Refusing what you do not want

How to be assertive?

- State clearly what you want and need
- Defend your right to have what you want or need
- Say what you feel or think
- Refuse to do what is not in your best interest
- Respect other people and never threaten, punish or humiliate

Many people find it to be difficult to be assertive because they don't like conflict. They prefer to keep quiet and hope the conflict will go away. The problem is that the conflict does not go away.

It is also difficult to be assertive in some situations for eg young people talk to older people.

Materials :

Signs – M : Most Of the time, S: Some of the time, A Almost never

Poster of a score card : 0-5 You need to practice hard. 6-10 – You are doing OK, 11-15- You are doing very well, Keep it up..

Paper and pencil for each student

#### **Steps : ( Put the signs on the wall before starting the activity)**

1. Explain that assertiveness is a way of being strong for yourself. It is the best way of communicating in many situations. This game will help the student find out how assertive they are
2. Give each student a paper and a pencil.
3. Go through the instructions for the activity:

I will read 15 statements. As I read each one, think how often that statement is true for you. There are 3 signs along the wall marked with M: Most of the time, S: Some of the time and A: Almost never

When I read a statement move to the sign that indicates how often that statement is true for you. Take your pen and paper, for each statement note on the paper where you are standing . Wrote M for most of the time, S for some of the time and A for almost never.

4. Practice this once and then do the quiz

### **QUIZ**

**If I disagree with a friend , I say so, even it means s/he might not like me**

**I ask for help when I am hurt or confused**

**I do what I think is right, even if I know it may make me unpopular**

**I let people know when they disappoint me**

**If a friend borrows money and is late paying it back , I remind him or her**

**I say no when classmates want to copy my homework or test answers**

**If a friend is talking or making noise in class I ask him or her to be quite**

**If I have a friend who is always late , I tell him or her how I feel about it.**

**I ask my friends for a favour when I need it**

**When someone ask me to do something that goes against my values, I refuse**

**I express my views on important things, even if others disagree**

**I don't do dangerous things with my friends**

**When I don't understand what someone id telling me, I ask questions**

**When it is clear that a point needs to be made and no one is making, I say so**

**When people hurt my feelings, I let them know how I feel**

5. Repeat this process for all 15 statements
6. Ask students to add up the numbers of Ms in their paper
7. Show them the assertiveness scorecard you have made , Go over the numbers on the score card and explain what they mean. Make the following points

Many people achieve only fairly low scores on this survey

Peopel with scores with more than 7 should be glad they have learnt how to speak up for what they can't and say no to things they don't want.

Boys generally score higher than girls in these surveys

People are more likely to treat others with respect when they treat themselves with respect

People with scores below 6 can easily improve their score by practicing assertive behavior.

### **Final Discussion :**

What makes it difficult to be assertive (the other person is more powerful or stronger for eg parent, a n adult? The person is someone who you want to please) can you think of a situation in which you would like to be more assertive?

Do you know someone in real life who is particularly good at being assertive and standing up for his/her rights? What about on radio/TV. Describe the person and the behavior

Can you describe a situation when you were assertive? What happened?

Can you suggest how to be assertive without being aggressive?

Do you have a friend who needs to learn to be more assertive? Explain ..How can you help?

### **ACTIVITY 11: COMMUNICATION – Negotiating**

**Purpose Of Activity :** To identify negotiating skills and methods to bring about a change

**Life Skills :** Communication & Interpersonal Skills , Self Awareness and Critical Thinking

**Important Points :** Negotiation are more difficult when you are talking with someone with more power . They can use that power to threaten or silence you or ignore you. It can be useful to look for go betweens who have similar power.

**Materials :** A chart showing symbols for the 6 steps in negotiation

PIC

#### **Steps :**

1. Explain that negotiation involves putting yourself in the place of the other person and understanding their point of view . This is good for several reasons
  - **It means you appreciate and respect the other persons point of view . This reduces the risk that you will say something that causes conflict or hurt**
  - **If you recognise the other persons point of view they will become more willing to recognize yours**
  - **Good negotiation should result in both people gaining something**
2. Explain that there are 6 steps of negotiating
  - **Say what you feel using I statements**
  - **Listen to what the other person is saying and find out what they need / want**
  - **Tell the person what you understood , so you are sure you understood it**
  - **Together think of as many ideas possible that may bring a solution to the problem**
  - **Agree on a solution**
  - **Try it, if it doesn't work start again**
  - Remember that sometimes you have to compromise
3. Divide students into pairs and ask them to practice negotiating using one of the following situation( You may use your own ideas as well)
  - Your friend plays music loudly when you are trying to do your homework, He says it helps him concentrate
  - Your father wants you to stop studying and start working
  - You joined a job where you were promised a salary but you are getting less than promised
4. After the pairs have practiced they demonstrate their role plays. Encourage the group to make recommendations, Encourage students to be realistic.

### **Final Discussion :**

How easy was it to negotiate in these situation? How do the negotiations change when you are negotiating with someone with authority? Or with a group of people.

Does negotiating always work? If they don't what else can you do?

### **DAY -5**

DAY WISE SCHEDULE		
DAY-5		
SL NO	TOPIC	TIME IN MINUTES
1	RECAP OF PREVIOUS DAY	30
2	ACTIVITY -12	70
3	ACTIVITY- 13	70
	BREAK	20
4	ACTIVITY-14	70
5	ACTIVITY -15	60
	LUNCH BREAK	60
7	ENGLISH COMMUNICATION	60
6	SUMMARISING	60
		500

### **Activity -12**

#### **Decision Making: the three Cs in decision making**

**Purpose of activity:** To learn skills to help make thoughtful decisions

**Like Skills:** Decision-making, critical thinking, creative thinking, Problem solving

**Important points** Read through this activity carefully and work out your own decision-making example. It should be something important and relevant to the student in that group. It is best if the students can see how the example can help them with real decision-making.

#### **Tip**

If you work in another language you can find three words for the three C's which also begin with a similar letter. For example in Spanish, Juconi in Mexixo used three D's : Desafio, Diyuntiva and Desenlace instead of the English 3 C's (Challenges, choices and consequences).

Materials:

- Poster showing The three C's in decision-making

The 3 Cs in decision Making

1. Challenge (or decision you are facing)

## 2. Choices

Choice 1

Choice 2

Choice 3

And so on

## 3. Consequences (of each choice positive and negative)

- Poster with the join the dots brainteaser
- Blank page for drawing outline of student
- Marker pens or crayons
- Pencils and blank sheets of paper

### Steps:

1. Give each student blank pieces of paper
2. Draw the Nine dots on the large pieces of paper and ask the students to copy the pattern. Tell them that they have to join all the dots using only four straight lines
3. After 5 minutes or so, give them the answer.

### Join the dots answer

4. Ask what we can learn from this brainteaser. (To solve a problem you may have to go outside the most obvious answers)
5. Talk about how we make decision:
  - Suddenly
  - Putting off the decision until something else makes the decision for you not deciding at all
  - Letting other make the decision
  - Looking at choices and then deciding
6. Explain that his session focuses on looking at choices and then deciding. Draw an outline of a student on a poster. Ask them what decisions this student may be facing, for example, should I join an after-school club?
7. Point to the first C word, challenge, and explain that this is the first 'C'
8. Point to the word Choices on the poster say that this is the second 'C'. Ask students to think about the different choices that a student making this decision has.

**In this example:**

Choice 1: To talk to other student who go to this club to find out more

Choice 2: To find another club

Choice 3: To carry on without going to a club

**(There should be at least three choices)**

9. Point to the word Consequences and explain that this is the third C. Ask the student to think of good and bad consequences of each choice.

**Choice 1:** To talk to other students who go to the club

The student may tell you useful information and encourage you to join them

But

You may not feel the same way as they do about the club

**Choice 2:** To find another club

This may be a better club with more opportunities for you

BUT

You have not tried it so you don't know if this one will help you. You may get frustrated

**Choice 3:** To carry on without going to a club

You will not be taking any risk

BUT

You will not taking the opportunities to make life any better.

10. Ask everyone to give other examples of challengers from their lives. Choose one and practice the three Cs.
11. Ask everyone to agree or take a vote to find the most popular choice
12. Explain that in life, you have to face your own challenges and make your own decisions but you can ask for other ideas before making a decision.
13. Summaries the tree steps of three C's good decision-making.

**Final discussion.**

Has anyone made a decision that did not turn out well?

Would the 3 C's steps have helped? How?

If you have time, it may be useful to finish this session with a game such as the Fishbowl game or team drawing (see the games section at the back)

Follow up

Follow this activity with further sessions in which the group works together to 'practice' the 3 Cs decision-making process.

### Activity 13

**Behaviour that hurts:** What makes me angry?

**Purpose of activity:** To help student understand how anger begins.

**Life skills:** Self-awareness, critical thinking, creative thinking, coping with stress and emotion, communication and inter personal relationships.

**Important points:** What makes people angry differs from person to person. People need to understand what makes them angry and can learn to control their anger.

### Materials

- Large sheets of paper
- Marker pens or crayons

### Steps:

1. Divide group into groups of five or six.
2. Ask each group to sit in a circle. Begin the activity by saying the phrase.....'Mr Nje gets angry when someone calls him stupid names'. Ask one student in the circle to repeat this phrase and add another reason why Mr Nje asks angry. The next student in the circle repeats these two and adds another and so on until all the students in the circle have add a reason. (This is an adaption of a memory game!).

Other 'anger' ideas are:

- When someone shouts at him
  - When someone steals something from him
  - When people ignore him
  - When someone pushes into him on the
  - When he is hungry and has no money for food
3. Ask student to think back to the last time they got angry. In pairs, ask them to describe this to a friend without saying names and without saying what happened when they got angry, like this:  
I got angry yesterday when someone pointed at me and laughed at my clothes.
  4. Ask each student to describe their partner's reason for getting angry. Write these on a flip chart, if an ideas is repeated, do not write it twice but put tick next to the first reason.

5. Ask student to think of the two reasons that mad them the angriest. Each student comes up to the list and (with the help of educator if necessary), places a tick beside each of their two top reasons.

What makes me angry?

Examples from a group of students in Delhi.....

When my mum hits me

When I don't have time to play, as I have to spend all my time working

When I have too much work

When someone beats you

When someone harasses us while we are working

When someone teases you or uses bad language

When I don't want to work but I have too

When someone steal the materials we have collected for selling

**Final discussion:**

Is there anyone that does not ask angry? Can you solve problems well when you are angry? What is good about being angry? What is bad about it?

**Activity 14- Behaviour that Hurts: what happens to us when we get angry?**

**Purpose of activity:** To become aware of our physical reactions when we get angry and how anger might be controlled.

**Life Skills:** problem-solving, creative thinking

Important point: Do activity 39: What makes me get angry? Before this activity.

**Materials**

None

**Steps:**

1. In pairs, students select one idea from the list they made in Activity 43: What makes me get angry? In pairs, students act out one of these situations.
2. In the whole group, ask the students to say what happens to their bodies when they get angry (These responses are different for everybody and in different situations).
  - Shouting
  - Head pulses

- Stomach aches
- Clenching the fists
- Frown
- Face turns red
- Crying
- Feeling scared

3. In the whole group ask student to say what people might do when they angry

- Hit someone
- Throw something
- Shout sounds
- Shout insults (which they may later regret)

4. In pairs, the students make two short role plays from one of the situations identified in the previous roleplay. In the first role-play, shows how things quickly go from bad to worse when someone asks angry. They second shows how the person controlled their anger

For example by:

- Walking away
- Reasoning
- Ignoring
- Getting someone else to help

5. The pairs perform their plays. After each, the whole group can comment on how the anger was controlled.

**Final discussion:**

In an argument, is one person always more to blame than the other? Can you do something about your anger in the same way each time?

**Activity 15:-** Behaviour which hurts: helping to resolve a conflict

**Purpose of activity:** To explore how to help as a go-between in a conflict.

**Life skills:** problem-solving, creative thinking, empathy

## Materials

None

## Steps

1. Remind the students of the discussions they have had in earlier activities.

Explain that sometimes it is hard to sort out conflict or arguments, for example when

- All people in the argument think they are right and will not back down
- If one side is not telling the truth
- If one or other or both are VERY angry

When this is the case, someone may be needed to act as a go-between: this is someone who negotiates between people in an argument.

2. Ask students to give example of when this has happened. Discuss who helped and how teachers? Friends? Relatives?
3. Divide students into groups of three or four and ask them to do a role-play either around a situation know to them. In this role-play, the problem is not resolved so another person is called in to help. The groups have to decide who this person is.
4. Students perform the role plays and after each, the whole group comments on how this extra person helped solve the argument (for example by claiming everyone down, by suggesting a compromise or an alternative that no one had thought of.)

## Final discussion:

How can a go-between help sort out an argument. Is I good to be a go-between?

Why/why not? Have you ever been a go-between?