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# W O M E N

## IN FACTORIES

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### Advanced Training Curriculum

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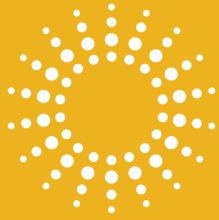
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## ABOUT THE CURRICULUM

The Advanced Training Curriculum – comprising Trainers' Guidelines and Module Learning Plans – has been developed for the Women in Factories Training Program by BSR, and funded by the Walmart Foundation.

In developing this Advanced Training Curriculum, BSR has utilized and contextualized our own materials, as well as publicly-available curricula from a variety of resources, including Promundo, and, of course, our partners in this initiative.

BSR would like to thank the Walmart Foundation for its initiative to improve the lives of women working in factories around the world and all stakeholders who greatly supported the smooth implementation of the program in China. They include, but are not limited to, the Walmart Responsible Sourcing team in Shenzhen, BSR member companies, and their suppliers. .

BSR is indebted to CARE, SWASTI and World Vision for their insights and collaborative spirit. Significant training content has been granted by CARE for the Women in Factories program.

## ABOUT BSR

BSR is a global nonprofit organization that works with its network of more than 250 member companies to build a just and sustainable world. From its offices in Asia, Europe, and North America, BSR develops sustainable business strategies and solutions through consulting, research, and cross-sector collaboration.

Visit [www.bsr.org](http://www.bsr.org) for more information.





## ABOUT WOMEN IN FACTORIES

In 2011, Walmart launched the Women in Factories Training Program, a five-year initiative that will empower 60,000 women working in factories that supply products to Walmart and other retailers in India, Bangladesh, China and Central America. The program, which is being implemented in collaboration with NGOs, teaches critical life skills related to communication, hygiene, reproductive health, occupational health and safety, identifying personal strengths and incorporating gender sensitivity into the design. 8,000 women will also receive leadership training to develop the work and life skills necessary for personal and career development.

The program is being rolled out to 150 factories in India, Bangladesh, China and Central America. It launched in 45 factories in China from 2014 to 2016. The program was designed and is being implemented in collaboration with CARE in Bangladesh, SWASTI in India, World Vision in Central America, and BSR in China. The program impact evaluation is being implemented in India, Bangladesh and Central America by Tufts University and in China by BSR.



## Women in Factories in China

The Women in Factories China program seeks to empower women and the factories where they work as agents of sustainable change. Through a practical, experience-based education program, BSR and partners create opportunities for women's empowerment in the factory workplace. Commencing in late 2013 and spanning over three years, BSR engages with 45 factories across all industries in China to provide training to women workers. Based on workers' and factory managers' training needs, BSR integrates work and life skills training into factories' existing new hire orientation programs, and provides advanced training to women identified as potential leaders.

The training program consists of two phases, the Foundational Training and the Advanced Training. From 2014 to 2016, 45 factories in China joined the program, among which over 28,000 women workers have received foundational work and life skills training, while 4,500 women workers will complete deep, advanced work and life skills training. Such results have been enabled by the support from these participating brands: Adidas, Avery Dennison, Boden, Brooks Sports, Dell, HP, Jabil Circuits, PVH, Samsung, Starbucks, Twinings and Walmart.



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# ADVANCED CURRICULUM

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“ There is a noticeable difference between workers who attended WiF and those who did not. WiF-trained workers are more confident, have more hope for their work and life, are more passionate about work, are more efficient, and have better relationships with others. They are also more logical in handling the difficulties encountered in life and in work.”

- - - Zeng Deshou, HR Training Supervisor, Hayco Industry

# MODULE 1:

## ABOUT WOMEN IN FACTORIES

### Introduction

Duration: 2 hours

This module provides an overview of what participants will learn throughout the entire training curriculum. In addition, participants will begin to visualize the qualities they would like to develop in order to be successful. It is important to establish a positive, supportive and collaborative tone with this session.

**Source:**

This module was adopted from “Module 1- Introduction and Overview, Women in Factories Training, Advanced Training Trainer’s Guide and Module Learning” by CARE.

# Welcome and Introduction

## **Purpose:**

to welcome participants to the Advanced Training and introduce yourself.

## **Materials required:**

none

## **Recommended time:**

30 minutes

## **Planning notes:**

1. It is important to establish a positive, supportive and collaborative tone with this session. Participants will be grateful for your support of their professional and personal development. Think of ways that you can encourage participants throughout the training, both verbally (words of encouragement and praise, for example) and in action (fostering a workplace environment that allows women to be successful, for example). Emphasize the importance of attending all of the training sessions.
2. Throughout the training, participants will be learning information and skills that they can share with others. Sharing with and teaching others is a form of leadership.
3. Participants who have not completed much schooling or who have limited literacy may have a preconception that a training such as this would be too difficult, or that they are not smart enough, or that they will not enjoy it.
4. Assure participants that this training will be quite different from their experiences at school. This training builds on their personal knowledge and experiences. This training will help them learn by analyzing and doing, rather than simply transferring information.

## **Procedure:**

1. Give a brief presentation that explains the following:
  - The objectives of the Advanced Training
  - What participants will learn in the Advanced Training
  - The participatory nature of this training
  - How the Advanced Training builds on the Foundational Training.
  - Several months may have passed since the Foundational Training. Ask participants to recall what they learned in the Foundational Training.
2. Turn the floor over to a representative from factory management. The manager should express his or her support of the training and of the participants, urge them to attend all sessions and summarize the management's expectations of this training. What outcomes do they expect from the training? For the participants? For the factory? Why were participants chosen for this training?



# Baseline

## **Purpose:**

to invite participants to complete a self-assessment to gauge their level of knowledge and skills related to the contents in Advanced Training.

## **Materials required:**

pens, assessment questionnaires

## **Recommended time:**

75 minutes

## **Planning notes:**

The facilitator can read out the questions to participants that cannot read well. But do not provide any contextual explanation to lead participants to answer.

## **Procedure:**

1. Explain to participants that they are invited to complete a self-assessment to gauge their level of knowledge and skills related to the contents in Advanced Training.
2. Remind the participants that they should complete the questionnaire on their own, without consulting with each other.

# Goals Setting

## **Purpose:**

to learn about a framework and tools for goal-setting.

## **Materials required:**

pens, goal setting forms

## **Recommended time:**

75 minutes

## **Planning notes:**

1. Remember that some participants may have limited reading and writing skills. If someone is struggling to write, ask them to draw a picture, or help them express their ideas in just a few words.
2. Encourage participants to set personal goals for themselves in this exercise. Some women will think of their families and/or children first, before considering their own needs and desires.
3. Some participants may include events on their timeline that bring up strong or painful emotions. Be respectful of peoples' privacy, and respect their wishes if they do not want to share certain details with others.
4. Be supportive of participants' professional goals. Motivated, successful workers will only help your business. At the same time, be honest (yet tactful) about how achievable participants' goals are. Help them to understand what you will expect of them if they are to meet their goals. Help them to identify short-term goals that will help them to reach their long-term goals.

## **Procedure:**

1. Explain the goal setting form to the participants.
2. Ask participants to review how to create SMART goals. Provide an example to illustrate if necessary (refer to Set a SMART Goal, 3-2 Career Development, Foundational Training Curriculum).
3. Ask the participants to fill out the form with their own goal.
4. 30 minutes later, invite two to three volunteers that have created concrete goals to share with the class.
5. Combine the volunteers' sharing to further emphasize how to set concrete goals using the SMART elements.
6. Remind participants to work on their goals. They will talk about their goals in a speech contest at the end of the next training module: Public Speaking.



# GOAL SETTING FORM

Q1 : Write down one problem /difficulty that you'd like to resolve the most.

Q2 : Which training topic in Advanced Training can help you resolve the problem /difficulty ?

Q3 : What is your goal in learning the topic ?

Q4 : What do you need to do to reach your goal ?

## Table 1.1.1 Advanced Training Modules

Module 2 :  
My Confidence

1. Public Speaking
2. Gender Equality
3. Emotional Management
4. Continuous Improvement

Module 3 :  
My Life

1. Health and Exercise
2. Female Reproductive Health
3. Parenting
4. Financial Planning

Module 4 :  
My Skills

1. Becoming a Line Manager
2. Building a Team
3. Managing the New - Generation Workers
4. Mock Production Workshop



"I used to stutter when I was invited to introduce myself. But after receiving training on public speaking, I have become more confident in myself and I feel at ease speaking to anyone now."

--- Zhang Dieying, Line Worker, Jiangsu Tianyuan

# MODULE 2:

## MY CONFIDENCE



### 2-1 Public Speaking

#### Duration: 3 hours

This session aims to enhance participants' public speaking skills, so they are confident to share their thoughts throughout the Advanced Training. It consists of a variety of exercises in which participants are expected to speak in front of the class.

# Welcome and Introduction

## **Purpose:**

to welcome participants to the training and introduce what participants can expect during this public speaking session.

## **Materials required:**

none

## **Recommended time:**

10 minutes

## **Procedure:**

1. Begin with the question “How often do you speak in front of others?” The audience may answer they seldom speak publicly because they may have the notion that public speaking means a formal speech on the stage.
2. Then the facilitator will point out that in fact every one does all kinds of public speaking on a daily basis, whether it’s work discussions with colleagues, talking with friends or teaching their children.
3. Tell the participants that they will learn and practice some public speaking skills in this session.



# Elements of a Good Speech

## Purpose:

to talk about elements that make a good speech.

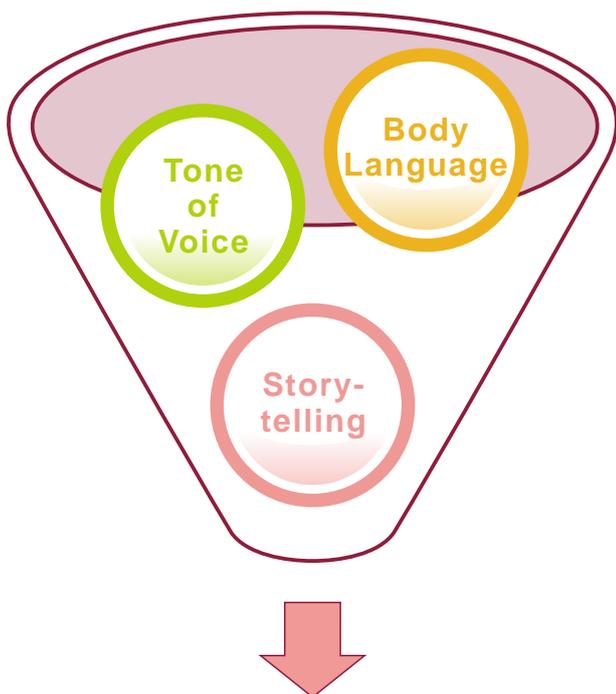
## Materials required:

none

## Recommended time:

30 minutes

## Elements of a Good Speech



**Show Passion!**  
With passion,  
anything is possible!

## Procedure:

1. Raise the question, "When you and a friend are discussing somebody that you both know, how would you describe this person?"
2. Further the question by asking:
  - Will you talk in a flat tone or with fluctuation when you discuss somebody?
  - Will you act non-chalant or use body language?
  - Will you discuss them with full details or just keep saying that this person is really nice with no concrete examples?
  - Why do you and your friend become so lively when you are discussing somebody that you both know?
3. Point out that tone of voice, body language, storytelling and passion are key elements in making a lively speech.



# Storytelling

## Purpose:

to talk about how to make one's speech lively with details.

## Materials required:

none

## Recommended time:

30 minutes

## Procedure:

1. The facilitator will invite two to three participants to introduce themselves. Through this exercise, the facilitator will point out that when making self-introduction, one can use techniques to make one's name more memorable and one can also talk about places that one is associated with to give others more context.
2. Then the facilitator will invite two to three participants to talk about their leisure activities. The facilitator will conclude by pointing out things one can include when talking about their daily activities.

### Exercise 1: Self-Introduction

Make Your Name More Memorable

Character Stroke

Same Name as a Celebrity

Sounds like

Place

Hometown

Department

Production Line

### Exercise 2: What do you like to do in your free time?



# Tone of Voice

## Purpose:

to talk about how to convey key information through adjusting the tone of voice in the right places.

## Materials required:

none

## Recommended time:

30 minutes

## Procedure:

1. Ask two to three participants to say the sentence "I'm saying I really liked how your mother-in-law brought 2 kg of duck necks and 1 kg of duck tongues from that deli place around the corner on the 2nd floor of the market." (This sentence makes more sense in the Chinese context.)
2. The point of the sentence is for the students to practice where to place the stress and emphasis when they are saying a long sentence. Then the facilitator will talk about techniques in controlling volume, stress and pause to make a speech more lively.
3. The facilitator will play a video featuring Ma Yun giving a public speech as an example in controlling volume, stress and pause.  
Video link:  
[http://v.youku.com/v\\_show/id\\_XNDA0OTI2Nzky.html](http://v.youku.com/v_show/id_XNDA0OTI2Nzky.html)

## Volume

- Loud Voice    High Voice

## Stress

- Stress the main point.

## Pause

- After saying a long phrase, add a pause.

# Nonverbal Communication

## Purpose:

to talk about techniques in maintaining proper facial expressions and body language.

## Materials required:

none

## Recommended time:

30 minutes

## Procedure:

1. Begin by asking the participants to come up with things to be aware of associated with facial expressions and body language during a speech.
2. Play the Ma Yun video again with sound muted so the participants can see how Ma Yun uses his facial expressions and body languages to convert his ideas.  
Video link:  
[http://v.youku.com/v\\_show/id\\_XNDA0OTI2Nzky.html](http://v.youku.com/v_show/id_XNDA0OTI2Nzky.html).
3. Summarize the participants' feedback with tips below.

## Facial Expressions

- Keep a relaxed smile.
- When looking around the room, you can keep your gaze on a person's face for three to six seconds.
- Avoid a wandering or unfocused gaze.
- Do not stare at the projection slides.
- Do not sigh.
- Do not stick your tongue out.

## Body Language

- Keep your upper body still.
- Your hands can be used to gesture, but do not overdo it.





## Speech Contest

### **Purpose:**

to ask the participants to practice the techniques of public speech through talking about how the foundational training has helped them and their expectation Advanced Training.

### **Materials required:**

none

### **Recommended time:**

50 minutes

### **Procedure:**

1. Divide the participants into groups based on their goals. Group members will help each other to further develop their goals using the SMART elements.
2. Ten minutes later, each group selects a representative to talk about her goal in the speech contest.
3. Each group scores other groups' contestants' performance at a scale of 0 to 5 against the criteria talked about in this module. The group whose contestant receives the highest score wins.



"The training has taught me that beauty goes beyond appearance. As a woman, I should constantly foster my confidence through continued learning."

--- Wang Guoyu, Line Worker, Dongguan Kenxing Plastic & Metal Products Co., Ltd.

# MODULE 2:

## MY CONFIDENCE



### 2-2 Gender Equality Duration: 6 hours

This session aims to reflect on how gender norms influence the lives and relationships of women and men, to increase awareness about the existence and impact of power in relationships, and to consider how we communicate and demonstrate power in relationships.

# Welcome and Introduction

## **Purpose:**

to welcome participants to the training and introduce what participants can expect during this session.

## **Materials required:**

none

## **Recommended time:**

5 minutes

## **Procedure:**

Tell the participants that they will reflect on their perspectives on gender norms through four exercises: Value Clarification, Story of Two Frogs, In Our Own Eyes and Persons and Things.



# State Your Opinions

**Purpose:**

to trigger participants' critical thinking on gender stereotypes.

**Materials required:**

none

**Recommended time:**

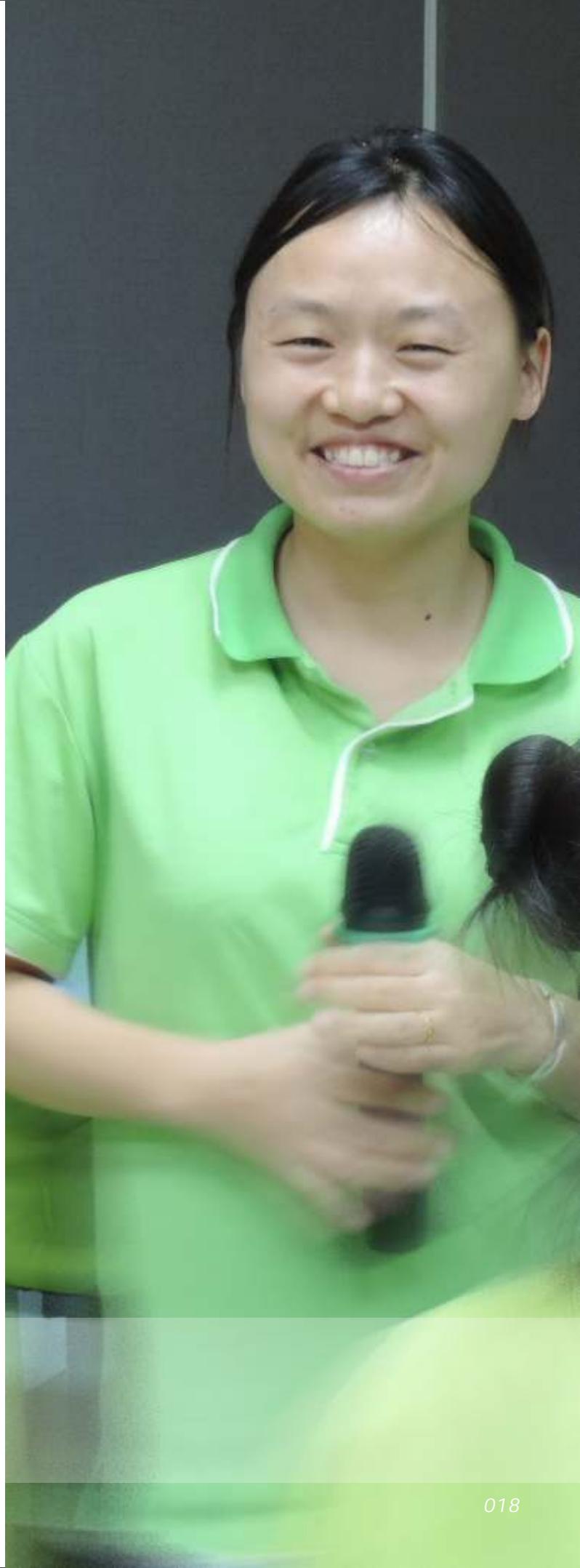
80 minutes

**Planning notes:**

1. This exercise challenges people to articulate and examine their values and attitudes toward certain issues related to gender and power. Often we are unaware of our own biases. Sometimes our beliefs have a rationale; other times, they are a product of our surroundings and may persist until we question them and begin to imagine an alternate reality. For example, if one grows up in a culture where violence against women is considered normal, one may never think to even question this practice.
2. Furthermore, this exercise exposes participants to people with differing opinions. It demonstrates that people have a broad range of opinions and experiences that we may not always agree with. As we have seen in previous exercises, sometimes our society or our culture expects us to act in a certain way. Nevertheless, within societies and cultures, there can still be a broad range of opinions and beliefs. Even if people ascribe to similar cultural norms, they may have very different personal opinions.
3. This exercise may inspire strong emotional reactions among participants. Remind participants that everyone is entitled to her own opinion. This is not the forum to engage in a debate, or to try to convince others that they are wrong.

## Procedure:

1. Find a space where participants can easily move around. Designate one side of the room as 'Agree,' and the opposite side as 'Disagree,' and a place in the middle as 'Don't know.'
2. Read one of the Values Clarification statements below aloud. Ask participants to respond by moving closest to the sign that corresponds with their opinion. Participants should choose where they stand based on how strongly they agree or disagree with the statement.
3. The Values Clarification statements listed below are examples. Choose some or all of them, depending on how much time is available. Also, create others that are relevant in your context.
4. Move through the statements slowly. After each statement, facilitate a discussion about why people chose the response that they did. Use questioning to dig deeper into the underlying issues. Allow some time for debate between people of differing viewpoints. After a short debate, ask people if they would like to change their position.
5. It is important to maintain a non-judgmental, "safe" atmosphere during this exercise. Allow each person to express his or her thoughts without making a judgment about who is right or wrong. These are complicated, emotional issues, and some participants may react strongly. Remember that everyone brings his or her own personal perspective to this exercise. Encourage participants to be open and respectful to other points of view. It is okay to "agree to disagree."



## Sample Values

### Clarification statements:

- Women are strong.
- Women have a right to have equal share in the family's wealth.
- Girls can be just as clever as boys.
- Men are better than women at making important decisions.
- All human beings are equal in value.
- It is natural that women do all of the housework.
- Women can be good leaders.
- Men are strong.
- A man should have the final word about decisions in his home.
- Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.
- Women's empowerment is contrary to our culture.
- Men are more reliable and trustworthy than women.
- Women can be good supervisors.
- Education for girls is a waste of time.
- Pregnant girls should be expelled from school.
- Women like to have lots of children.
- Boys and men should also do housework like cooking, washing or cleaning.
- It is difficult for people in China to change their beliefs about gender.

6. After the exercise is complete, facilitate a group discussion using the following questions as a starting point. Ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.
  - How did it feel to confront values that you do not share?
  - What did you learn from this experience?
  - Did you change your opinion about any of the issues?

### Source:

This exercise was adopted from "Module 4 - Values Clarification, Women in Factories Training, Advanced Training Trainer's Guide and Module Learning" by CARE.



# Story of Two Frogs

## **Purpose:**

to understand the stereotyping of female and male qualities, and gender biases.

## **Materials required:**

none

## **Recommended time:**

90 minutes

## **Procedure:**

1. Transition to a new exercise. Say: "Men and women often behave differently even when in the same situation. Why you think this happens?"  
Capture participant reasons on a flip chart.  
Say: "We're going to see what consequences stereotypes have in the way we behave and the relationships we have with others around us. We're going challenge these stereotypes. At the same time, we will try understand why stereotypes are important aspects of how we behave and react socially."
2. Read the following story to the group.  
Story of two frogs – "Two frogs were sleeping on the bed. Suddenly a loud noise from nearby woke them up. One of the frogs hid under the bed, while the other one picked up a stick and ran towards the door."
3. Divide the participants into small groups.
4. Ask the participants in each group to identify which one of the frogs is male and which is female. Ask them to talk about their choices, giving concrete examples of qualities associated to men and those associated to women. Did those qualities influence their decisions about which frog was male and which was female?
5. Make two separate lists of female and male qualities expressed by the participants while identifying the sex of the frogs on a flip chart.
6. Encourage the participants to come up with as many qualities as they can which associate with men and women.

7. Invite the group to look at the list and decide which of these qualities they think women and men are born with and which are “learned.” Keep cancelling qualities that the group feels have been learned and link the discussion to the socialization process.

8. To conclude the exercise, say:  
 “No one can say exactly which frog is female and which one is male. The frog that ran to the door with a stick could be either male or female.”

“But, due to socialization one learns to associate aggression, bravery, and strength with males. One tends to think of females as weak and submissive - not capable of handling tough situations.”

9. Interchange headings (male to female and vice versa) and ask participants whether they have seen men being sensitive, jealous, caring, gentle, etc. Repeat the same for women. Then show that each of the qualities can be seen in males as well as females.

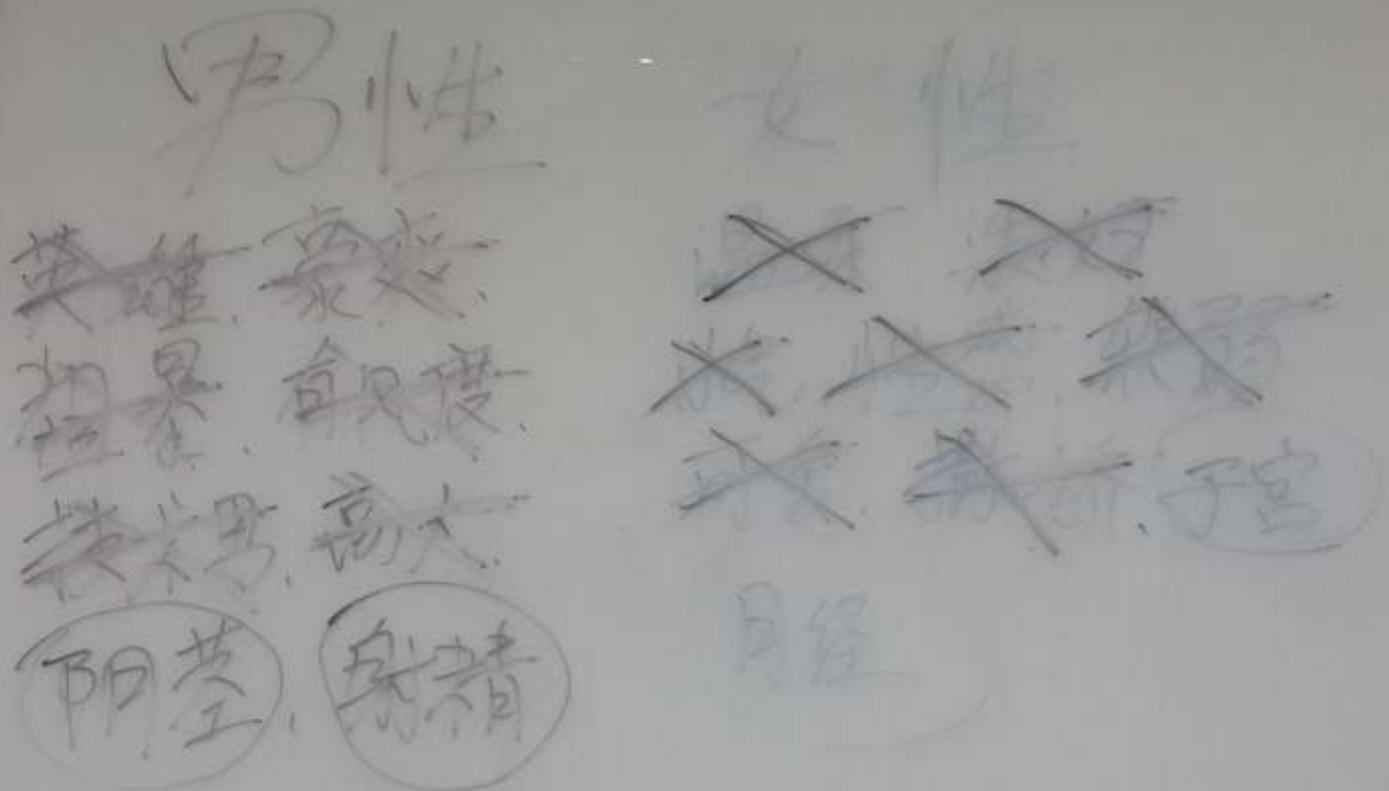
10. Discuss how these stereotypes, learned through socialization, are so strongly embedded in the minds of people, and that they affect all aspects of their lives (personality, attitudes, self-identity, roles, responsibilities and behavior). Say:  
 “Stereotypes ascribed to men and women are often used as a basis for discrimination and as deciding factors on the kind of work that is fit for them.”

“Understanding that these qualities (which are thought to be ‘natural’) are actually social constructions (and therefore changeable) is important for the creation of an equitable society.”

“Therefore, these changes tend to determine how women change their roles in accordance to their wider opportunities in different areas of work and need not be engaged in limited areas of work. This is best exemplified by you all, 25 years ago the scenario was completely different.”

**Source:**

This exercise was adopted from “Module 4 - Gender Awareness, Women in Factories Training, Foundational Training Trainer’s Guide and Module Learning” by CARE.



# In Our Own Eyes

## Purpose:

to help the trainees realize roles, responsibilities and pressures of the two genders in real life/ work.

## Materials required:

color slips, markers

## Recommended time:

90 minutes

## Procedure:

1. Divide the trainees into groups of five or so. Ask them to think, have a discussion and then describe roles, responsibilities and pressures of men and women in work/ real life.
2. Requirements: Each group records words used in the description with paper slips of different colors, with only one word written on a paper slip. Roles, responsibilities and pressure are described separately.
3. Large group sharing: Each group reads a paper slip and not repetition is allowed. The groups reading the most paper slips wins. After each paper slip is read, it is attached around the picture of a woman or man to form a picture frame.
4. Suggestion: "Roles" are attached to the picture, "Responsibilities" are attached around the picture, and "Pressures" are attached to be the frame.

5. Facilitate a discussion using the following questions:

- Is there a difference in the kind of roles, activities and pressure that men and women take on? What is the difference?
- What is the reason for the difference? Does society expect very different things from men and women? Why does society expect men and women to spend time in different ways? Do you think this difference is justified? Why or why not?
- How are activities and expectations for women different at work in the factory compared to at home? More specifically, the facilitator can ask the participants if their children are living together with them or away from them. Do they feel a shift in roles and pressures if they are living away from their children? What are these changes?
- Which group has more leisure time to spend as they like? Which group has a larger workload? Is this justified? Why or why not?
- Do you see some particular men or women acting differently? Why is that?
- How does their reputation in the community change if they are not conforming to the norm?
- Are there certain ways that you would like to change community expectations of men's and women's roles, daily activity schedules and work loads? What are they? Describe them. What can you do to make these changes happen? What can others do? How can this project contribute to those changes?

6. Conclude the activity by saying:

- Equality and mutual respect are based on mutual understanding. In the modern world, men and women share family/social responsibilities and various pressures, so they need to respect each other.
- Because of stereotyping, women's contributions are more likely to be ignored or overlooked, creating "a glass ceiling."
- When gender-based stereotypes are overcome, both men and women benefit.
- Mutual respect and tolerance of differences is important for equality between genders.



# Persons & Things

## Purpose:

to increase participants' awareness about the existence of power in relationships, reflect on how people communicate and demonstrate power in relationships, and examine the impact of power on individuals and relationships.

## Materials required:

none

## Recommended time:

90 minutes

## Procedure:

1. Divide the participants into two lines facing each other. Each side should have the same number of participants.
  2. Tell the participants that the name of this activity is Persons and Things. Choose at random one group to be the "things" and one group to be the "person".
  3. Read the following directions to the group:
    - a. THINGS: You cannot think, feel, or make decisions. You have to do what the "persons" tell you. If you want to move or do something, you have to ask the person for permission.
    - b. PERSONS: You can think, feel, and make decisions. Furthermore, you can tell the things what to do.
- NOTE: It might be helpful to ask for two volunteers to first act out for the group how a "person" might treat a "thing".
4. Ask the "persons" to take the "things" and do what they want with them. They can order them to do any kind of activity (Alternatively, the "persons" can direct the "things" with hand gestures or words, using their hand to show they must move ahead or back, or jump up and down, or move to one side, or twirl around).
  5. Give the groups five minutes for the "things" to carry out the designated roles.
  6. Then have both sides switch roles, so the side that was formerly "people" become "things" and vice versa.
  7. Finally, ask the participants to go back to their places in the room and facilitate a discussion.
  8. Discussion Questions:
    - For the "things", how did your "persons" treat you? What did you feel? Why? Would you have liked to have been treated differently?
    - For the "persons", how did you treat your "things"? How did it feel to treat someone as an object?
    - Why did the "things" obey the instructions given by the "persons"?
    - Were there "things" or "persons" who resisted the exercise?
    - In your daily life, do others treat you like "things"? Who? Why?
    - In your daily life, do you treat others like "things"? Who? Why?
    - Why do people treat each other like this?
    - What are the consequences of a relationship where one person might treat another person like a "thing"?
    - How does society/culture perpetuate or support these kinds of relationships in which some people have power over other people?
    - How can this exercise help you think about and perhaps make changes in your own relationships?

9. Closing: There are many different types of relationships in which one person might have power over another person. The unequal power balances between men and women in intimate relationships can have serious repercussions for the risks of: exposure to STIs, HIV and AIDS, unplanned pregnancy, and use of or experiences of violence. For example, society may believe that a woman does not have the power to say if, when, and how sex takes place, including whether a condom is used, because of longstanding beliefs that men should be active in sexual matters and women should be passive (or that women “owe” sex to men). Also, a woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. Differences in age or social status can also create unequal power relations in sex that can, in turn, lead to risk situations.

There are numerous other examples of power relationships in our lives. Think of relationships between children or youth and adults, students and teachers, employees and bosses. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object. As you discuss gender and relationships between men and women, it is important to remember the connection between how you might feel oppressed or treated like “objects” in some of your relationships and how you, in turn, might treat others like “objects”.

**Source:**

This exercise was adapted from “Gender, Identity and Power, Program HMD: a Toolkit for Action” by Promundo.



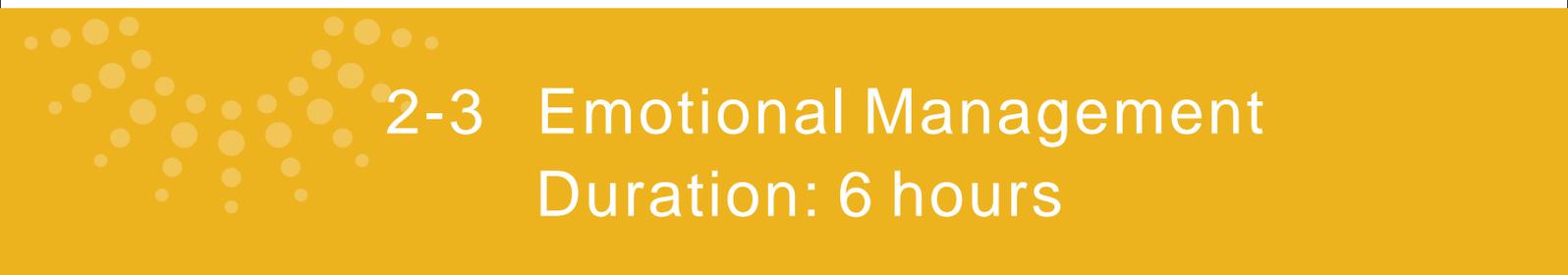


"Before the training, I would accept that I couldn't change, but the training made me realize otherwise. Knowing that causing a scene does not help the situation, I now choose to face difficult situations with a smile. I toned down my harshness in my interactions with colleagues. I can see and feel the improvement this change of attitude has brought about. Now I am more patient at home and I don't take my discontent out on those closest to me. I'm grateful that the training acted as a catalyst for my change."

-- Zhou Xingxing, QC officer, Shenzhen Cichang Footwear

# MODULE 2:

## MY CONFIDENCE



### 2-3 Emotional Management Duration: 6 hours

In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. Surrounded in a production target focused environment , women workers are often subject to anxiety and discontent, which often affect their behaviors in a negative way . This session aims to help participants see beyond their emotions to understand the causes, so they can make sound decision.

# Welcome and Introduction

## **Purpose:**

to welcome participants to the training and introduce what participants can expect during this session.

## **Materials required:**

none

## **Recommended time:**

5 minutes

## **Procedure:**

Tell the participants that they will learn to better manage their emotions through practicing different techniques.



# The Importance of Emotional Management

## Purpose:

to talk about what emotional management is and the importance of emotional intelligence in relation to IQ.

## Materials required:

markers, paperslips

## Recommended time:

50 minutes

## Procedure:

1. Give each participant a piece of paper and a marker.
2. Ask them to write down on the paper one emotion that comes to their minds.
3. Ask the participants to come up to the front and put up their paper by category.
4. Summarize by saying, "We experience these various emotions in daily life, some are positive while the others are negative. In order to be able to control our own emotions, we need to first understand the causes of them."
5. Ask the participants what they think is emotional management.
6. Explain that a person that has high emotional management is able to control one's own emotion, appropriately response to other's emotion and stay optimistic in the face of challenges.

**Graph.2.3.1**  
**Components of Emotional Management**



7. Point out that many people have heard of IQ, but it's also essential to consider emotional intelligence. The ability to understand and express emotions can play an equal if not even more important role in how people fare in life.

**Chart 2.3.1**  
**How Emotional Intelligence and IQ Affect You**



# Factors Impacting Emotional State

## Purpose:

to identify factors that impact people's emotions.

## Materials required:

none

## Recommended time:

50 minutes

## Procedure:

1. Ask the participants what are the factors impacting their emotional state.
2. Summarize participants' answers by pointing out that people's emotions are often affected by their own thinking, other family members, friends, work and environment.

## Graph 2.3.2 Factors of Emotion



3. Divide the participants into five groups. Each group will talk about how one of these factors affected their emotions recently.
4. Ten minutes later, each group representative will share their thoughts with the rest of the class.

# Controlling Emotions

## Purpose:

to reflect on behaviors induced by emotions, learn about the consequences of not handling emotions well and discuss how to properly control them.

## Materials required:

none

## Recommended time:

80 minutes

## Planning notes:

### Kicking the Cat Effect

A man is angry because he got a late start for the office so he drives like a maniac and cuts off Frank. This ticks Frank off so when he gets to his office, he snaps at his assistant about a report that is late. His assistant is now upset that the person responsible for the report, Joe, is making her look bad to her boss so when she calls Joe, she takes out her anger on him. Joe gets the report but is upset all day. He's still upset when he gets home. His cat, who's has nothing to do with Joe's day, bumps the door and Joe, in his anger, ends up kicking the cat.

## Procedure:

1. Randomly pick out five emotions the participants wrote down from the previous exercise.
2. Ask the participants to stay in the same five groups, each group corresponding to one emotion.
3. Each group will prepare a role play to illustrate when they would express the specific emotion, and how they would react to the emotion.
4. Ten minutes later, each group will present the role play.
5. After each role play, the facilitator will ask the participants the appropriate way to react to the emotion.
6. When the role play session ends, the facilitator will point out that one's emotions can impact others as well. When we are announcing some happy news in a joyous mood, others will feel happy for us. We may feel disheartened seeing a colleague crying over his/her sick pet. This is what we call "Kicking the Cat Effect". In order to minimize impacts of negative emotions on others, we need to control them.

7. Then the facilitator will ask participants to stay in the same group and discuss how they control their negative emotions, using their own experience to illustrate.

8. Ten minutes later, each group representative will share their thoughts with the rest of the class.

9. Summarize the exercise with tips, using a scenario where a person is being stood up by his/her friend to further explain how to apply the techniques in daily life.

- Slow down: avoid rushing to conclusions when you are feeling emotional. In this scenario, just because your friend stood you up does not mean he/she does not care about you.

- Observe your emotion: ask yourself, “What emotion am I feeling now?” Back to the scenario, at last the friend calls you up. Since your friend has stood you up before, you may speak to your friend in an accusing tone. But what is the reason that makes you want to act this way? This is a question that you need to answer. In this case, it’s probably because you’re already quite upset with your friend’s lateness. It is important to remember that everyone is prone to negative emotions. There is no shame in feeling what we feel. The key is that we need to admit it, which is the first step in managing emotion. Now that you realize your real feeling, you can try to express it appropriately without hurting your friend’s feelings.

- Choose the right words: using words that can express your feelings. Avoid accusing others. Back to the scenario, when you pick up the call, you can begin by expressing your concern for your friend because he/she has not showed up yet. Let your friend know that you’re worried about him/her. Remember, if you start by accusing your friend’s habit, your negative emotion will pass on to him/her and he/she will just start defending himself/herself without reflecting on what he/she could have done better. And you may even end up in a fight.



# Controlling Emotions

## Purpose:

to practice the techniques in managing emotion.

## Materials required:

none

## Recommended time:

60 minutes

## Procedure:

1. Ask the participants to stay in the same five groups. Each group will prepare a role play to demonstrate how they would react to the situation.
2. Ten minutes later, each group present their role play.
3. After each role play, the facilitator asks the other groups if they have other suggestion on handling the situation and makes comment as necessary.

## Role Play: Controlling My Emotions

1. When you are emphasizing the importance of discipline to your child, your child points out that you were late for work two days ago.
2. You are very busy, and you let your materials pile up beside you, blocking the passage of a neighboring team, whose leader comes to complain.
3. You are criticized by the supervisor for a quality problem. You know the problem is caused by a specific team member and you have given him/her many warnings before.
4. Your daughter is ill, you intend to ask for sick leave and bring her to the hospital, but your supervisor hopes you can stay at work because of a tight production deadline.
5. You have a quarrel with a team member, he/she threatens you with revenge. He/she has hurt people before. That night, he/she does not go home, and only you and him/her are left in the work place.



# How to Communicate When Under Stress

## Purpose:

to reflect on how we communicate with “troublemakers” that make us feel stressed.

## Materials required:

none

## Recommended time:

80 minutes

## Procedure:

1. Split the participants into three groups. Each group will discuss how they usually react to the situation.

### Facing the stubborn person

Your mother-in-law spoils your child rotten. You’ve told her before to stop this behavior, but she doesn’t change.

### Facing the angry person

Your colleague is in a bad mood all day, and has embarrassed several team members for minor errors. Everyone is keeping their distance from him/her.

### Facing the ignorant person

Your sister-in-law is living with you for half a year. She says she doesn’t know how to do household chores, so refuses to do any.

## Graph 2.3.3 Four Steps to Achieve Reconciliation



To illustrate the steps, the facilitator can use a scenario where a colleague is in a bad mood.

**Accept:** instead of dodging the colleague, you can go to him/her and ask in a gentle tone to see what is the problem, if he/she needs any help. Your acceptance of his/her bad mood will help to restore his/her awareness of his/her own emotion.

**Share:** help the colleague to express his/her emotion. Once he/she can admit his/her own feeling, he/she will become calm and be able to reflect on the reason behind it.

**Distinguish:** help your colleague to identify things he/she could have done better and things that are beyond his/her control.

**Respond:** help your colleague to create an effective plan to follow up.

2. Ten minutes later, each group presents their discussion.
3. At the end, the facilitator points out that when faced with these “troublemakers,” we should not fall to negative emotions. Recommend a four-step approach to achieving reconciliation with “troublemakers.”
4. Split the participants into ten groups.
5. Within each group, have every member share a recent experience in reacting to others and discuss what they could have done better.



## How to React When Being Blamed

### **Purpose:**

to share techniques for handling criticism.

### **Materials required:**

none

### **Recommended time:**

50 minutes

### **Procedure:**

1. Ask the participants to stay in the same three groups. Each group will reflect on how they deal with criticism and what they think they could have done better.
2. Ten minutes later, each group presents their discussion.
3. At the end, the facilitator shares techniques for handling criticism.

Graph 2.3.4 Four Steps to Handle Criticism





"After listening to the teacher's class, I decreased a two-men task to one person. We are continuously improving."

--- Li Yinghua, QC Leader, Hairishen Electrical (Shenzhen)

# MODULE 2:

## MY CONFIDENCE



### 2-4 Continuous Improvement Duration: 6 hours

The concepts of continuous improvement, or the Japanese term “Kaizen,” have been constantly discussed in manufacturing industries for half a century. However, when working on the actual production lines, many workers are forced into the habit of thinking only about the immediate, which makes any improvement efforts difficult to sustain. This session aims to help participants understand and make better use of the opportunities behind problems, and to develop them into champions of continuous improvement in their lines.

# Welcome and Introduction

**Purpose:**

to welcome participants to the training and introduce what participants can expect during this session.

**Materials required:**

none

**Recommended time:**

5 minutes

**Procedure:**

Tell the participants that they will learn to apply continuous improvement at work and life through using different tools.



# What is Continuous Improvement?

## Purpose:

to talk about the five elements in continuous improvement.

## Materials required:

none

## Recommended time:

25 minutes

## Procedure:

1. Ask the participants what they think is continuous improvement. Encourage them to draw from their personal life or work to think about what continuous improvement means to them. For example, taking action to stay in shape, learning a new skill at work, etc.
2. Introduce the five elements in continuous improvement with the example of a person who wants to lose weight.
  - **Proactively identifying problem:** when a person wants to lose weight, the first step for this person to take is to admit that he/she has a weight issue.
  - **Collecting data to verify:** then the person will consciously measure his/her weight against recognized health index to verify the gap. Thus the person can set up a numeric goal.
  - **Finding the root cause:** there are various reasons for a person to become overweight. From the most common causes such as limited physical exercise and overeating, to the more complicated reasons like hormonal imbalances, genetic predisposition and metabolic disorders. To ensure the success of the weight fight, the person needs to figure out the root causes of his/her weight.
  - **Taking action immediately:** once the root cause is identified, an action plan to tackle the problem should be established and implemented. One thing to note is that the action plan need not be ambitious at the beginning. Instead, it should be a dynamic, living plan that can be adjusted over time. If the root cause of the overweight problem is lack of exercise, the person would not want to start his/her keep-fit plan by doing a 10-kilometer jog per day. But the person may be able to reach this distance over time.
  - **Verify and sustain:** no continuous improvement is truly successful without verifying and sustaining the new behaviors. Going back to the overweight issue, when the person is doing a daily jog, he/she will step on a scale at least once a month to verify how much weight has been shed. When the person finally reaches their goal, he/she still needs to keep up with the new exercise routine at a milder pace to prevent rebound.
3. Tell the participants that in the remaining session, they will learn to apply the five elements in continuous improvement through discussion and exercise.

## Graph 2.4.1 Five Elements in Continuous Improvement



# Identifying Problems

## Purpose:

to raise awareness on identifying problems.

## Materials required:

none

## Recommended time:

30 minutes

## Procedure:

1. Divide the participants into five groups.  
Each group will discuss one scenario. They will decide whether the line leader in the scenario has a problem, what is the problem if it exists, and why they think so.

## Discussion: Do They Have a Problem?

Line leader A: My line is very good, no problem at all.

Line leader B: Our shipments are delayed once in a while because we don't have enough people. Once we have a full team, it will be OK.

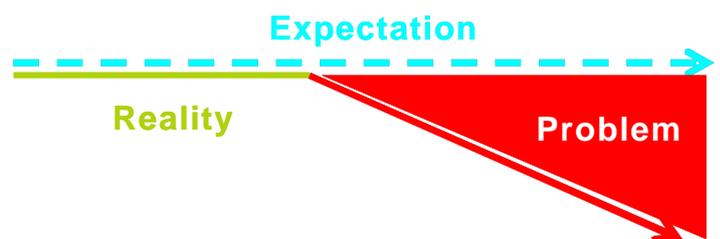
Line leader C: Our monthly defect rate is around 5%. We have set up a Kaizen Team and we aim to decrease the defect rate to 2% by end of next month.

Line leader D: We have quality problems every now and then, which is inevitable, considering the heavy work load.

Line leader E: We have some new workers on the team. It's normal that our productivity and quality level have gone down. Things will be back on track in a month.

2. Ten minutes later, have group presentation.
3. Summarize by asking what is a problem.
4. Explain by saying: "When things do not go as expected, it means there's a problem. In daily life or work, we are often so used to the status quo that we do not realize things are already off-base. So from time to time, ask yourself whether things are going as expected, to give yourself a chance to detect problems and improve them."

## Graph 2.4.2 When does a Problem Occur?



# Collecting Data

## Purpose:

to introduce how to collect useful data using QC quality data as an example.

## Materials required:

none

## Recommended time:

30 minutes

## Procedure:

1. Assuming line leader C from the previous exercise works in the participants' factory, tell the participants that together they will help C solve the quality problem.
2. Ask the participants what are some typical defects in the factory. Mark down their answers on a board or flip chart.
3. Ask the participants (preferably from quality control department) how they collect defect data. Invite one to draw out the format on a board or flip chart.
4. Guide the participants to think about how to improve their method in collecting defect data. For example,
  - When they mark down the number of defects, do they further categorize the defects?
  - Do they mark down the defects in real time?
  - How frequent do they do a tally of the defects? On an hourly basis or half a day basis?
5. Recommend a format for collecting defect data. Remind the participants that the purpose of collecting data is to detect improvement opportunity through analysis. Therefore, the data need to be accurate, clear and in real time.

**Table 2.4.1 Recommended Format for QC Data Collection**

Table 2.4.1 Recommended Format for QC Data Collection								
Date:		Position:			QC Name:			
Period	Defect A	Defect B	Defect C	Defect D	Defect E			Total
8:30-9:30								
9:30-10:30								
10:30-11:30								
13:30-14:30								
14:30-15:30								
15:30-16:30								
16:30-17:30								
18:30-19:30								
19:30-20:30								
Total								

# Setting Priority

## Purpose:

to introduce the 80/20 rule as a way to focus on the main cause of a problem.

## Materials required:

A4 paper, computer, pens, rulers

## Recommended time:

60 minutes

## Procedure:

1. Tell the participants that line leader C has identified 8 defects through reviewing the data.
2. Divide participants into ten groups. Each group discusses which problem the line leader should focus on and their reasons.

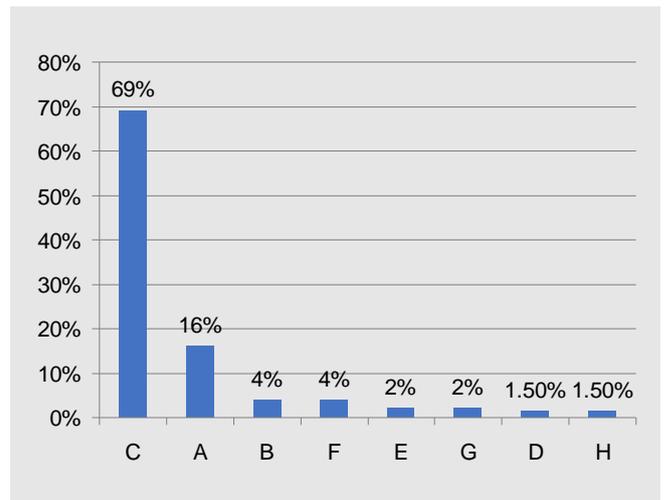
Table 2.4.2 Defect Record for Line C

A	B	C	D	E	F	G	H
13	3	56	1	2	3	2	1
Total				81			

3. Five minutes later, each group presents.

4. Introduce the 80/20 rule through [Chart 2.4.1](#). The rule states that for many events, roughly 80% of the effects come from 20% of the causes. According to the chart, Defect C and Defect A - two defects out of eight - account for over 80% of the defect rate. So these two defects should be the priority to tackle.

Chart 2.4.1 Defect Record for Line C



5. Show participants how to use Excel to edit raw data and populate a Pareto Chart.
6. Ask each group to demonstrate how to use the Excel function they just learned.
7. Assign each group to collect data on a problem they encounter. It could be a savings problem, a quality problem, a productivity problem, etc. They will use the 80/20 rule to identify the main cause of the problem.

# Finding the root cause

## Purpose:

to introduce the Five Why's technique as a way to find out the root cause of a problem.

## Materials required:

flip chart paper, markers

## Recommended time:

60 minutes

## Procedure:

1. Drawing on the previous exercise, tell the participants that Defect C is 'Staining'. Explain how to find the root cause by asking why.

Table 2.4.3 Defect Record for Line C

Defect C : Stain	Defect A : Material Defect	Other defects Operation Error
56	13	12

## Getting to the Root Cause by Asking Why

Mark was a LEAN consultant for a garment factory in China. When reviewing the quality data the QC supervisor had prepared during one of his training session, Mark noticed that recently Defect Stain skyrocketed. He asked the QC supervisor why there was this sudden surge in stains. The supervisor explained that the stains were mainly oil stains. Not getting the answer he wanted, Mark continued: "Why are there oil stains?"

The production supervisor jumped in, saying that they were working on some difficult fabrics which absorb oil. Mark was not contented with the answer and pursued: "Why is there oil?" The mechanic added that the sewing machines would leak oil through the needle when working at top speed. Knowing the real answer will come out soon, Mark pushed on: "I'm sure you did your routine maintenance on the machine. So why do the machine still leak?" The production supervisor sighed: "Because there is no needle pad to absorb the excessive oil when the machines are idle." Mark nodded his head and asked the 5th time: "Why is there no needle pad?" The production supervisor murmured: "Because the workers forgot to put the pad there."

2. After the demo, ask participants to return to their homework group and find out the root cause of the main problem they identified by asking why.
3. 20 minutes later, have each group present.

## Graph 2.4.3 Ask Why Five Times

Why are there stains?

Why are there oil stains?

Why is there is oil?

Why are there leaks?

Why is there no needle pad?

# Next Steps for Line Leader C

**Purpose:**

to introduce the task list as a tool to follow up on the solution to a problem.

**Materials required:**

flip chart paper, markers

**Recommended time:**

60 minutes

**Procedure:**

1. Drawing on the previous exercise, ask the participants what should line leader C do to address the problem and how should he verify and sustain the effectiveness of the corrected action.

- 2. Divide the participants into four groups. Two groups will discuss the concrete action items that line leader C needs to take to address the problem. The other two will discuss what specifically the line leader needs to do to verify and sustain the effectiveness of the corrected action.
- 3. Ten minutes later, invite the groups to present their discussion.
- 4. After each group presenting their ideas, ask them if they have included a person in charge and complete date for each action item they have come up with.
- 5. Introduce the task list as a tool to follow up on the solution to a problem.

**Table 2.4.4 Task List for Line C**

Contents	Person in Charge	Complete Date	Verification
Retrain the workers on the importance of putting the pad under the needles when the machines are idle.	Line leader C	Nov. 11	
Post notice at each work station to remind the workers.	Dispatcher at Line C	Nov. 10	

# 10 Principles in Continuous Improvement

## **Purpose:**

to conclude the training with suggestions for continuous improvement.

## **Materials required:**

none

## **Recommended time:**

30 minutes

## **Procedure:**

Invite ten different participants to read out one of the ten principles. Ask them to use their own language to talk about how they interpret the principles.

1. Think outside the box.
2. Think about 'how can we?' instead of 'why can't we?'
3. Don't be content with the status quo.
4. Don't wait for perfection. 50% improvement now is better than nothing.
5. Correct mistakes immediately.
6. Don't substitute money for thinking "Creativity before Capital."
7. Keep asking "why?" until you get to the root cause.
8. Better the wisdom of five people than the expertise of one.
9. Base decisions on data not opinions.
10. Improvement is limitless.



“ It is not enough, nor necessarily healthy, to merely eat until you are full. We also need to learn about foods’ energy content, and how its chemical composition helps to repair our tissues and regulate our physiological functions.”

- - - Fu Hongmei, Line Worker, Hairishen Electrical (Shenzhen)

# MODULE 3:

## MY LIFE

### 3-1 Nutrition and Exercise Duration: 6 hours

Good nutrition is the cornerstone of good health. However, many people do not understand the importance of a balanced diet, or how certain kinds of foods contribute to our physical well-being. A healthy, balanced diet does not have to be expensive or complicated to prepare. Adequate nutrition will help women to be healthier, stronger and better workers.

# Welcome and Introduction

## Purpose:

to gauge participants' current knowledge level, and to identify and correct misperceptions.

## Materials required:

none

## Recommended time:

15 minutes

## Procedure:

1. Ask participants:
  - What are your favorite foods? (Jot some of the answers down.)
  - Why do we eat?
  - Which foods give us energy?
  - Which foods help us grow?
  - Which foods \_\_\_\_\_? (depending on the answers that were given to "Why do we eat?")
  - Are some foods harmful for us?
  - When does food become harmful?
  - What do we mean by nutrition?
  - How do we know if our bodies are getting adequate nutrition or not?
  - Why do you think that nutrition is included in a life skills and leadership training?
2. Explain that for the rest of the training, we will be learning about the answers to these questions.



# What Nutrients Do Our Bodies Need?

## Purpose:

to introduce the seven nutrients a human body needs.

## Materials required:

none

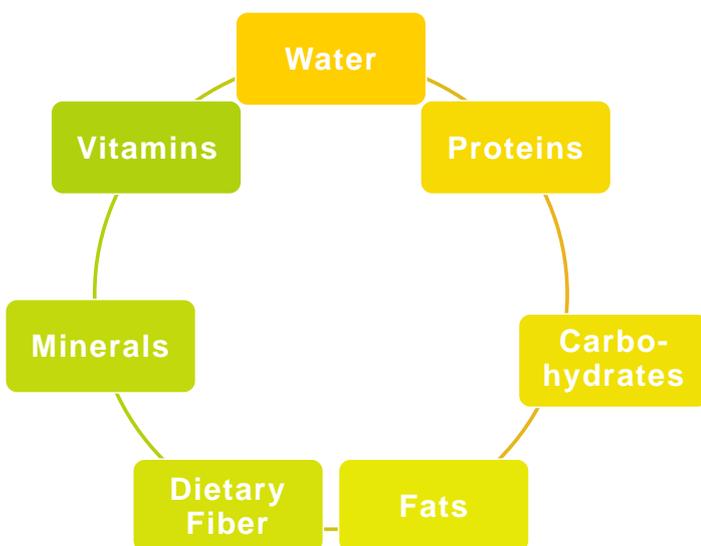
## Recommended time:

60 minutes

## Procedure:

1. Ask the participants what nutrients a human body needs.
2. Tell the participants that there are seven essential nutrients for the human body: water, proteins, carbohydrates, fats, dietary fiber, minerals and vitamins.

Graph 3.1.1 Seven Key Nutrients



3. Divide the participants into seven groups to discuss one nutrient each. Each group will brainstorm on the functions of the nutrient and how to obtain the nutrient.
4. Ten minutes later, each group representative will share their group discussion with the class.
5. Supplement each group's sharing with information in following pages.
6. Conclude this session by emphasizing the importance of maintaining a balanced intake of different nutrients through a healthy diet. When talking about malnutrition, people often automatically associate it with insufficient consumption of nutrients. However, excessive, or imbalanced consumption of nutrients can also lead to malnutrition. When too much of one or more nutrients is present in the diet to the exclusion of the proper amount of other nutrients, it will lead to poor health. For example, excessive calcium may lead to depression and kidney stone. While over-consuming a vitamin may lead to diarrhea, causing dehydration.

## We can get water from ...



Liquids



Noodles



Vegetables and fruits



Rice

## Functions of Water

Basic requirement for life

Aids in digestion

Aids in regulating metabolism

Enables nutrition absorption

Regulates body temperature

Lubricates and moisturizes  
muscles, tissues, etc.

Dilutes and  
eliminates toxins

## We can get protein from ...



Fish



Meat



Beans



Milk



Eggs

### Functions of Protein

Provides energy for the body

Enables nutrient absorption

Forms part of the basic structure  
of the human body

Is the basic component of antibodies,  
enzymes, neurons, and collagen

## We can get carbohydrates from ...



Sugar



Cereal



Fruits



Dried fruits



Dried beans



Root vegetables

## Functions of Carbohydrates

Primary fuel source for the body

Forms part of the basic structure of cells and tissues

Minimizes burning of proteins and fats

Required for normal function of brain cells

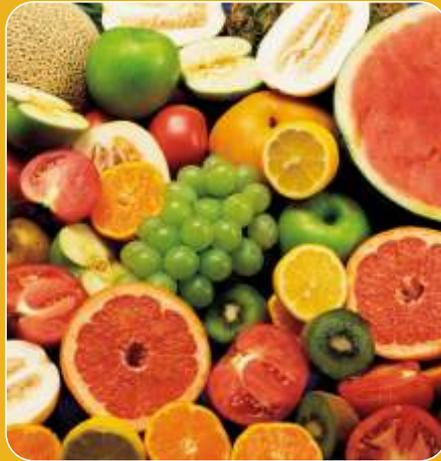
Prevents ketosis

Aids in detoxification and digestion

## We can get carbohydrates from ...



Vegetables



Fruits



Whole Grains

### Functions of Dietary Fiber

Reduces the risk of digestive system diseases

Prevents and treats constipation and hemorrhoids

Aids in weight loss

Reduces risk of colon cancer and rectal cancer

Facilitates calcium absorption

Lowers blood lipids and reduces the risk of coronary heart disease

Relieves symptoms of diabetes

Improves function of the oral cavity and teeth

Prevents and treats gallstones

## We can get fats from ...



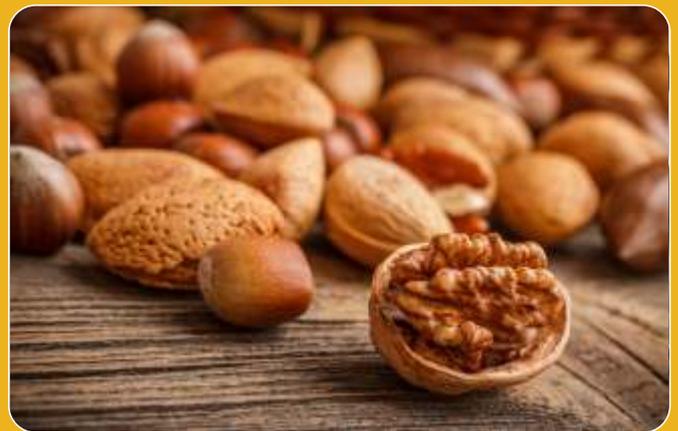
Pure animal  
oil and fat



Eggs



Various types  
of meats



Nuts

## Functions of Fats

Provides energy

Preserves heat

## Dietary minerals

Macrominerals	Trace minerals	Mineral substances usually absent from one's diet	Best food sources
calcium, phosphorus, magnesium, potassium, sodium, sulfur and chlorine	iron, zinc, copper, cobalt, molybdenum, selenium, iodine and chromium Manganese, silicon, nickel, boron and vanadium	calcium, iron, zinc, iodine and selenium	almonds, pumpkin seeds, cooked and dried beans, pecans, cabbage and seafood

## Functions of Minerals

Important component of body tissues

Component of some substances with special physiological function

Activator, cofactor or component of multiple enzymes

Maintains acid-base balance in the body

Dietary minerals are inorganic chemical elements required by living organisms. Many elements are essential in relative quantity; they are usually called "bulk minerals."

There are other elements that are required in trace amounts, usually because they play a catalytic role in enzymes.

# Vitamins

Essential vitamins	Characteristics of essential vitamins	Reasons for lack of vitamins
<ul style="list-style-type: none"> <li>•Vitamin A: anti-dry eye</li> <li>•Vitamin B: there are 11 subtypes</li> <li>•Vitamin C: ascorbic acid</li> <li>•Vitamin D: anti-rickets</li> <li>•Vitamin H: necessary for synthesis of vitamin C</li> <li>•Vitamin P: contained in vitamin C complex</li> <li>•Vitamin PP: anti-pellagra vitamin</li> <li>•Vitamin M: folic acid/B9</li> <li>•Vitamin T: assists in blood coagulation and forming blood platelets</li> <li>•Vitamin U: treats gastric ulcer and duodenal ulcer</li> </ul>	<ul style="list-style-type: none"> <li>•Exogenous: they cannot be synthesized by the human body itself so they have to be consumed;</li> <li>•They are only needed in tiny amounts, but they play an important role;</li> <li>•Regulating: essential vitamins regulate human body metabolism or energy transformation;</li> <li>•Lack of a certain vitamin may result in a specific disease.</li> </ul>	<ul style="list-style-type: none"> <li>•Low consumption of nutritious food;</li> <li>•Low absorption;</li> <li>•An individual specifically needs a higher dosage;</li> <li>•Inappropriate use of antibiotics may result in increased demand for vitamins.</li> </ul>

## Physiological function

- Important component of body tissues
- Activator, cofactor or component of multiple enzymes
- Component of some substances with special physiological function
- Maintains acid-base balance in the body

# Exercise: True or False

## Purpose:

to discuss general misconceptions in dieting through a fun game.

## Materials required:

none

## Recommended time:

75 minutes

## Procedure:

1. Segregate three areas in the classroom, “Yes”, “No”, “Not sure”.
2. Read out each statement and ask the participants to stand in one area to indicate their opinions.
3. Select a few participants in each area to share their thoughts.
4. Provide a correct answer and explanation.

## True or False Statements:

- ✎ I seldom eat sweet food, so I will not get diabetes.

Answer: False.

Diabetes is a problem with your body that causes blood glucose (sugar) levels to rise higher than normal. The types of diabetes are type 1, type 2, and a condition called gestational diabetes, which happens when pregnant. Type 1 Diabetes - the body does not produce insulin. Approximately 10% of all diabetes cases are type 1. Type 2 Diabetes - the body does not produce enough insulin for proper function. Approximately 90% of all cases of diabetes worldwide are of this type. Eating well-balanced meals is an essential part of taking care of yourself and managing diabetes. So is regular physical activity, which is especially important for people with diabetes and those at risk of diabetes. Balancing what you eat and your physical activity are key to managing diabetes.

**Source:** <http://www.diabetes.org>

- ✎ Since I do not eat fatty meat, I can add more vegetable oil to my dishes.

Answer: False.

Vegetable oil is fat too. Excessive intake of fat can lead to obesity, hyperlipidemia, high blood pressure, fatty liver, etc. Polyunsaturated fatty acid can be oxidized to produce epoxy compounds, which are harmful to human health. Vegetable oil intake should be limited to 20-25 g daily for an adult. It is better to choose vegetable oil with a high proportion of unsaturated fatty acid, e.g. olive oil or camellia oil.

- ✎ I eat an apple after each meal, so I don't need to drink that much water.

Answer: False.

The human body needs 1.5-2 L water daily, and the water contained in fruits is insufficient to satisfy all the body's water needs.

- ✎ Nutri-express (a nutritional shake) is nutritious and convenient, so I can just drink Nutri-express like water every day.

Answer: False.

Most drinks contain sugar and calories, which will be transformed and stored as fat in the body if the calories are not burned as energy, which might lead to weight gain or obesity over time.

- 9 I can buy more vegetables in the summer when they are cheaper and then preserve them in salt, so that I can have fresh and inexpensive vegetables to eat in the winter.

Answer: False.

Preserved vegetables contain the most nitrates in the first two weeks, decreasing after 20-30 days. So home-preserved vegetables should be made with fresh vegetables and should be eaten at least two weeks after preservation.

The nitrates dissolve easily in water, so soak the salted vegetable in water before the meal, ideally 2-4 hours before consumption.

- 9 Nuts like walnuts and cashew nuts are too oily, so it's better not eat them.

Answer: False.

Nuts are a source of healthy fats, and it is suitable to have 30g a day of nuts. If you consume more than 30g a day, then reduce the intake of other oils and fats.

Over-consumption of fats may lead to hyperlipemia, coronary artery disease, atherosclerosis and diabetes etc.

- 9 I can skip breakfast, and eat more at lunch and dinner.

Answer: False.

By not eating a healthy breakfast, you cheat yourself all day. Skipping breakfast affects your work performance and ability to focus. This is in addition to other consequences that affect your health.

#### **Work-Related Effects of Not Eating a Healthy Breakfast**

- Tiredness or likelihood of experiencing fatigue early in the day
- Inability to focus on tasks
- Decreased alertness through out the day
- Less memory capacity
- Higher chance of irritability or restlessness

#### **Health-Related Effects of Not Eating a Healthy Breakfast**

- Greater chance of weight gain due to unhealthy snacking
- Higher risk of developing diabetes
- Increased possibility of high cholesterol
- Higher potential for high blood pressure

- 9 I don't eat carbohydrates, because they make people fat.

Answer: False.

There are two main types of carbohydrates: complex carbohydrates and simple carbohydrates. Starch and dietary fiber are the two types of complex carbohydrates. Your body uses carbohydrates (carbs) to make glucose which is the fuel that gives you energy and helps keep everything going. Your body can use glucose immediately or store it in your liver and muscles for when it is needed. Some diet books use "bad" carbs to talk about foods with refined carbohydrates (i.e., meaning they're made from white flour and added sugars). Examples include white bread, cakes, and cookies. "Good" carbs describe foods that have more fiber and complex carbohydrates. Complex carbohydrates are carbohydrates that take longer to break down into glucose; such as vegetables, fruits, whole grains and beans. It is recommended that at least half of your daily grain choices be whole grains.

#### **Source:**

[http://www.cdc.gov/nutrition/everyone/basics/carbs.html#What are carbohydrates](http://www.cdc.gov/nutrition/everyone/basics/carbs.html#What%20are%20carbohydrates)

9 It is really troublesome to eat fruits, which has to be washed and peeled. I would rather just buy fresh fruit juice at the supermarket.

Answer: False.

Fruit that is juiced still contains vitamins, but loses the fiber content. Fruit juice may also have added sugar.

Fruit juice is more suitable for elderly and children who cannot chew well, those who do not have an appetite, are malnourished or those who need to replenish their energy quickly.

5. Summarize the activity with the Ten Principles to Eating Well

- Maintain a varied diet
- Eat whole grains
- Eat plenty of vegetables, fruits and root vegetables
- Drink milk and eat beans or bean products
- Consume meats like fish, poultry, eggs and lean meat
- Use less oil in cooking and eat food containing less salt
- Avoid eating too much food
- Exercise every day to keep your weight stable
- Eat three meals a day, if you are hungry between meals, eat healthy snacks
- Drink sufficient water every day and choose low-sugar drinks
- Eat fresh produce that is in season



# A Balanced Diet

## Purpose:

to give more detailed suggestions on a balanced diet.

## Materials required:

flip chart paper, markers

## Recommended time:

60 minutes

## Procedure:

1. Ask the participants to recall the ten principles to eating well they just learned, and think about how specifically they can apply the principles in their daily diets.
2. Walk the participants through the common foods or ingredients in Chinese cuisine to give more detailed suggestions on a balanced diet.

### Chart 3.1.1 A Balanced Diet

<b>Fruits</b> Regulates blood pressure and may prevent cancer; Eat fruit in their natural state.	<b>Salt</b> Avoid salt overdose; Eat less processed food which contain a lot of salt.
<b>Staple food</b> Eat a variety of grains: rice, steamed buns, black rice, oats, buckwheat, millet, red beans, kidney beans, lotus seeds etc.	<b>Sauces</b> Peppercorn, cinnamon, vinegar, curry, scallion, ginger and garlic
<b>Vegetables</b> May prevent cancer and heart disease; Try to eat at least 1kg of vegetables a day.	<b>Oil</b> Eat a variety of fats and oils
<b>Proteins</b> Red meat, fish, bean curd, milk, eggs and nuts	<b>Seven glasses of water</b> A glass is 200ml Equivalent to 3 bottles of ordinary mineral water

3. Divide the participants into ten groups. Each group will prepare the three meals in a day for a family.
  - Have them answer the following two questions:
  - What types of food should be included in the meal?
  - Approximately how much of one type of food should one eat on average?
4. Ten minutes later, each group representative will talk about their menus.
5. Summarize the exercise by giving suggestions based on [Table 3.1.1](#).

### Table 3.1.1 Three Meals a Day

<b>Breakfast</b>	Balance of energy, protein and carbohydrates; Avoid drinking sugary drinks, including sugary fruit juice.
<b>Lunch</b>	Eat food that is healthy for the brain, such as fish, bean products, lean meat, eggs, milk and fresh vegetables and fruits and so on. Eat less fatty meat and fried food.
<b>Supper</b>	Eat more vegetables, including sprouts. Vegetables can be eaten raw or cooked with a little oil. Avoid overeating; go to bed feeling satisfied by not overfull.

# Health and Exercise

## Purpose:

to give suggestions on the frequency of exercise and types of exercises that don't require specific venue.

## Materials required:

dumbbell, skipping ropes, stopwatch and yoga mats

## Recommended time:

90 minutes

## Planning notes:

Invite well-trained people to lead the exercise demonstration.

## Procedure:

1. Ask the participants what exercises they do and how frequently.
2. Give suggestions on the frequency and types of exercises, using demonstrations as appropriate.

Participation in sports supports the healthy growth of the heart, lungs, muscles and bones. It also improves agility, coordination and balance. Exercise helps reduce stress levels, anxiety and behavioral problems. Regular physical activity helps you relax and reduces muscular tension.

The US Center for Disease Control has recommended an adult should do low-intensity exercises for 150 minutes or high-intensity cardiovascular training for 75 minutes each week, and muscle strengthening exercises at least twice a week.

3. Ask the participants to talk about whether they have joined the sport clubs in the factory.
4. Invite a representative from the union or administration to introduce the sport facilities available at the factory.
5. Remind participants that participation in group sports provides a sense of belonging and being part of a team or group. You interact with your peers in a friendly manner. You learn to consider the interests of your teammates and to practice mutual respect and cooperation. You work together, share time and other resources, take turns to play and learn to cope with success and failure as a team.

## Cardiovascular training

- Fast walking, jogging, rope skipping, long-distance swimming, bicycle riding, Tai Chi, energetic dancing and rhythmic gymnastics.
- Do aerobic exercises for 20-30 minutes at least every other day.

## Muscle strength training

- Upper body exercises: dumbbell lifting, pushups and sit-ups.
- Lower body exercises: dumbbell lunges and squats.
- You can alternate daily upper body exercises with lower body exercises.
- Do your exercises in sets and repetitions, for example 2-3 sets of 8-15 repetitions each.

## Stretching

- Basic yoga poses: Downward Dog Pose, Warrior Pose, Tree pose and Spinal Twist Pose
- Stretch for 10-15 minutes after cardiovascular training or muscle strength training

# From Your Head to Your Toes

## Purpose:

to teach the participants a set of exercises as a conclusion of the training.

## Materials required:

none

## Recommended time:

60 minutes

## Procedure:

1. Demonstrate each routine with explanation.
2. Lead the participants to do the exercise.

### Massage Your Head

Using any kind of comb or use your fingers to comb the scalp ten to a hundred times to awake the brain, which is also good for the eyes and ears.

### Massage Your Ears

Cover and uncover your ears using your palms rapidly, which vibrates the eardrums and slows down cochlear degradation. You can also massage your earlobes, which can immediately relieve headache and car-sickness. The massage can help strengthen the immune system.

### Rub Your Eyes

Massage the eye area using the soft part of hands to promote blood circulation around the eyes. That can improve eyesight and awake your brain as well as be good for the skin's appearance.

### Pinch Your Nose

Rub and pinch the nose, which may help relieve nasal allergy and respiratory tract infections.

### Click Your Teeth

Click your teeth together lightly or "chew" the air, which can prevent the teeth degradation and periodontitis, etc. This method can also promote the movement of the cheek muscles and prevent from droopy cheeks at old age.

### Swallow

Close mouth and swallow saliva. There is no odor if saliva does not come in contact with the air, instead, it tastes sweet. Saliva contains digestive enzymes and nutrition, so swallowing saliva can help with digestion.

### Rotate Your Head & Shrug Your Shoulders

The neck and shoulders have many blood vessels connecting the spine with the head. Rotate your head and shoulders to greatly reduce the risk of cerebrovascular disease in old age.

### Rub Your Face & Arms

Wipe your face and arms with your palm or dry towel, which can help with skin blood circulation and keep your skin lustrous.

### Pat Your Shoulder

Swinging the left arm and pat your right shoulder, then swing the right arm and pat the left shoulder. Keep alternating and moving. Pat the legs with your palms as well.

### Twist Your Waist

Bend down, then stretch the right arm to the left toe while turning the waist. Rise back up and stretch the left arm to the right toe. Keep alternating and moving.

### Do Kegel Exercises

Kegel exercises help maintain the elasticity and health of the pelvic floor. Find the muscles you use to stop urinating. Squeeze these muscles for 3 seconds. Then relax for three seconds. Add one second each week until you are able to squeeze for ten seconds each time. Repeat as needed.

### Clench Your Fists

Clench your fist repeatedly during standing or sitting.

### Step on Your Toes

Stand with the right heel pressing on the left toe. Then stand with the left heel pressing on the right toe. Repeat as needed.



健康 和谐 幸福

# 怎样预防艾滋病

艾滋病的预防关键是自我保护

一、了解艾滋病的传播方式和预防方法

二、一夫一妻制

三、不用共用针具

四、不共用牙刷、剃须刀等



# 女性四期知识



## 经期

女职工在月经期间，所在单位不得安排其从事高空、低温、冷水和国家规定的第三级体力劳动强度的劳动。

## 孕期

不得安排女职工在怀孕期间从事国家规定的高强度体力劳动强度的劳动和孕期禁忌从事的劳动。怀孕七个月以上的女职工，不得安排其延长工作时间和夜班劳动。

## 产假

生育有不得少于90天的产假（其中产前假15天）。难产增加15天；多胞胎生育的，就增加15天。

## 哺乳期

不满一周岁婴儿的女职工，其所在单位应当在每天劳动时间内给予其两次哺乳（含人工挤乳）时间，每次30分钟。哺乳时间和在本单位内往返途中的时间，算作劳动时间。

"I had expected the training would be awkward since in our tradition, we are not supposed to discuss things related to sex with others. But the training turned out to be informative as well as interesting. I really enjoyed it."

# MODULE 3:

## MY LIFE



### 3-2 Female Reproductive Health Duration: 6 hours

This module builds on the Foundational Training, and presents more in-depth information about reproductive health during a woman's different cycles.

# Welcome and Introduction

**Purpose:**

to introduce topics that will be discussed in this training.

**Materials required:**

none

**Recommended time:**

15 minutes

**Procedure:**

1. Ask the participants what are the five common reproductive cycles in a woman's life. What are things to be aware of during each cycle?
2. Explain that there are five common reproductive cycles in a woman's life: menstruation, pregnancy, postpartum, lactation and menopause. For the rest of the training, they will be learning about these topics.



# About Menstruation

## Purpose:

to introduce basic facts about menstruation.

## Materials required:

none

## Recommended time:

45 minutes

## Procedure:

1. Open up the discussion by asking for nicknames for menstruation. The way the participants name menstruation may also reflect their attitude towards it.
2. Write on the board or flip chart following words: "21—35 days", "3—8 days", "Between 50ml and 60ml", and "The second to third day of menstruation".
3. Ask the participants what these words mean in menstruation.
4. As the participants give their answers, write down the correct answers on the board/flip chart one by one.
5. Ask the participants how they feel during their period. The participants may say that they are easily agitated before their period, or they often suffer period cramps.
6. Explain to the participants that before menstruation starts, some women suffer from physiological, mental and behavioral changes. This is called premenstrual syndrome. Premenstrual syndrome usually starts four or five days before menstruation and goes away when menstruation begins.

### Graph 3.2.1 Top Things to Know about Menstruation

#### Menstrual cycle

21—35 days

#### Length of menstruation

3—8 days

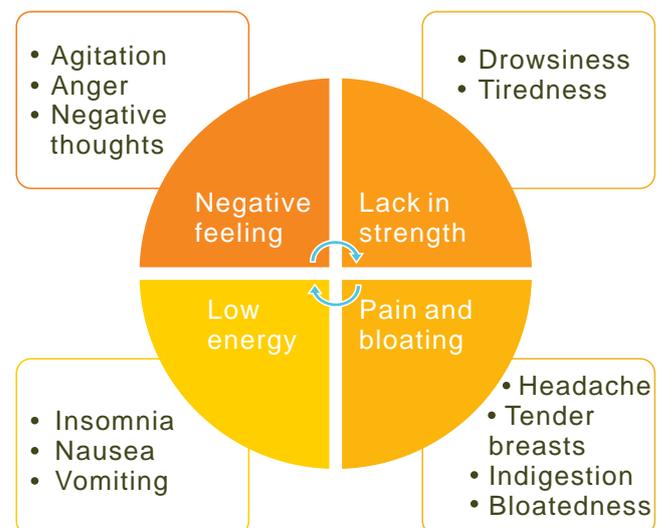
#### Total menstrual volume

Between 50ml and 60ml

#### Peak

The second to third day of menstruation

### Graph 3.2.2 Premenstrual Syndromes



7. Ask the participants if they experience dysmenorrhea during their period and ask them how they relieve the syndromes.

8. Introduce causes of dysmenorrhea and provide suggestions of treatment.

9. Talk about syndromes, causes and solutions to irregular menstruation.

## ABOUT DYSMENORRHEA

Dysmenorrhea can be classified as either primary or secondary based on the absence or presence of an underlying cause .

### Primary Dysmenorrhea

The most common cause of primary dysmenorrhea sporadic menstrual bleeding and spasmodic uterus contraction .It is commonly seen among young girls two to three years after their first period or young women who have given birth to a baby .

The symptoms can be relieved by placing a heat pad on the lower abdomen ,drinking hot ginger or motherwort tea and taking vitamin B6 tablets .OTC painkillers can be taken to relieve strong symptoms .

### Secondary Dysmenorrhea

The most common cause of secondary dysmenorrhea is obvious organic lesion of the reproductive organ ,such as pelvic inflammation ,uterine tumor and endometriosis .It is commonly seen among women who have given birth to a baby and middle -aged women .It is advised to visit the doctor regularly for examination .

## ABOUT IRREGULAR MENSTRUATION

Irregular menstruation is a menstrual disorder whose manifestations include irregular cycle lengths as well as metrorrhagia .The cause of irregular menstruation is mostly due to hormonal imbalance or issue with reproductive organs .

### Hormonal Imbalance

Exercise ,diet and everyday activities all affect hormonal balance .It is advised to consult the doctor and adjust daily habits accordingly .

### Issue with Reproductive Organs

It often leads to irregular menstruation when reproductive organs have an infection or other issue ,such as gynecological inflammation ,uterine fibroids and ovarian cyst .It is advised to visit the doctor for an annual gynecological examination and timely treatment .

## Graph 3.2.3 Abnormal Leucorrhoea

10. Explain how leucorrhoea acts as a health indicator. Leucorrhoea is a white or transparent thin paste-like scentless fluid discharged from the vagina. It is completely natural and is the mixture of vagina mucosa and endocervix secretion. During ovulation, the secretion has a egg-white-like color with high elasticity. When the women is not ovulating, the secretion is less thick.

Warn the participants of signs of abnormal leucorrhoea.



### **Trichomonal infection**

Discharge is grayish yellow or yellow green. Texture is thin and foam-like.



### **Fungal infection**

Discharge is clotty or bean-like and thick. Vaginal area is itchy.



### **Bacterial vaginosis**

Discharge is gray and homogeneous. Fish-like smell.



### **Purulent leucorrhoea**

Bacterial infection



### **Hemorrhagic leucorrhoea**

Indicative of cervical lesions, cervical cancer etc.



### **Watery leucorrhoea**

Usually of late-stage cervical cancer, fibroid-associated infection and the like.

# Knowledge Contest

## Round 1 Menstruation Health

### Purpose:

to learn about sexual and reproductive health and hygiene through a fun and energizing game.

### Materials required:

none

### Recommended time:

60 minutes

### Procedure:

Divide the participants into five groups. The groups of participants will have a contest. They will specify the danger posed in the picture, and also how to remove the risk. The group with the most correct answers “wins” Round 1.

#### 1. How frequently should I change my sanitary napkin?

- In general, sanitary napkins should be changed at least every three to four hours.

#### 2. How should I choose which sanitary napkins to buy?

- Choose high-quality products manufactured in an inspected factory.
- Check for strange smells.
- If you experience an allergic reaction, stop using the associated brand of sanitary napkins immediately.

#### 3. What can I eat during my menstrual period?

- Keep a healthy diet. You can eat light food that is easy to digest, such as eggs, lean meat, spinach, bean curd and freshwater fish. You can consult traditional Chinese medicine to see which foods are “blood replenishing.”
- Drink water frequently and eat plenty of fruit and vegetables with high fiber content to promote regular bowel movements.

#### 4. What are some hygienic practices I should follow during my menstrual period?

- Clean your genital area once or twice with warm water every day. Do not take a cold water bath.
- A shower is more hygienic than a bath. If you cannot take a shower that day, use a dedicated towel and wash basin to wash your genital areas. Do not use the same basin for your feet and your genital areas.

#### 5. My period comes once every 32 days (less frequent than the average woman). Does that mean menopause will start later for me?

- Length of time between menstruation does not affect when a woman’s menopause will start.

#### 6. According to Chinese medicine, what other behaviors are considered “inappropriate” during menstruation? Why?

- Being exposed to cold water
- Unprotected sex
- Wearing tight-fitting clothes that restrict ventilation
- Tooth extraction

# About Pregnancy

## Purpose:

to introduce basic facts about pregnancy.

## Materials required:

none

## Recommended time:

60 minutes

## Procedure:

1. Begin by asking how a woman knows that she's pregnant. The participants will be asked to answer what is the first sign, the physical symptoms and how to administer a self-test.
2. Show the answers on Graph 3.2.4 .

3. Ask the participants if they know how to do a urine test.
4. Explain how to do urine test.  
Pregnancy test can be conducted seven to ten days after sexual intercourse. The later the test is conducted, the more accurate the results of course. The test works by testing urine for the presence of HCG, human chorionic gonadotropin, which is produced by the placenta. Human chorionic gonadotropin usually appears in the urine several days after pregnancy, but it is not easy to detect at the beginning as it merely exists in a tiny amount. It gradually becomes obvious 10-14 days after pregnancy. (HCG value can also be tested through blood test, which gives more accurate results.) Many early pregnancy test papers claim that self-test of pregnancy can be detected if a woman's menstruation is delayed for more than one day, but, as a matter of fact, not all pregnant women discharge HCG at the same speed and the same amount. It differs for different women. Obstetricians and gynecologists have pointed out, "Conducting urine test too early might result in erroneous negative results." Therefore, results are more reliable if the pregnancy test is taken two weeks after menstruation delay.

**Graph 3.2.4 How to Know One's Pregnant**

### The first sign

Menstrual period is more than 10 days late

### Physical symptoms

Nausea, vomiting

### A self-administered test

Urine test

- Explain how to calculate the length of pregnancy. The length of pregnancy is calculated from the day of the last menstruation started to the day of calculation.
- Examine whether the participants have understood the calculation method with the following question.

### Calculation of Length of Pregnancy

Question: If a woman's last period started on March 3rd, today is April 30th. How long has she been pregnant?

March 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

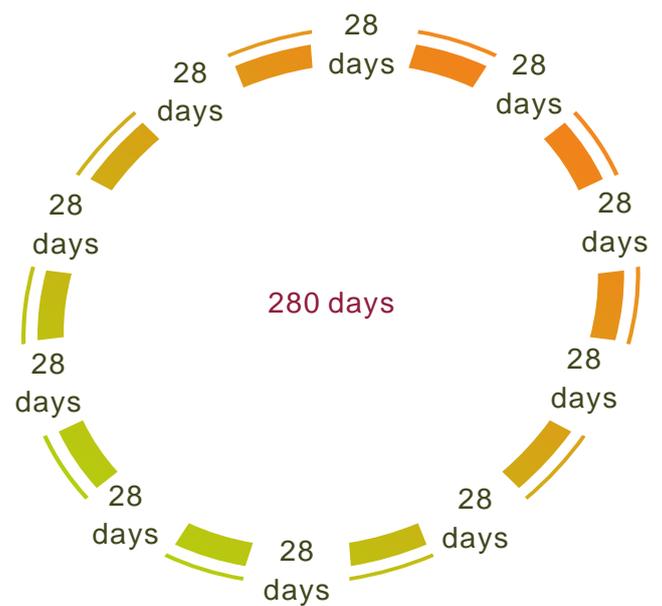
April 2014

Sun day	Mon day	Tues day	Wed nes day	Thurs day	Fri day	Satur day
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Answer: Starting from March 3rd, the woman has been pregnant for 59 days.

- Ask the participants if they know how long a typical pregnancy lasts.
- Explain that pregnancy lasts for 280 days, that is, 40 weeks. So-called "Ten-Month Pregnancy" refers to the gestational months, each one containing 28 days.

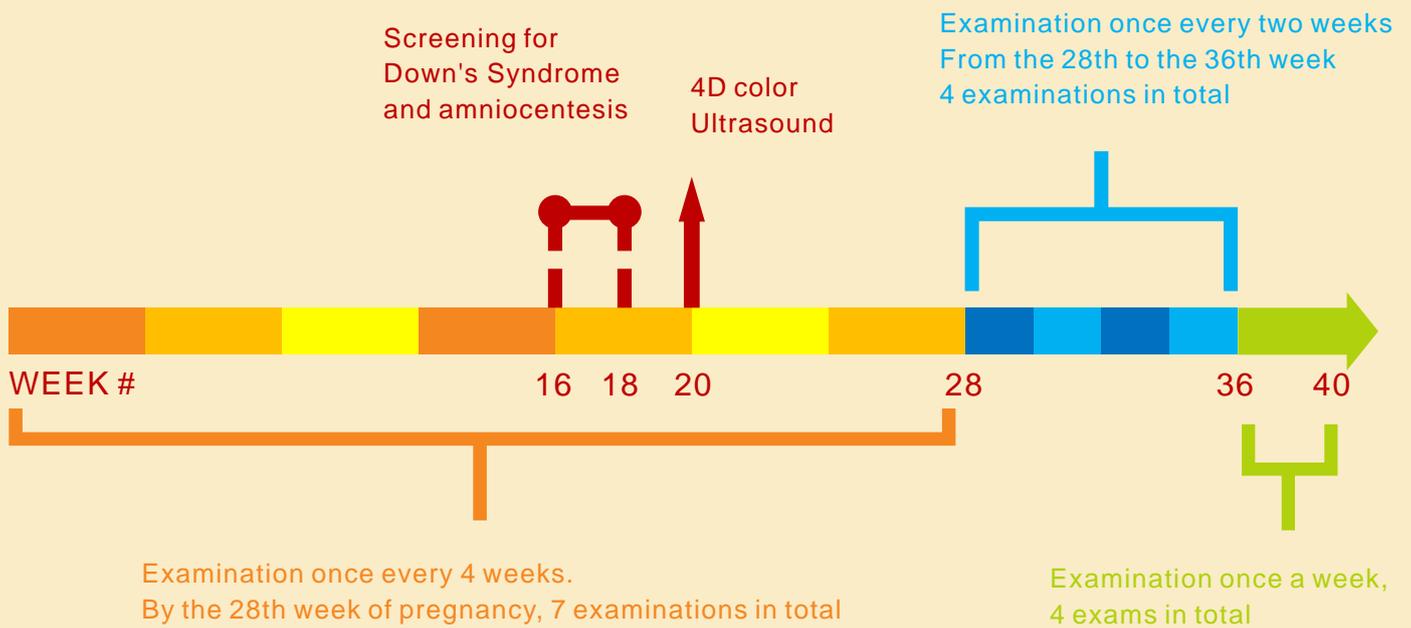
**Graph 3.2.5**  
"Ten-Month Pregnancy"



9. Ask the participants what they know about pregnancy examinations. For example, what is the frequency, how many exams, anything that needs special attention.

10. Then explain the frequency of tests and things to be aware of according to Graph 3.2.9 Prenatal Examination.

**Graph 3.2.5 Prenatal Examination**



**General requirements in prenatal examination:**

\*A prenatal examination is conducted once every four weeks in the first 28 weeks of pregnancy. Then once every 2 weeks from the 18<sup>th</sup> week to the 36<sup>th</sup> week. Then once every week after the 36<sup>th</sup> week.

\*In case of any abnormal condition during pregnancy, prenatal examination is to be conducted more frequently based on specific circumstances. At about the 16<sup>th</sup> - 18<sup>th</sup> week of pregnancy, if the pregnant woman is older or has a heredity history of disease in her family, her doctor may recommend a Down's syndrome screening test, amniocentesis, or 4D color ultrasound to detect a deformed fetus or abnormality.

11. Divide the participants into three groups to respectively talk about what are normal side effects, symptoms needing special attention and symptoms needing immediate treatment.
12. Ten minutes later, invite a representative from each group to share their ideas.
13. Show the following contents after each sharing.

## Discomforts during pregnancy

### Normal side effects of pregnancy

- Vomiting
- Indigestion
- Varicose veins
- Constipation
- Hemorrhoids
- Lower back pain
- Back pain
- Leg and feet swelling

### Symptoms you should ask your doctor about

- Heavy vomiting
- Very little or too much weight gain
- High blood pressure
- Yellow skin, yellow eye white and dark brown urine
- Pale eyelids, tongue or gums
- Special condition:
  - Pregnant with twins
  - Age below 17
  - Aged above 36

### Symptoms you should get treated immediately

- Vaginal bleeding
- Convulsion or cramps
- Debilitating headache and inability to see clearly
- Swollen face and hands
- Unable to get out of bed due to high fever and weakness
- Strong abdomen pain
- Shortness of breath or difficulty in breathing

# Supporting Our Moms to Be

## Purpose:

to talk about things to be aware of during pregnancy through an interactive brainstorming.

## Materials required:

flip chart paper, markers

## Recommended time:

60 minutes

## Procedure:

1. Tell the participants that they will help Ai Wei, a pregnant woman to adapt herself to her first pregnancy by providing useful tips.
2. Divide the participants into four groups to respectively discuss tips on environment, activity, what to wear and what to eat during pregnancy.
3. Invite a group representative to share their tips with the class.
4. Summarize each sharing with relevant contents as follow.

### Environment

- Keep a clean, healthy, and peaceful living environment
- Avoid exposure to pesticides, fumes, and environmental hazards
- Stay away from radiation, pesticide and second-hand smoke

### Stay Active

- Do light exercise regularly
- Do not perform strenuous or hard labor
- Keep yourself safe

A healthy pregnant woman can work, study and travel as recommended by her doctor. She can walk outside, breathe fresh air, avoid vigorous exercise, protect the abdomen from impact, and get sufficient sleep. Low frequency vibration affects normal fetal development.

### Wear

- Wear loose-fitting clothes, instead of tight ones
- Choose natural fibers like cotton and hemp that are breathable
- Keep warm and stay away from cold

A pregnant woman should wear loose and soft clothes and change underwear frequently, to prevent negative impact on the fetus. For her comfort, she can choose comfortable shoes instead of high-heeled shoes. In addition, she should not wear a breast binder.

Breast health care: Wear bras of an appropriate size. Scrub the nipples with warm water every day. Pull the nipples outward with your hands, to get ready for breast-feeding. Wash the genital area with warm water every day, which can easily get infected with bacteria, due to the increase of leucorrhea during pregnancy.

### Eat

- Essential nutrients: zinc, DHA, folic acid, iron, calcium and vitamin K
- Keep a balanced diet, instead of preferring a certain type of food
- Eat fresh food, not processed food
- Do not eat in excess
- Do not smoke or drink alcohol
- Do not drink large amounts of caffeinated beverages, like tea or coffee
- Consult a doctor before taking any medicine

#### Zinc

Sufficient zinc facilitates fetal brain development and fetal bone development, and prevents malformation. A pregnant woman can absorb zinc from food. Marine products and animal giblets are usually rich in zinc, so it is suggested that once a week a pregnant woman eat sea products, such as stewed clam and eggs, and animal giblets, such as duck blood soup.

#### DHA

DHA is a major element for growth and maintenance of cells in the nervous system and an important component of the brain and the retina. Therefore, it is crucial for intelligence and eyesight development of the fetus. DHA is most important in the 20<sup>th</sup> week of pregnancy, which is the stage of the fastest nerve cell division and maturity of fetus's central nervous system.

### **Folic acid**

Folic acid is an indispensable substance for division of each cell and the key element for growth of nucleic acid. It is essential for the immune system. Lack of sufficient folic acid results in anemia, depression, skin discoloration, shortness of breath and so on. It deserves attention that pregnant women are most likely to have insufficient folic acid, since they need plenty of folic acid not only for their own cell division but also for fast cell division of the fetus in the uterus. Lack of sufficient folic acid might cause hemorrhage, miscarriage, difficult labor, infant mortality, congenital anemia, deformity or mental retardation of the baby. People eating fresh green vegetables every day are not likely to be short of folic acid.

### **Iron**

A pregnant woman is more likely to suffer from physiologic anemia. Iron-deficiency anemia due to insufficient iron supplement is most commonly seen. Both a pregnant woman and the fetus need iron, and insufficient iron is likely to cause anemia during pregnancy or premature birth. Therefore, a pregnant woman must take in food rich in iron.

### **Vitamin K**

Involved in blood coagulation, vitamin K is particularly important in the late stage of pregnancy and the lactation period. It is in dark vegetables, shells and soybeans. It can even be formed with the function of human intestinal bacteria. Lack of such nutrition in a pregnant woman might cause hemorrhaging in the newborn.

A pregnant woman should eat food that is easy to digest, containing various vitamins and rich in protein, and take in less high-fat greasy food. She should eat moderately and healthily, and do light exercise as recommended by her doctor.

### **Calcium**

Calcification of fetus bone and teeth starts before birth. By birth, all the teeth have been formed in the gum, and the first permanent tooth has already been calcified. Calcification occurs particularly fast in the late stage of pregnancy, when more calcium is needed. With insufficient calcium supplement, a mother supplies calcium from her own bones to the fetus, which might cause osteomalacia, bone deformity and frequent back pain of the mother, difficult labor, or congenital rickets or teeth maldevelopment of the fetus. In addition, the calcium stored in the mother is used for not only fetus growth and development but also milk secretion. To supplement sufficient calcium, a pregnant woman needs to eat food rich in calcium every day. Milk and dairy products are the most desirable source of calcium, since they are not only rich in calcium but also highly likely to be absorbed. Egg yolk, fish and shellfish are very rich in calcium. 100g of egg yolk usually contain more than 100mg of calcium. 100g of loach contain 299mg of calcium. 100g of clam and snails contain 2,458mg of calcium. Dried small shrimps are also extremely rich in calcium, every 100g containing 991mg of calcium. Dried beans have very highest calcium content, especially soybean products, 100g of which contain 1,019mg of calcium at most and 100-400mg on average.

# Postpartum Care

## Purpose:

to talk about things to be aware of during postpartum care.

## Materials required:

yoga mats

## Recommended time:

45 minutes

## Procedure:

1. Ask the participants if they are aware of how the length of maternity leave can vary, eg. additional days for difficult labor.
2. Introduce the maternity leave policy in China. According to the Special Provisions on Labor Protection of Female Employees, female employees are now entitled to 98 days of maternity leave for childbirth. Among the 98 days, 15 may be taken before giving birth. In cases of dystocia (difficult delivery), the maternity leave will be extended by 15 days; in cases of multiple births, the maternity leave will be extended by 15 days for each additional newborn. During the maternity leave, the female employee will receive a maternity allowance if she is covered by maternity insurance; if she is not insured, the employee will be paid by the employer the same salary she earned before taking the leave.
3. Divide the participants into four groups to talk about nutrition, mood, hygiene and abnormal symptoms during postpartum.
4. Invite a group representative to share their tips with the class.
5. Summarize each sharing with relevant contents as follow.

## Nutrition

- Stick to light and diverse diet, eat both meat and vegetables and drink a lot of soup.

## Hygiene

- A woman can take a shower after delivery, brush her teeth, wash her hair, comb her hair and wash her face.
- Avoid having sex during the postpartum healing period.

## Mood

- After delivery, a woman's hormones are in flux and her moods may fluctuate. In addition, she is likely to neglect her own health when looking after the baby, so she can easily develop insomnia, nervousness, dizziness, headache, backache and other symptoms. Therefore, a woman should pay attention to her mood and daily life after delivery.
- Postpartum depression affects many women. It should be recognized and can be treated.

## Abnormal Symptoms

- A lot of vaginal discharge with abnormal smell, or discharge lasting more than 3 weeks
  - Vomiting
  - Paleness in the face
  - Leg swelling or pain
  - Fever
  - Hemorrhage
  - Lower abdomen pain
  - Consult your doctor immediately
6. Ask the participants if they know what exercises a new mother can do.
  7. Explain that a woman should stay in bed on the first day after delivery, but she should move around on the bed. A woman can get out of bed and do some exercises on the second day after delivery and then gradually do more activities or postpartum exercises. Do not do heavy physical labor.
  8. Demonstrate postpartum exercises on a yoga mat. Invite four to five volunteers to do the exercises together if application.

## Postpartum exercises

### 1. Pelvic floor exercise (or Kegel exercises)

Do some pelvic floor exercises on the first day after delivery. Tighten your pelvic muscles and hold it for as long as possible then gradually relax. Repeat the step for 10 times.

### 2. Abdominal muscles exercise

Lie down. Tighten your abdominal muscles, hold for several seconds and then relax. In later weeks, you can add crunches. Lie on your back, with your head and shoulders supported by a pillow or a cushion. Bend your knees. Use your abdominals to lift your head and shoulders toward your knees. Hold for several seconds and then relax. Repeat the exercise 3 times.

### 3. Side stretching exercise

Lie in a crunch position. Do a crunch with your abdominals while stretching your hands toward your right ankle. Hold for several seconds and then relax. Repeat on the other side.

### 4. Side leg-raising exercise

Lie down. Then turn on your side, keeping your legs and head in a straight line. Raise the upper leg to the height of the shoulder. Bring it down. Repeat.

### 5. Side waist exercise

Stand up. With your arms to your side, arch on one side and slowly move your right hand toward your right ankle. Do not bend forward. You should feel your side muscles stretch. Repeat on the other side.

### 6. Back arching exercise

Get in tabletop position and curl your back in and out.

# Knowledge Contest

## Round 2 Breastfeeding

### **Purpose:**

to recommend infant and child feeding practices.

### **Materials required:**

None

### **Recommended time:**

60 minutes

### **Planning notes**

All cups shown and referred to in the following contents are mugs which have a volume of 250 ml. If other types or sizes of cups are used to feed a baby, they should be tested to see what volume they hold and the recommended quantities of food or liquid should be adjusted to the local cup or mug.

### **Procedure:**

1. The participants will stay in the same 5 groups as in Round 1. The base score for each group is the score they got in round 1.
2. Read out the questions for the groups to answer.
3. The group with the most correct answers “wins” Round 2.

### **🔗 How to monitor your baby's growth?**

- Attend regular growth monitoring and promotion sessions (GMP) to make sure your baby is growing well.
- Take your baby to growth monitoring and promotion monthly during the first year.
- A healthy child who is growing well should gain weight every month. If your child is not gaining weight or is losing weight, there is a problem.
- Attending growth monitoring and promotion sessions can help identify nutrition problems your child may have, such as severe thinness or swelling. Nutrition problems may need urgent treatment with special (therapeutic) foods.
- Measuring the upper arm of a child over 6 months (MUAC) also identifies severe thinness.
- During growth monitoring and promotion sessions, you can ask questions about your child's growth, health and nutrition.
- It is important to address poor growth and other signs of poor nutrition quickly, as soon as they are identified. If the problem is severe, you should immediately take your child to the nearest health facility.
- When you go to the health center for growth monitoring, ask about family planning too.
- You should also ask about your baby's immunization schedule. Immunizations protect babies against several diseases.

### 3 How frequently should you breastfeed your baby ?

- Breastfeed your baby on demand, day and night.
- More suckling (with good attachment) makes more breast milk.
- Crying is a late sign of hunger. Early signs that your baby wants to breastfeed include:
  - Restlessness
  - Opening mouth and turning head from side-to-side
  - Putting tongue in and out
  - Suckling on fingers and fists
- Let your baby finish one breast before offering the other. Switching back and forth from one breast to the other prevents the baby from getting the nutritious 'hind milk.' The 'fore milk' has more water and satisfies the baby's thirst. The 'hind milk' has more fat and satisfies your baby's hunger.
- If your baby is ill or sleepy, wake him or her to offer the breast often.
- Do NOT use bottles, teats or spouted cups. They are difficult to clean and can cause your baby to become sick.

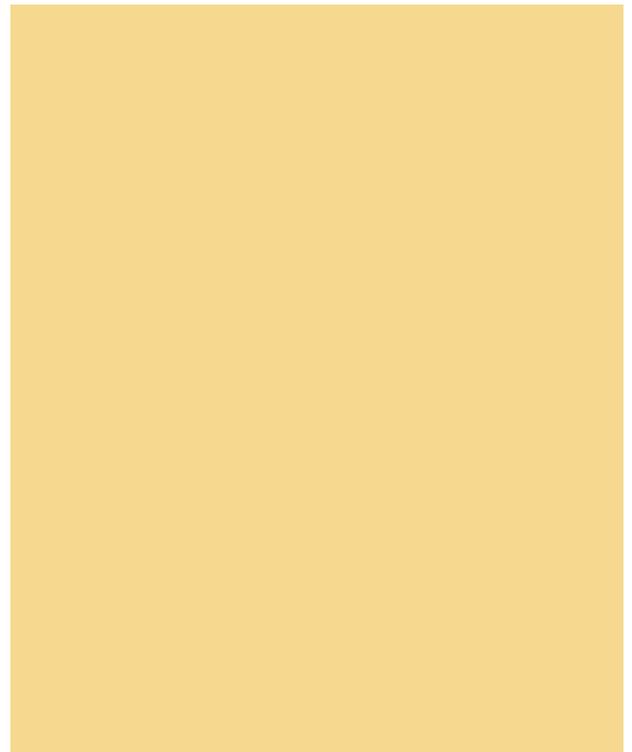
#### Notes for facilitator:

If a mother is concerned about her baby getting enough milk, encourage the mother and build her confidence by reviewing how to attach and position the baby to her breast. Reassure her that her baby is getting enough milk when her baby is:

- not visibly thin (or is getting fatter/putting on weight, if he or she was thin earlier)
- responsive and active (appropriately for his or her age)
- gaining weight - refer to the baby's health card (or growth velocity table if available). If you are not sure if the weight gain is adequate, refer the child to the nearest health facility.
- when baby passes light-coloured urine 6 times a day or more while being exclusively breastfed

### 3 What hygiene (cleanliness) practices should you follow when feeding a baby?

- Good hygiene (cleanliness) is important to avoid diarrhoea and other illnesses.
- Wash your hands with soap and water before preparing foods and feeding baby.
- Wash your hands and your baby's hands before eating.
- Wash your hands with soap and water after using the toilet and washing or cleaning baby's bottom.
- Feed your baby using clean hands, clean utensils and clean cups.
- Use a clean spoon or cup to give foods or liquids to your baby.
- Do not use bottles, teats or spouted cups since they are difficult to clean and can cause your baby to become sick.
- Store the foods to be given to your baby in a safe clean place.



## 9 What are the recommended breastfeeding positions ?

- Good positioning helps to ensure that your baby suckles well and helps you to produce a good supply of breast milk.
- The four key points about your baby's position are: straight, facing the breast, close, and supported:

The baby's body should be straight, not bent or twisted, but with the head slightly back.

The baby's body should be facing the breast not held flat to your chest or abdomen, and he or she should be able to look up into your face.

The baby should be close to you.

You should support the baby's whole body, not just the neck and shoulders, with your hand and forearm.

- There are different ways to position your baby:

Cradle position (most commonly used)

Cross cradle position (good for small babies)

Side-lying position (use to rest while breastfeeding and at night)

Under-arm position (use after caesarean section, if your nipples are painful or if you are breastfeeding twins or a small baby)

### Notes for facilitator:

If an older baby is well-attached and suckling well, there is no need to change position.

## 9 How to ensure good attachment while breastfeeding the baby ?

- Good attachment helps to ensure that your baby suckles well and helps you to produce a good supply of breast milk.
- Good attachment helps to prevent sore and cracked nipples.
- Breastfeeding should not be painful.
- Get help to improve the attachment if you experience pain.
- There are 4 signs of good attachment:
  1. Baby's mouth is wide open
  2. You can see more of the darker skin (areola) above the baby's mouth than below
  3. Baby's lower lip is turned outwards
  4. Baby's chin is touching mother's breast
- The signs of effective suckling are:
  - a. The baby takes slow deep suckles, sometimes pausing.
  - b. You may be able to see or hear your baby swallowing after one or two suckles.
  - c. Suckling is comfortable and pain free for you.
  - d. Your baby finishes the feed, releases the breast and looks contented and relaxed.
  - e. The breast is softer after the feed.
- Effective suckling helps you to produce milk and satisfy your baby.
- After your baby releases one breast offer your baby the other breast. This will ensure that your baby stimulates your milk production in both breasts, and also gets the most nutritious and satisfying milk.

### 9 How to hand express breast milk and cup feed ?

- Make sure your hands and utensils are clean.
- Wash your hands with soap and running water.
- Clean and boil the container you will use to collect your breast milk.
- Get comfortable.
- It is sometimes helpful to gently stroke your breasts. A warm cloth may help stimulate the flow of milk.
- Put your thumb on the breast above the dark area around the nipple (areola) and the other

fingers on the underside of the breast behind the areola.

- With your thumb and first 2 fingers press a little bit in towards chest wall and then press gently towards the dark area (areola).
- Milk may start to flow in drops, or sometimes in fine streams. Collect the milk in the clean container.
- Avoid rubbing the skin, which can cause bruising, or squeezing the nipple, which stops the flow of milk.
- Rotate the thumb and finger positions and press/compress and release all around the areola.
- Express one breast for at least 3 to 5 minutes until the flow slows, then express the other breast, then repeat both sides again (20 to 30 minutes total).
- Store breast milk in a clean, covered container. Milk can be stored 6 to 8 hours in a cool place and up to 72 hours in the back of the refrigerator.
- Give baby expressed breast milk from a cup. Bring cup to the baby's lower lip and allow baby to take small amounts of milk, lapping the milk with his or her tongue. Do not pour the milk into baby's mouth.
- Pour just enough breast milk from the clean covered container into the feeding cup.
- Bottles are unsafe to use because they are difficult to wash and can be easily contaminated.

### 9 How to guarantee breast milk supply when you are separated from your baby?

- Learn to express your breast milk soon after your baby is born.
- Breastfeed exclusively and frequently for the whole period that you are with your baby.
- Express and store breast milk before you leave your home so that your baby's caregiver can feed your baby while you are away.
- Express breast milk while you are away from your baby. This will keep the milk flowing and prevent breast swelling.
- Teach your baby's caregiver how to use a clean open cup to feed your baby while you are away.
- Expressed breast milk (stored in a cool, covered place) stays in good condition for 8 hours, even in a hot climate.
- Take extra time for the feeds before separation from baby and when you return home.
- Increase the number of feeds while you are with the baby. This means increasing night and weekend feedings.
- If possible, carry the baby with you to your work place (or anytime you have to go out of the home for more than a few hours). If this is not possible, consider having someone bring the baby to you to breastfeed when you have a break.
- Get extra support from family members in caring for your baby and other children, and for doing household chores.



### 🔗 What food does a baby need during the first 6 months ?

- Breast milk provides all the food and water that your baby needs during the first 6 months.
- Do not give anything else, not even water, during your baby's first 6 months.
- Even during very hot weather, breast milk will satisfy your baby's thirst.
- Giving your baby anything else will cause him/her to suckle less and will reduce the amount of breast milk that you produce.

- Water, other liquids and foods can make the baby sick.
- You can give medicine if they are recommended by your health provider.

#### Notes for facilitator:

There may be a period of 24 hours in the first day or two when the baby feeds only 2 to 3 times. After the first few days, frequent breast feeding is important for establishing a good supply.

### 🔗 Why is it important to feed babies only breast milk during the first 6 months?

- Exclusive breastfeeding means feeding your baby ONLY breast milk for the first 6 months. [Breast milk provides all the food and water that your baby needs during the first 6 months of life.
- Exclusive breastfeeding for the first 6 months protects your baby from many illnesses, such as diarrhoea and respiratory infections.
- When you exclusively breast feed your baby during the first 6 months and have no menses, you are protected from another pregnancy.

- Mixed feeding means feeding your baby both breast milk and any other foods or liquids, including infant formula, animal milks, or water.
- Mixed feeding before 6 months can damage your baby's stomach.
- Mixed feeding increases the chances that your baby will suffer from illnesses such as diarrhoea, pneumonia and malnutrition.
- Giving your baby foods or any kind of liquids other than breast milk, including infant formula, animal milks, or water before 6 months can damage your baby's stomach. This reduces the protection that exclusive breastfeeding gives, and all of the benefits that your baby gets from your breast milk.

### 🔗 What food does a baby need after the first 6 months?

- Starting at about 6 months, your baby needs other foods in addition to breast milk.
- Continue breast feeding your baby on demand both day and night.
- Breast milk continues to be the most important part of your baby's diet.
- Breastfeed first before giving other foods. When giving complementary foods, think: Frequency, Amount, Thickness, Variety, Active/ responsive feeding, and Hygiene

- Frequency: Feed your baby complementary foods 2 times a day
- Amount: Give 2 to 3 tablespoonfuls ('tastes') at each feed
- Thickness: should be thick enough to be fed by hand
- Variety: Begin with the staple foods like porridge (corn, wheat, rice, millet, potatoes, sorghum), mashed banana or mashed potato
- Active/responsive feeding
  - Baby may need time to get used to eating foods other than breast milk.
  - Be patient and actively encourage your baby to eat.
  - Don't force your baby to eat.
  - Use a separate plate to feed the baby to make sure he or she eats all the food given.

### 9 From 6 up to 9 months, what food does a baby need?

- Continue breast feeding your baby on demand both day and night. This will maintain his or her health and strength as breast milk continues to be the most important part of your baby's diet.
- Breast milk supplies half ( $\frac{1}{2}$ ) baby's energy needs from 6 up to 12 months.
- Breastfeed first before giving other foods.
- When giving complementary foods to your baby, think: Frequency, Amount, Thickness, Variety, Active/responsive feeding, and Hygiene
  - Frequency: Feed your baby complementary foods 3 times a day
  - Amount: Increase amount gradually to half ( $\frac{1}{2}$ ) cup (250 ml cup: show amount in cup brought by mother). Use a separate plate to make sure young child eats all the food given
- Thickness: Give mashed/pureed foods. By 8 months your baby can begin eating finger foods
- Variety: Try to feed a variety of foods at each meal. For example: Animal-source foods (fresh meats, eggs and dairy products) 1 star\*; Staples (grains, roots and tubers) 2 stars\*\*; Legumes and seeds 3 stars\*\*\*; Vitamin A rich fruits and vegetables and other fruits and vegetables 4 stars\*\*\*\*.

### Notes for facilitator:

- Foods may be added in a different order to create a 4 star diet.
    - Animal source foods are very important. Start animal source foods as early and as often as possible. Cook well and chop fine.
    - Infants can eat well-cooked and finely-chopped eggs, meat and fish even if they don't have teeth.
    - Additional snacks (extra food between meals) such as fruit or bread with nut paste can be offered once or twice per day.
    - If you prepare food for the baby that has oil or fat in it, use no more than half a teaspoon per day
    - Use iodised salt
    - Each week you can add one new food to your child's diet
    - Avoid giving sugary drinks
    - Avoid sweet biscuits
  - Active/responsive feeding
    - Be patient and actively encourage your baby to eat.
    - Don't force your baby to eat.
    - Use a separate plate to feed the baby to make sure he or she eats all the food given.
- Hygiene: Good hygiene (cleanliness) is important to avoid diarrhoea and other illnesses.
- Use a clean spoon or cup to give foods or liquids to your baby.
  - Store the foods to be given to your baby in a safe hygienic place.
  - Wash your hands with soap and water before preparing foods and feeding baby.
  - Wash your hands and your baby's hands before eating.
  - Wash your hands with soap and water after using the toilet and washing or cleaning baby's bottom.

### 9 From 9 up to 12 months, what food does a baby need?

- Continue breast feeding your baby on demand both day and night. This will maintain his or her health and strength as breast milk continues to be the most important part of your baby's diet.
- Breast milk supplies half (½) baby's energy needs from 6 up to 12 months.
- Breastfeed first before giving other foods.
- When giving complementary foods to your baby, think: Frequency, Amount, Thickness, Variety, Active/responsive feeding, and Hygiene
  - Frequency: Feed your baby complementary foods 4 times a day
  - Amount: Increase amount to half (½) cup (250 ml cup: show amount in cup brought by mother). Use a separate plate to make sure young child eats all the food given
  - Thickness: Give finely chopped foods, finger foods, sliced foods
  - Variety: Try to feed a variety of foods at each meal. For example: Animal-source foods (fresh meats, eggs and dairy products) 1 star\*; Staples (grains, roots and tubers) 2 stars\*\*; Legumes and seeds 3 stars\*\*\*; Vitamin A rich fruits and vegetables and other fruits and vegetables 4 stars\*\*\*\*.
- Active/responsive feeding
  - Be patient and actively encourage your baby to eat.
  - Don't force your baby to eat.
  - Use a separate plate to feed the baby to make sure he or she eats all the food given.
- Hygiene: Good hygiene (cleanliness) is important to avoid diarrhoea and other illnesses.
  - Use a clean spoon or cup to give foods or liquids to your baby.
  - Store the foods to be given to your baby in a safe hygienic place.
  - Wash your hands with soap and water before preparing foods and feeding baby.
  - Wash your hands and your baby's hands before eating.
  - Wash your hands with soap and water after using the toilet and washing or cleaning baby's bottom.

#### Notes for facilitator:

- Foods may be added in a different order to create a 4 star diet.
  - Animal source foods are very important. Start animal source foods as early and as often as possible. Cook well and chop fine.
  - Additional nutritious snacks (extra food between meals) such as pieces of ripe mango, papaya, banana, avocado, other fruits and vegetables, boiled potato, sweet potato and fresh and fried bread products can be offered once or twice per day.
  - Use iodised salt
  - Avoid giving sugary drinks
  - Avoid sweet biscuits

### ➤ From 12 up to 24 months, what food does a baby need?

- Continue breast feeding your baby on demand both day and night. This will maintain his or her health and strength as breast milk continues to be the most important part of your baby's diet.
- Breast milk continues to make up about one third (1/3) of the energy needs of the young child from 12 up to 24 months.
- To help your baby continue to grow strong and breastfeed, you should use a family planning method to prevent another pregnancy.
- When giving complementary foods to your baby, think: Frequency, Amount, Thickness, Variety, Active/responsive feeding, and Hygiene
  - Frequency: Feed your young child complementary foods 5 times a day
  - Amount: Increase amount to three-quarters ( $\frac{3}{4}$ ) to 1 cup (250 ml cup: how amount in cup brought by mother). Use a separate plate to make sure young child eats all the food given
  - Thickness: Give foods cut into small pieces, finger foods, sliced food
  - Variety: Try to feed a variety of foods at each meal. For example: Animal-source foods (fresh meats, eggs and dairy products) 1 star\*; Staples (grains, roots and tubers) 2 stars\*\*; Legumes and seeds 3 stars\*\*\*; Vitamin A rich fruits and vegetables and other fruits and vegetables 4 stars\*\*\*\*.

### Notes for facilitator:

- Foods may be added in a different order to create a 4 star diet.
  - Animal source foods are very important. Start animal source foods as early and as often as possible. Cook well and chop fine.
  - Additional nutritious snacks (extra food between meals) such as pieces of ripe mango, papaya, banana, avocado, other fruits and vegetables, boiled potato, sweet potato, fresh and fried bread products can be offered once or twice per day.
  - Use iodised salt
  - Avoid giving sugary drinks
  - Avoid sweet biscuits
  - Active/responsive feeding
    - Be patient and actively encourage your baby to eat.
    - Don't force your baby to eat.
    - Use a separate plate to feed the baby to make sure he or she eats all the food given.
  - Hygiene: Good hygiene (cleanliness) is important to avoid diarrhoea and other illnesses.
    - Use a clean spoon or cup to give foods or liquids to your baby.
    - Store the foods to be given to your baby in a safe hygienic place.
    - Wash your hands with soap and water before preparing foods and feeding baby.
    - Wash your hands and your baby's hands before eating.
    - Wash your hands with soap and water after using the toilet and washing or cleaning baby's bottom.

### ‡ From 24 months onward, what food does a child need?

- Continue to breastfeed (for at least 2 years) and feed a variety of foods at each meal to your young child. For example:
  - Animal-source foods (meat, chicken, fish, liver), and eggs, milk and milk products 1 star\*
  - Staples (maize, wheat, rice, millet and sorghum); roots and tubers (cassava, potatoes) 2 stars\*\*
  - Legumes (beans, lentils, peas, ground-nuts) and seeds (sesame) 3 stars\*\*\*
  - Vitamin A-rich fruits and vegetables (mango, papaya, passion fruit, oranges, dark-green leaves, carrots, yellow sweet potato and pumpkin), and other fruit and vegetables (banana, pineapple, watermelon, tomatoes, avocado, eggplant and cabbage) 4 stars\*\*\*\*

### Notes for facilitator:

- Foods may be added in a different order to create a 4 star diet.
  - Introduce animal source foods early to babies and young children and give them as often as possible. Cook well and chop fine.
  - Additional nutritious snacks (extra food between meals) such as pieces of ripe mango, papaya, banana, avocado, other fruits and vegetables, boiled potato, sweet potato and fresh and fried bread products can be offered once or twice per day.  
Use iodised salt.

### ‡ What are things to be aware of when feeding a sick baby less than 6 months of age?

- Breastfeed more frequently during illness, including diarrhoea, to help the baby fight sickness, reduce weight loss and recover more quickly.
- Breastfeeding also provides comfort to your sick baby. If your baby refuses to breastfeed, encourage your baby until he or she takes the breast again.
- Give only breast milk and medicines recommended by your doctor/ health care provider.
- If the baby is too weak to suckle, express breast milk to give the baby. This will help you to keep up your milk supply and prevent breast difficulties.
- After each illness, increase the frequency of breastfeeding to help your baby regain health and weight.
- When you are sick, you can continue to breastfeed your baby. You may need extra food and support during this time.

### ‡ What are things to be aware of when feeding a sick child more than 6 months of age?

- Breastfeed more frequently during illness, including diarrhoea, to help your baby fight sickness, reduce weight loss and recover more quickly.
- Your baby needs more food and liquids while he or she is sick.
- If your child's appetite is decreased, encourage him or her to eat small frequent meals.
- Offer the baby simple foods like porridge and avoid spicy or fatty foods. Even if the child has diarrhoea, it is better for him or her to keep eating.
- After your baby has recovered, actively encourage him or her to eat one additional meal of solid food each day during the following two weeks. This will help your child regain the weight he or she has lost.
- When you are sick, you can continue to breastfeed your baby. You may need extra food and support during this time. When you are sick, you will also need plenty of liquids.

### 🍴 What are things to be aware of when feeding a low birth weight baby ?

- Breast milk is especially adapted to the nutritional needs of low birth weight infants.
- The best milk for a low birth weight infant, including babies born early, is the breast milk from the baby's own mother.
- The cross cradle and underarm positions are good positions for feeding a low birth weight baby.
- Breastfeed frequently to get baby used to the breast and to keep the milk flowing.
- Long slow feeds are fine. It is important to keep the baby at the breast.
- If the baby sleeps for long periods of time, you may need to unwrap the baby or take off some of his or her clothes to help waken him or her for the feed.
- Breastfeed the baby before he or she starts to cry.
- Earlier signs of hunger include a COMBINATION of the following: being alert and restless, opening mouth and turning head, putting tongue in and out, sucking on hand or fist.

#### **Notes for facilitator:**

- Direct breastfeeding of a very small baby may not be possible for several weeks. Mothers should be taught and encouraged to express breast milk and feed the breast milk to the infant using a cup.
- Kangaroo mother care provides skin-to-skin contact, warmth and closeness to the mother's breast.
- Kangaroo mother care encourages early and exclusive breastfeeding, either by direct feeding or using expressed breast milk given by cup.
- Different caregivers can also share in the care of the baby using the same Kangaroo method position.

### 🍴 What kinds of food are recommended for pregnant and breast feeding women?

- During your pregnancy, eat one extra small meal or "snack" (extra food between meals) each day to provide energy and nutrition for you and your growing baby.
- During breast feeding, eat two extra small meals or "snacks" (extra food between meals) each day to provide energy and nutrition for you and your growing baby.
- You need to eat the best foods available, including milk, fresh fruit and vegetables, meat, fish, eggs, grains, peas and beans.
- Drink whenever you are thirsty.
- Taking tea or coffee with meals can interfere with your body's use of the foods. Limit the amount of coffee you drink during pregnancy.
- During pregnancy and breastfeeding, special nutrients will help your baby grow well and be healthy.
- Take iron and folic acid tablets to prevent anaemia during pregnancy and for at least 3 months after your baby's birth.
- Take vitamin A tablets immediately after delivery and during the first 6 weeks so that your baby receives the vitamin A in your breast milk to help prevent illness.
- Use iodised salt to help your baby's brain and body develop well.
- Attend antenatal care at least 4 times during pregnancy. These check-ups are important for you to learn about your health and how your baby is growing.
- Take de-worming tablets to help prevent anaemia.
- To prevent malaria, sleep under an insecticide-treated mosquito net and take anti-malarial tablets as prescribed.
- Learn your HIV status, attend all the clinic appointments and take medicines as advised by your health provider.
- Adolescent mothers: you need extra care, more food and more rest than an older mother. You need to nourish your own body, which is still growing, as well as your growing baby's.

# Menopause

## Purpose:

to introduce menopause syndromes and give suggestions on how to maintain a positive attitude during menopause.

## Materials required:

none

## Recommended time:

15 minutes

## Procedure:

1. Ask the participants what are symptoms of menopause. Do they know when menopause occurs in a woman's life.
2. Explain that menopause typically occurs in women in midlife, during their late 40s or early 50s. It signals the end of a woman's reproducing function. The ovaries start to release less and less estrogen, leading to an irregular menstrual cycle and unstable menstrual blood volume, until menstruation ends altogether. No menstruation for more than a year is called menopause.
3. Ask the participants how to maintain a positive attitude during menopause.
4. Provide following suggestions:
  - Stay active.
  - Eat more vegetables and food rich in calcium.
  - Take part in outdoor activities.
  - Menopause is not the end of a couple's sexual life.
  - Expand your circle of friends, communicate with your family and friends more frequently.Stay happy and healthy.

## Menopausal Symptoms



### Cardiovascular symptoms

Hot flashes  
Perspiration  
Heart palpitations  
Unstable blood pressure



### Urogenital tract symptoms

Vaginal dryness  
Sexual pain  
Frequent urination



### Psychological symptoms

Emotional liability  
Depression  
Irritation  
Insomnia  
Forgetfulness  
Mental stress  
Agitation



“ My child isn't affectionate with me. It didn't matter whether I was there or not. After the training, I found more interesting topics to talk with him and now he's become attached to me.”

- - - Zhang Lihui, Line Worker, Hairishen Electrical (Shenzhen)

# MODULE 3:

## MY LIFE

### 3-3 Parenting

Duration: 6 hours

Many women workers share similar challenges in raising their children .Most workers have undergone the heart -breaking separation from their children .Such separation often creates a lack of understanding between them .Even when the children come to live with the parents at an older age ,both the parents and the children often struggle with continual fights for freedom ,respect and understanding .This module discusses a variety of parenting techniques through the growing stages of a child .Participants will reflect on and share their parenting techniques through scenario discussions and role plays .

# Welcome and Introduction

**Purpose:**

to introduce topics that will be discussed in this training.

**Materials required:**

paper slips, pens

**Recommended time:**

15 minutes

**Procedure:**

1. Each participant will have a piece of paper to write down one of their concerns in raising their children. They will read out their concerns one by one and post it on a board. The facilitator will highlight the most common concerns.
2. Then the facilitator will ask the participants to recall difficulties they had in getting along with their parents as a child. They will read out their difficulties one by one and post it on a board. The facilitator will highlight the most common difficulties.
3. Summarize the exercise by saying , "During the exercise , we have noticed that challenges parents have with their children are often due to differences in perspectives . Parents are prone to require their children to follow their instructions because they think they have much more life experience . However , children are naturally eager to explore on their own . Sometimes the children's interests are aligned with parent's expectations , while other times they are not , and conflicts arise . When such conflicts do occur , it's important that parents put on a 'friend' hat to show respect , trust and understanding . Today we will share our experiences and techniques in communicating with children at different ages. "

# How do I communicate with my child?

## **Purpose:**

to share challenges and provide solutions in parenting.

## **Materials required:**

flip chart paper, markers

## **Recommended time:**

15 minutes

## **Procedure:**

1. The participants will split into five groups, four of which are based on their children's age groups:  
Infant group: 0-5 years  
Children group: 6-12 years  
Teenage group: 13-18 years  
Adult children group: above 18 years  
Left-behind children group: participants who are away from their children.
2. Each group will talk about challenges and solutions specific to a child's age group / living away from their parents.
3. A group representative from each group will come forward to share their thinking. After each sharing, the facilitator will summarize with tips specific to that age group.



# Communication with infants (0-5 years)

## Purpose:

to provide suggestions to handle some common challenges in raising a preschooler.

## Materials required:

none

## Recommended time:

45 minutes

## Procedure:

1. The group representative from the "infant group" will share their thoughts.
2. The facilitator will highlight group representative's sharing with the following parenting techniques.

## Confronting temper tantrums

"Meltdowns" are common during this stage. While they instinctively seem to be able to say "No," toddlers also need help in learning how to accept "No" from others.

### Prevention

- Offer choices.
- Get eye - to - eye when you make a request.
- Tell the child what you do want.

### Stopping

- Validate the child's feelings.
- Distract and involve.

### Aftermath

- When it's over, it's over.

# Good parenting

A child's parent is in the position to be a coach providing just the right combination of encouragement, support and guidance.

## Giving time

- Set a time to play games with the child.

## Giving compassion

- Feel and think from his/her angle.

## Giving patience

- Be patient to listen to the child without interruption;
- Ask open - ended questions;
- Repeat what the child says to confirm his/her meaning.

## Giving guidance

- Model good behavior and words;
- Ask the child to repeat your requirement to make sure he/she understand you;
- Teach the child how to express his/her feelings.

## Giving praise

- Give the child time to improve step by step;
- Praise the child for his/her every progress.

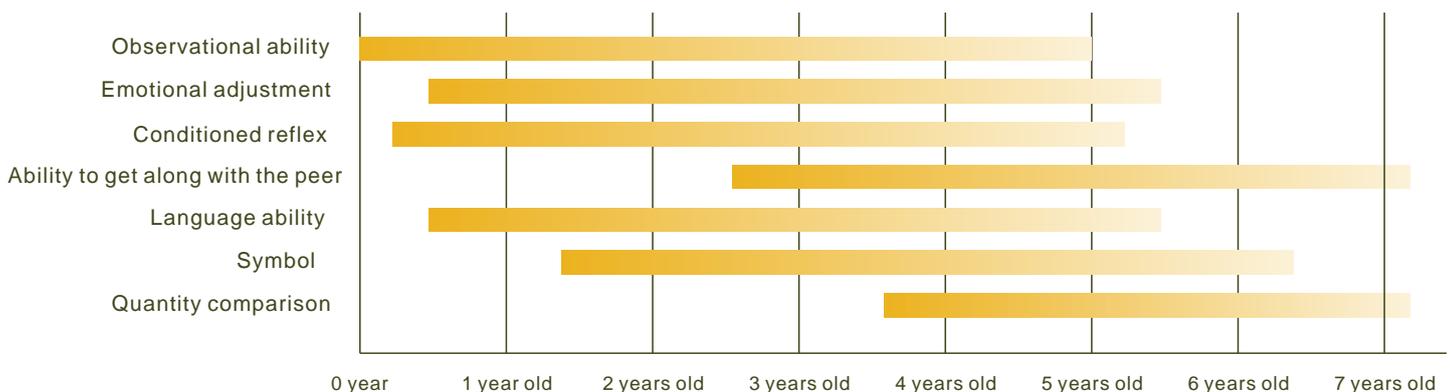
## Giving hints

- Use body language to stop inappropriate words or behavior.

## Key stages of mental development of an infant

Parents also need to serve as primary teacher for the mastery of basic learning skills and encourage active discussion and experimentation of new concepts and skills.

**Chart 3.3.1 Mental Development of Infant**



# Communication with children (6-12 years)

## Purpose:

to provide suggestions to handle some common challenges in raising a schoolaged child.

## Materials required:

flip chart paper, markers

## Recommended time:

115 minutes

## Procedure:

1. The group representative from the “child group” will share their thoughts.
2. The facilitator will highlight the group representative’s sharing with the following parenting techniques.

## Empathy practice

### Procedure:

1. Go over the assertive communication skills learned in the Foundational Training curriculum.
2. Begin by saying that once children start going to school, they enter a new social group where they practice getting along with others on a daily basis. Every day, they come home with some excitement of the day to share with the parents. Whether the excitement is positive or negative, parents need to be able to respond in a way that encourages children’s sharing rather than mere lecturing.
3. Ask the participants to describe their feelings in the following scenarios and how they would respond.

The child says:	Use an adjective to describe the child’s feeling:	Use one sentence to express your understanding of the child:
<ul style="list-style-type: none"><li>• The teacher yelled at me, then classmates laughed at me.</li><li>• I really want to hit that guy.</li><li>• Why is there so much homework? The teacher wants to torture me.</li><li>• Another math test? I don’t want to take it.</li></ul>	<ul style="list-style-type: none"><li>• Embarrassed</li><li>• Angry, indignant</li><li>• Annoyed, depressed, confused</li><li>• Fearful, stressed, anxious</li></ul>	<ul style="list-style-type: none"><li>• That would be embarrassing.</li><li>• You look quite embarrassed.</li><li>• Son, you seem quite mad about it.</li><li>• It seems you don’t like homework.</li><li>• I know you are worried that you will not do well in the math test.</li></ul>

## Helping your children develop good studying habits

### Procedure:

1. The participants will split into five groups. Each group will talk about one topic.
2. Ten minutes later, a group representative from each group will come forward to share their thinking. After each sharing, the facilitator will summarize with the following tips.

### Graph 3.3.1 Developing Good Study Habits

#### Be conscientious

- Finish home work in time
- Read & recite the text



#### Take it seriously

- Prepare lessons
- Listen to lessons eriously
- Take notes of lessons
- Review lessons after class
- Pay attention to writing characters correctly



#### Take initiative

- Take initiative to answer questions in class
- Dare to ask questionsto the teacher and parents
- Be diligent in writing



#### Be comprehensive

- Develop skills in all subjects, not just a few
- Read about a wide range of topics



#### Willing to study

- Think more, ask more, dare to question
- Make observations from daily life

# Confronting child sexual abuse

## Procedure:

1. Ask participants if they talk about how to avoid sexual abuse with their children.
2. Play a video that shows how to talk with children about sexual abuse. Video link: <http://www.tudou.com/programs/view/S2tobKhvP3c/>.
3. Play another video that talks about incidents of child sexual abuse. Video link: [http://v.youku.com/v\\_show/id\\_XNDA2MzM1NTY0.html](http://v.youku.com/v_show/id_XNDA2MzM1NTY0.html).
4. Ask participants what signs they should be aware of that may indicate sexual abuse and what they should do to deal with child sexual abuse.
5. Provide suggestions as below.

## Detecting the early signs

- Dramatic changes in behavior
- Sleep disorders, nightmares, fear of the dark
- Excessive fear of adults or a specific adult.
- Continuous and excessive interest in sex

## Confronting sexual abuse

- Keep calm.
- Find a quiet and private place to talk to the child.
- Repeatedly stressed to the child that it's okay to talk about it
- Make sure to let the child know that you unconditionally believe anything he / she says.
- Repeatedly tell the kids that this is not his / her fault, that they are not bad.
- Report the incident to the local child protection organization or the police.
- If necessary, take the child to the hospital for an exam.
- Speak to a professional for next steps.

# Communication with your teenager (13-18 years)

## Purpose:

to provide suggestions to handle some common challenges in raising a teenager.

## Materials required:

none

## Recommended time:

115 minutes

## Procedure:

1. The group representative from the “teenager group” will share their thoughts.
2. The facilitator will highlight group representative’s sharing with the following parenting techniques.

## Communicating with teenager

### Accept they have grown up

During the teenage years, teenagers are generally rebellious, and that cuts across all classes, cultures, and races. When talking to a child at this age, parents need to speak simply and clearly instead of repeating and nagging. When commenting their behaviors, parents need to describe the situation instead of making judgements.

### Words that a parent must avoid

Abuse: You are the shame of your school and the family.

Prediction: Your kind of person will be put into jail sooner or later.

Threatening: If you still keep contact with that friend, you won’t get any pocket money this month.

Blaming: You are always the trouble maker.

Arbitrary: Sit, and shut up, eat the meal.

### Express sympathy in a positive way

Expressing your expectation: encouragement is always better than sarcasm even when the child has not reached your expectation.

Giving suggestions: listen to your child’s difficulties and discuss solutions together instead of lecturing.

## Case Study

### How do you express your concern?

A daughter currently in high school lets her parent know that she wants to work part-time at a restaurant.

#### Bad example

Mom Li: “You don’t have any working experience, now you suddenly want to enter the “real world,” which is so complicated, you will not be able to handle it.”

**Tip:** Worry is expressed as lack of confidence and trust.

#### Good example

Mom Zhang: “I worry about you, because it is your first time working.”

**Tip:** Clearly and directly express your worry.

### How would you express your encouragement?

A son is currently in his last year at junior high school. It is one week before the High School Entrance Exam. Papa wants to encourage the child...

#### Bad example

Papa Zhao: “Lun Zai has similar grades to yours, he chose Dongguan School and Donghua School. You lack his confidence. If you can act like him, you could make it too.”

**Tip:** Encouragement is expressed as “sarcasm.”

#### Good example

Papa Yu: “It’s almost exam time. Mommy and I hope you can enter the ideal school. You can get a good grade this semester, and study hard everyday. We all believe you can make it.”

**Tip:** Provide direct encouragement.

## How do you not nag?

The family is out for dinner on Saturday night, Mom starts to nag her son again...

### Bad example

Mom Wang: "You don't understand mandarin, it will be hard for you at summer camp. And, you seldom eat fruit even at home, now you definitely won't eat any with nobody around to take care of you, if..."

**Tip:** Think "nagging" will be more effective.

### Good example

Mom Huang: Since you will not be living at home, I am quite worried about your language difficulty and your diet."

**Tip:** Change "nagging" into a direct statement.

## How to express your disagreement?

Papa has a different view on the son's new friend

### Bad example

Papa Wang: "Look at your friend, with such long hair, he doesn't look like a student at all!"

**Tip:** Mind sarcasm.

### Good example

Papa Xu: "I think Xiaoming's hair is a little long."

**Tip:** State your thinking directly.

## Talking about the birds and the bees

Ms. He's daughter just got her first period, and the daughter doesn't know what to do. Mr. Zhang found a few risqué magazines under his son's bed.

### Bad example

Ms. He gives her daughter a sanitary pad, and says, "Use this." Mr. Zhang reprimands his child saying "It is not right for a child your age to be looking at dirty magazines."

**Tip:** Using cold or scolding language to cover up your embarrassment.

### Good example

Ms. He: "Congratulations, you're becoming a woman. Now there are a few things you need to know..."  
Mr. Zhang: "Son, you're growing up and showing an interest in sex. This is natural. I want you to learn about how the body works, from a trusted source."

**Tip:** Discuss these changes openly with your child.

# Situational discussion and role plays

## Procedure:

1. Participants split into four groups.
2. Each group will have ten minutes to prepare a role play based on one scenario.
3. Each group present their role play.
4. Comments on communication skills used in the role play.

The son is entering his 2<sup>nd</sup> year of junior high school. He becomes unwilling to go shopping with Mom.

Dad restrains a pocket money and behavior, and Mom is always worrying. A Feng is reluctant to spend time at home.

Mom feels Ai Hua is acting mysterious when she answers the phone.

Whenever the conversation turns to XiaoQuan's friends, Xiao Quan and his mom get into an argument.



# Communication with left-behind children

## **Purpose:**

to provide suggestions to handle some common challenges in communicating with children that are living away from their parents.

## **Materials required:**

none

## **Recommended time:**

75 minutes

## **Procedure:**

1. The group representative from the “left-behind children group” will share their thoughts.
2. Ask the group: “Those who had discussions with your child before going far away to work and your child agreed, please raise your hands.” If there are participants who raise hands, invite them to talk about how they discussed with their children.
3. Continue by asking: “Who did not have a discussion with their child before going far away to work, but just told them they were going – please raise your hands.” If there are participants who raise hands, ask them why they chose to do so.
4. Ask one more question: “Who left without saying a word to your child?” If there are participants who raise hands, ask them why they chose to do so.
5. Finally conclude by saying: “Whether you face it or not, separation can always makes people uncomfortable, and people will have different levels of psychological acceptance, depending on the different ways you handled it. Saying goodbye respectfully and openly is always the best way, and also the most easy to accept. The decision to leave our children to go far away from home to work does not only concern us but it also concerns our children, as this can bring enormous change to their lives. Therefore, they have the right to know where we are going, what we are going to do, and when we are planning to come back. They should also know who is going to take care of them, how to arrange their lives, how to guarantee their safety, and whom they can ask for help. They can express their opinions, and discuss them together with their parents and make decisions. Of course, children of different ages have different abilities in thinking and understanding, and we have to ensure that they participate accordingly, based on specific situations and circumstances.”

# Facing the challenge of separation with child

## 1. Discuss separation with children in advance.

- Put yourself in your child's position and experience what he or she feels, and let him/ her know.
- Listen carefully to what your child says, and show that you agree. Tell your child the reason why you travel far away from home to work.
- Respect is more effective than being forceful with your children.

## 3. Keep in touch with the child and actively use your communication skills.

- Let the child know that you care about his words and also respect his feelings.
- We should point out both the good points and shortcomings of our children, but avoid direct criticism and reproach, as this can be hurtful to them. It is important not to compare your child to others.
- Use WeChat, QQ, and/or email as different ways to keep in touch with the children.

## 2. Together with your children, choose a suitable method for them to be ready to deal with the circumstances of their parents being away.

- With your child, choose the right people to help take care of the child.
- Encourage your child to be independent.
- Discuss safety issues with your child.
- Discuss rules for behavior with your child.
- Ensure that arrangements have been made for the child's education.

## 4. Ready to go home.

- Before going home
  - Tell your children the time you are planning to go home before hand.
  - Ask them what gift they would like, and buy as much as you can for them (within reason).
- Once you've arrived at home
  - Take initiative to talk to your child, and try to understand more about his ideas and needs.
  - Listen attentively to what your child says, wait for him to finish before you express your opinion.

# Communication with adult children (>18 years)

**Purpose:**

to provide suggestions to handle some common challenges in communicating with adult child.

**Materials required:**

none

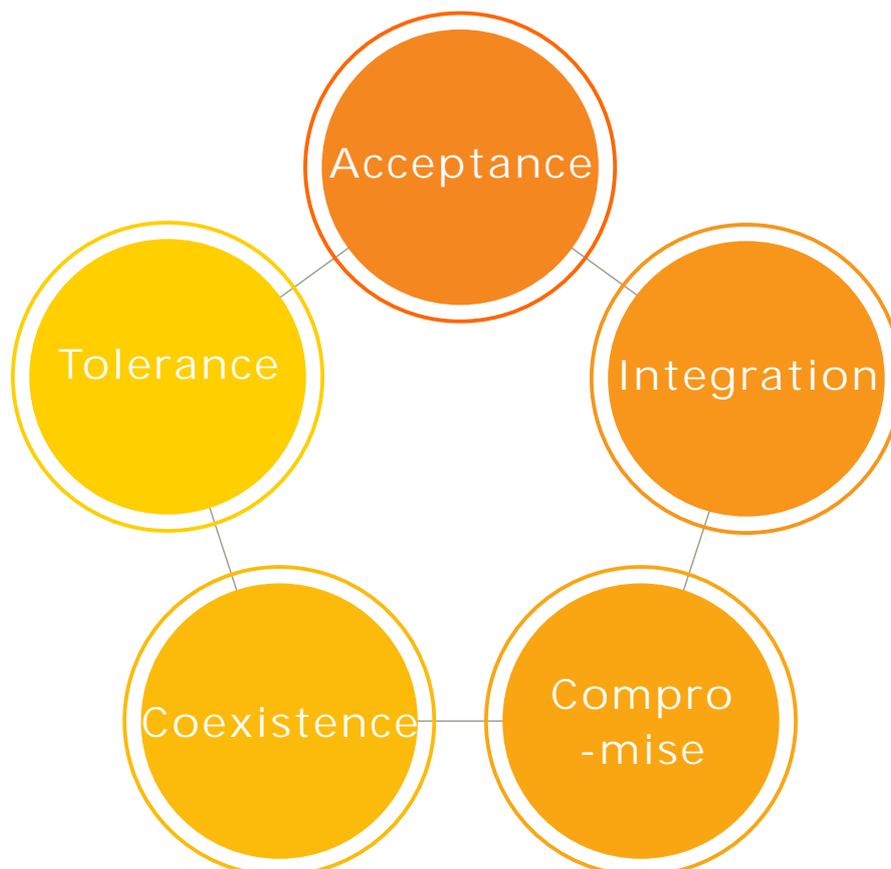
**Recommended time:**

30 minutes

**Procedure:**

1. The group representative from the “adult child group” will share their thoughts.
2. The facilitator will highlight group representative’s sharing with the following communication techniques.

## Building a relationship with your child





“I have helped my friends learn to manage their finance after the training. One of them has gained 400 yuan per month from her investment.”  
---- Xu Wenting, Line Worker, Shenzhen Nanling Toys Products Ltd.

# MODULE 3:

MY LIFE



## 3-4 Financial Planning Duration: 6 hours

This module builds on the Foundational Training, and presents more in-depth information about financial planning and different financial tools.

# Welcome and Introduction

**Purpose:**

to introduce topics that will be discussed in this training.

**Materials required:**

paper slips, pens

**Recommended time:**

30 minutes

**Procedure:**

1. The participants will write down one challenge they have in managing their finances on a piece of paper. They will also note on the paper whether they are single, supporting the elderly and children in a family or have grown-up children.
2. Then form groups based on the situation they identify with.
3. Invite one volunteer from each group to identify common challenges.
4. Tell the participants that they will learn to tackle their financial challenges through these four topics :
  - My Finance Status & My Financial Goals
  - My Saving Plan & My Budget
  - Tools to Achieve My Goals
  - Insurance

# My Finance Status & My Financial Goals

## Purpose:

to help participants understand their current personal finance habits. To introduce the concepts of financial goals and time horizon, so they can form a better financial plan.

## Review My Finance

### Materials required:

finance worksheet, pens

### Recommended time:

25 minutes

### Procedure:

The participants will spend ten minutes filling in the finance worksheet. Participants that are single will fill in the worksheet with their own income; participants with families will include figures from other family members.

## Financial Goals & Investment Horizon

### Materials required:

flip chart paper, markers

### Recommended time:

25 minutes

### Procedure:

1. Begin by saying, "Often, the reason behind our finance challenges is because we do not have a clear goal. Even if a goal is available, we still need to set a time horizon to help us better understand the time constraints when deciding different personal finance goals. So let's take these three scenarios as examples."
2. Ask the participants to sit in groups to discuss how they would choose personal finance tools in terms of time and risk. Each group will have a representative share their thoughts with the rest of the class.

## Graph 3.4.1 Financial Goals & Investment Horizon

Single  
workers

Buy a car  
within 2 years

Supporting  
your family

Buy a house  
in your hometown  
within 5 years

Grown  
Children

Save enough for a  
down-payment so  
your child can buy  
a house in the city

# My Financial Goals

## Materials required:

paper slips, pens

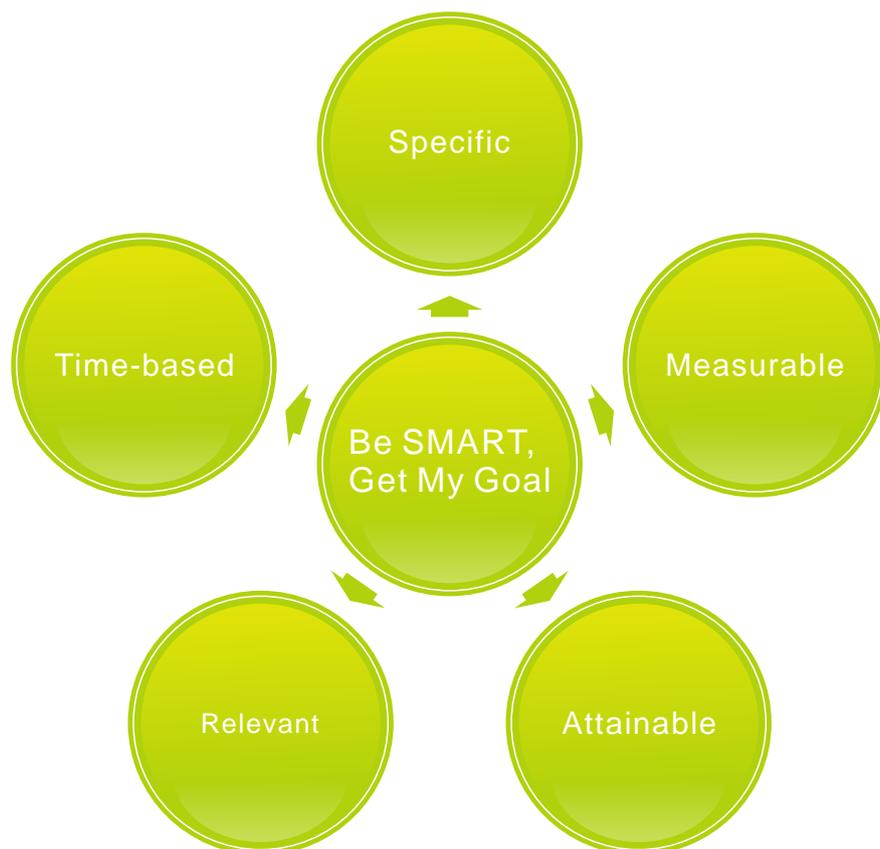
## Recommended time:

25 minutes

## Procedure:

1. The participants will write down one personal finance goal on a piece of paper.
2. Invite two to three participants to talk about their goals. Then the facilitator can summarize by reminding the class the five key elements in setting goals.

Graph 3.4.2 My Financial Goals



# My Saving Plan & My Budget

## Purpose:

to explain how to calculate the savings participants need to reach their financial goals.

## Materials required:

budget worksheet, pens, savings plan worksheet

## Recommended time:

75 minutes

## Procedure:

1. Introduce this session by saying, “Everyone knows that we don’t always have enough money for the things we want or even need for our family. In this session you will look at a simple technique to help make sure you have enough money set aside when you need or want it most. In the previous session you listed some of the dreams you have for your family. In this session, you will work out a quick and easy savings plan to help make one of those dreams into a reality.
2. Invite three participants to read out the story “Fang’s Dream for her Family” by paragraph.
3. Draw a table on a white board or flip chart to work out how much Fang will need to save on a weekly basis if she wants to buy the chicken in 1/3/6/12 month(s).
4. After filling in the table, tell the participants Fang has decided to buy the chicken in three months. Then the facilitator will ask the participants if they agree with Fang’s plan and why.
5. The participants will receive the Savings Plan Worksheet to work out their own savings plan.
6. Ten minutes later, ask the participants to compare their savings plans against their finance worksheets to see if they will need to make any adjustment in their spending to keep a balanced budget.
7. After that, they will receive a Budget Worksheet to create a budget for the coming six months.

## Fang’s Dream for her Family

Fang lives with her husband and children. Fang works in a factory and her husband has a small business selling pancakes from a street stall. On average, her salary is 2,000 RMB/month and her husband earns 4,000 RMB/month. They can save 500 RMB each month.

Fang wants to buy some chickens for her family. She hopes that the chickens can lay enough eggs for her husband’s pancake business, so he doesn’t need to buy eggs anymore. If things go well, she may be able to sell eggs or even chickens later on. Fang’s husband sells an average of 100 pancakes a day, for which he needs 20 eggs.

Fang decides to buy ten female chickens and five male. If it goes well, she will soon have more chickens. She goes to the market and finds she can buy the 15 chickens for 1,000 RMB. She decides to save money to buy the chickens and draws up a savings plan.

## Source:

This exercise was adopted from Activity 4B: Drawing up a Savings Plan, Session 4: Managing your Money, Community-Based Tool on Basic Financial Literacy Facilitator’s Guide, by ILO Decent Work Team .

Table 3.4.1  
Budget/Finance Worksheet

Class	Type	Description	Income
Working income	Salary	Fixed working payment	
	Bonus	Unfixed working payment	
Financing income	Interests	Interests from deposits in bank	
	Earnings	Earnings from investment	
Other income	Gifts	Gifts or gift money from friends and relatives	
	Other	Other income	
Class	Type	Description	Expense
Basic expenses	Clothing	Clothes, shoes and bags	
	Food	Food and drink	
	Accommodation	Rent, utility and management fees	
	Transportation	Public transport tickets or fees to maintain a car	
	Communications	Telephone, Internet and TV fees	
	Cosmetics	Cosmetology, haircuts and skin care	
	Essentials	Soap, toiletries, etc.	
	Healthcare	Doctor's visits, co-pays, medicine, etc.	
Family responsibility	Parental support	Money to support parents	
	Familial support	Money to support siblings and relatives	
	Raising children	Fees to raise children and pay for their education	
	Repayments	Money to pay back relatives (house loan not included)	

<b>Recreation</b>	Relationship building	Money to treat friends, cash gifts for weddings and funerals	
	Travel	Money to visit parks and scenic spots	
	Entertainment	Money to go to cinema, theater or buy videos	
<b>Continuing Education</b>	Book	Books and E-books	
	Training	Training	
<b>Housing</b>	Housing	Money to buy, build, or rent a house or apartment	
<b>Luxury</b>	Electronics	Computer and cellphone	
	Car	Car	
	Jewelry	Jewelry	
<b>Other expenses</b>	Others	Other unpredictable expenses, such as loss due to theft	
<b>Insurance and financing</b>	Insurance	Insurance premiums	
	Investment	Investment principal, fees, and losses	
	Savings	Savings deposited	
<b>Calculation</b>			
<b>Income – Expense = Difference</b>			

**Table 3.4.2**  
**Savings Plan Worksheet**

Your dream for your family or yourself		
How much does it cost?		
Remember . . . to calculate how much you need to save each week: Cost of savings goal ÷ number of weeks = Weekly savings needed		
Calculations		
How much would you have to save each week to reach your savings goal in one month?		÷4 weeks
In three months?		÷12 weeks
In six months?		÷24 weeks
In one year?		÷52 weeks
Decision:How long do you want save up for to reach your goal?		
What are two reasons for your decision?		



# About Deposits

## Materials required:

none

## Recommended time:

30 minutes

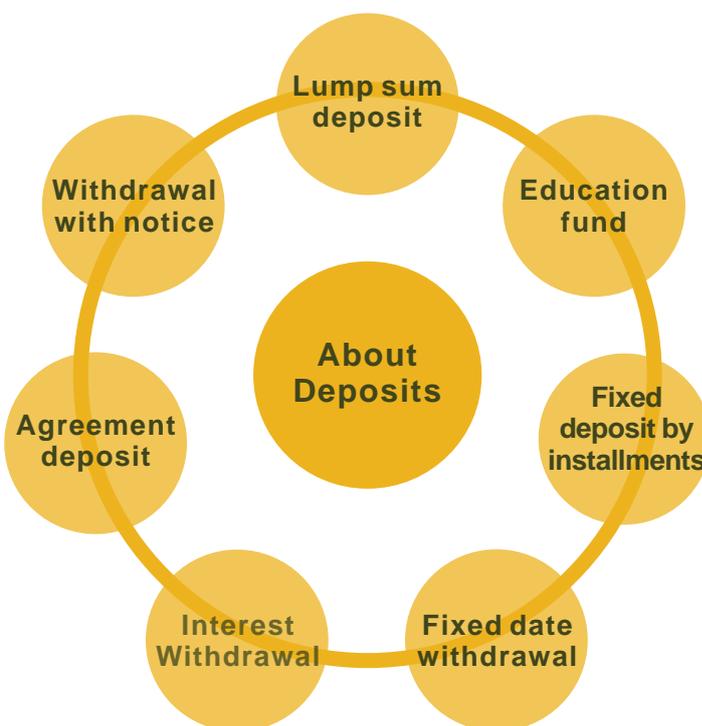
## Graph 3.4.4 About Deposits

■ About Deposits

There are two types of deposits: savings deposits and certificates of deposits

## Procedure:

1. Introduce different types of deposits as shown in [Graph 3.4.4](#) .
2. Then introduce interest rates of different types of deposits as shown in [Table 3.4.3](#).
3. Introduce methods of depositing as shown in [Table 3.4.4](#), which are applicable to different financial status and different goals and time horizon.
4. Ask the participants to think about how they will apply the methods to achieve their goals. Invite two to three volunteers to share their thoughts.



**Table 3.4.3**  
**Interest Rate and Minimum Sum**  
**of Each Type of Deposit**

	savings	Lump sum deposit						Fixed deposit by installments			Fixed date withdrawal		Interest withdrawal		With-drawal with notice	Agreement deposit
		3 mo	6 mo	1 yr	2 yr	3 yr	5 yr	1 yr	3 yr	5 yr	1 dy	7 dy				
interest rates(%)	0.35	2.60	2.80	3.00	3.75	4.25	4.75	2.85	2.90	3.00	0.80	1.35	1.15			
minimum deposit (yuan)	1	50						5 1,000 5,000			50,000					

**Notes:** The below interest rates were set by PBC on July 6, 2012. They do not represent current actual rates. The interest rate of lump sum deposit applies to education deposit.

**Table 3.4.4**  
**Methods of Depositing**

Ladder depositing	Split into 4	Alternating deposits	Rotating deposits	Compound interest deposits
<ul style="list-style-type: none"> <li>Suppose that you have 5,000yuan. You can split them into 5 equal parts and save them as fixed deposits whose terms range from 1 to 5 years.</li> <li>In this way, you can follow the steps of interest rate adjustment while enjoying the high interest rate of 5-year deposit.</li> </ul>	<ul style="list-style-type: none"> <li>Split 10,000 yuan into four unequal parts and put them into four deposit accounts.</li> <li>In this way, you can withdraw different amounts of money at different times when you need money.</li> </ul>	<ul style="list-style-type: none"> <li>Suppose you have 5,000 yuan. You can divide it into two equal parts of 2,500yuan. Save them as half-year and 1 year fixed deposits.</li> <li>In this way, you can meet your short-term needs while enjoying a higher interest rate than savings deposits.</li> </ul>	<ul style="list-style-type: none"> <li>Divide your money into 12 equal parts, save one part as 1-year fixed deposit each month, or save the surplus money of each month as 1 year fixed deposit.</li> <li>In this way, you can meet the cash demand for daily expenses while enjoying a higher interest rate than savings deposits.</li> </ul>	<ul style="list-style-type: none"> <li>Suppose you have 3,000yuan on hand. You can save it as a fixed deposit for interest withdrawal. After one month, you can withdraw the interest of the first month and open an account of fixed deposit by installments. Withdraw the interest at the end of each month and put the money into the new account.</li> <li>In this way, you can get two measures of interest, just like letting a hen produce eggs and then letting eggs become chickens.</li> </ul>

# Funds and Stocks

## Materials required:

none

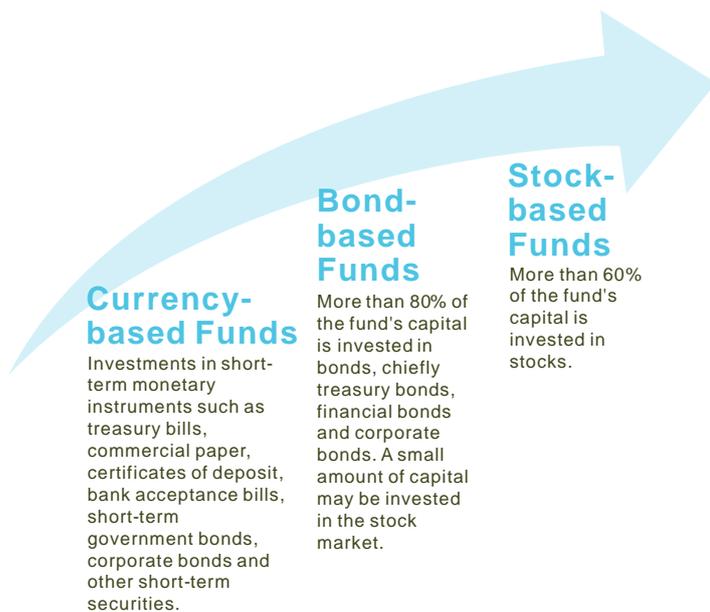
## Recommended time:

30 minutes

## Procedure:

1. Introduce the difference between the three types of funds as shown in [Graph 3.4.5](#).

### Graph 3.4.5 Classification of Funds



2. The participants will divide into five groups to discuss one topic each about the Chinese mainland stock market. Ten minutes later, a representative from each group will share what they know on the subject, then the facilitator will supplement with contents as show in [Table 3.4.5](#).

**Table 3.4.5 Chinese mainland stock market**

Trading hours	<ul style="list-style-type: none"> <li>• From Monday to Friday (except legal holidays)</li> <li>• Morning: 9: 30 --11: 30 Afternoon: 13: 00 --15: 00</li> </ul>
Stock that mainland Chinese citizens can buy in their individual capacities	<ul style="list-style-type: none"> <li>• A shares (RMB common stocks)</li> </ul>
Long vs. short 113	<ul style="list-style-type: none"> <li>• Long means that the investors are optimistic with the stock market and considers that the stock market will be bullish, so they buy the stock at a low price and then sell them when the stock rises to a certain price so as to take the differential income.</li> <li>• Short means that the investors and stock traders think that the current stock price is too high and expect that the stock price will fall. So, they sell the overpriced stock, and buy again when the stock price falls to a certain price so as to take the differential income.</li> </ul>
Limit on price variation	<ul style="list-style-type: none"> <li>• The range of fluctuations in individual stock prices should not exceed 10% from day to day, entrusting exceeding fluctuation limit is invalid entrusting.</li> </ul>
*ST, ST, S*ST, SST, S	<ul style="list-style-type: none"> <li>• High-risk stocks ("Special Treatment")</li> </ul>

3. Explain the risks of each tool and then explain how each tool works using the chicken investment scenario as shown in [Table 3.4.6](#).

**Table 3.4.6**  
**Pretend you have 300 yuan per month for food. It costs 10 yuan per chicken. How would you spend your 300 yuan?**

Spend It All	<ul style="list-style-type: none"> <li>Buy 30 chickens and eat one chicken a day.</li> </ul>
Savings	<ul style="list-style-type: none"> <li>Buy 30 chickens, eat 29, and have one left at the each month.</li> </ul>
Insurance	<ul style="list-style-type: none"> <li>Buy 30 chickens, and regularly give the insurance company a certain number of chickens each month, which the company keeps for 10-20 years. In case of an accident, the company shall give the chickens to your beneficiary.</li> </ul>
Fund	<ul style="list-style-type: none"> <li>Give all 300 yuan to the boss of chicken house, and ask him to buy some when chickens are cheap, and sell them when they are expensive, and give all benefits to you.</li> </ul>
Bond	<ul style="list-style-type: none"> <li>Buy 30 chickens, lend 1 chicken each month to those who do not have money to buy chickens, and collect 60 chickens and eggs at a time after 5 years.</li> </ul>
Stock	<ul style="list-style-type: none"> <li>Do not buy now, buy 60 when the price is 5 yuan, and then sell them when the price rises to 15 yuan, then you can get 900 yuan.</li> </ul>
Futures	<ul style="list-style-type: none"> <li>Make an deal with another person: I give you one chicken each month, and after 12 months, the other party returns you 12, no matter the price rises or falls.</li> </ul>

# Private Lending

## Materials required:

none

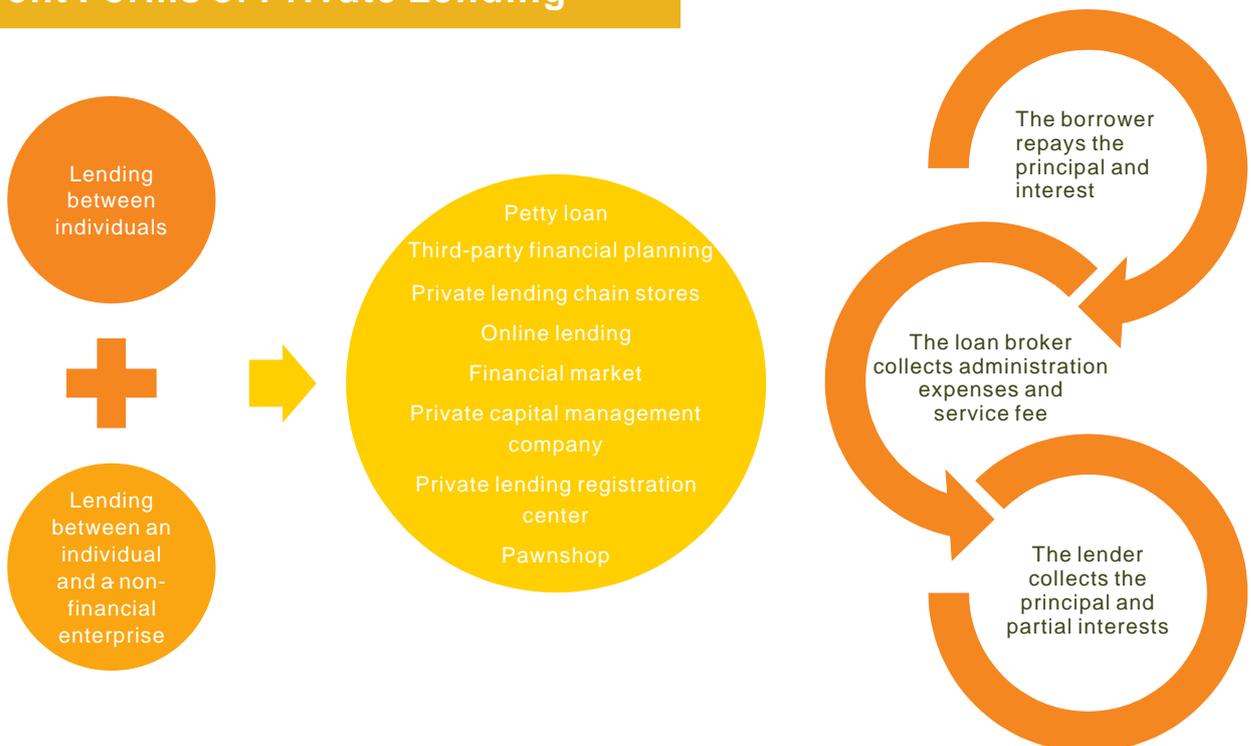
## Recommended time:

20 minutes

## Procedure:

Begin by asking the participants what forms of private lending they are aware of and then introduce the contents as shown in [Graph 3.4.6](#) and [Graph 3.4.7](#).

### Graph 3.4.6 Different Forms of Private Lending



### Graph 3.4.7 A Popular Form of Private Loan: Online P2P



# Will their borrowing be protected by law?

## Materials required:

none

## Recommended time:

20 minutes

## Procedure:

1. Segregate three areas in the classroom, “Yes”, “No”, “Not sure”.
2. Read out each statement below and ask the participants to stand in one area to indicate their opinions.
3. Then ask participants in each area to talk about their rationale, after that, the facilitator will analyze the scenario.

### Scenario 1:

Wang likes to set up gambling games at home. Shen and other people come for group gambling. Shen borrowed 40,000 yuan from Wang, and signed a written IOU, agreeing to return the money before April 15. However, after the loan was due, Shen refused to repay the loan even after Mr. Wang followed up.

### Scenario 2:

Wu borrowed 10,000 yuan from the Finance Office of Township Government as an individual loan, promising to repay on Oct. 1, 1998. The Township Government sued Wu to the court on Dec. 27, 2002.

### Scenario 3:

Xiao Hu borrowed 100,000 yuan from Ma. Two sides agreed that interest on the loan would be 20%, calculated on a monthly basis, and Xiao Hu would repay the loan in one year, but Xiao Hu never repaid the principal or interest.

### Scenario 4:

Wang and Dong are friends. On Feb. 18 of last year, Wang asked Dong on the phone: “When will you repay me the 7000 yuan that you borrowed from me?” Dong replied: “I do not owe you money, I borrowed for Wei, and I do not have the obligation to repay.” Wang secretly recorded the conversation and took him to court with this as evidence.

4. Summarize the previous exercise with following contents.

# Is private lending reliable?

---

## Make Sure Your Loan is Legitimate

- Money borrowed for defrauding, drug trafficking, drug taking or any other illegal activity is not protected by law.

## Sign a Contract

- Names, loan type, currency, amount, time, deadline, purpose, interest rate, mode of payment, guarantor, responsibilities of default and so on shall be clearly stated. The contract shall be signed and sealed. Each party keeps one copy.

## Legal Interest Rate

- The interest rate shall not be 4 times higher than the interest rate of a bank loan of the same type.
- Compound interest loan and loan with high withheld interest rate are not subject to legal protection. Only the principal can be returned.

## Payback Period

- The prescribed period for litigation for the lender to apply to the people's court for credit protection is 2 years. No legal protection is provided, if the lender fails to prove any collection within 2 years after expiration of the loan term.
- In order to prevent the prescribed period for litigation from being exceeded, the lender shall ask the borrower to write a repayment schedule so that the period for litigation could be recalculated based on the new payback period.

# Insurance

## Purpose:

to introduce different types of insurances that concern factory workers.

## Materials required:

none

## Recommended time:

10 minutes

## Procedure:

1. Begin this session by inviting participants to talk about insurances that they are aware of.
2. Then introduce the two categories of insurance in China, social insurance and commercial insurance.
3. Ask participants to name some products that they think belong to either of the two categories.
4. Finally share the contents as shown in Table 3.4.7.

**Table 3.4.7 Types of Insurance**

Social Insurance	{	Pension Insurance Medical Insurance Occupational Injury Insurance Maternity Insurance Unemployment Insurance
Commercial Insurance	{	Property Insurance Life Insurance Health Insurance Children Education Insurance

# Social Insurances

2. The average payment rate of the insured is the average of the ratio between the premium base of the insured and the overall average salary over a certain period. The lower limit is 0.6 and the upper limit is 3. Suppose that you paid premium based on 1,000 yuan and the overall average salary of the same year is 2,000 yuan, then your ratio is 0.5. The average value of the ratios over a certain period will be used.

The number of payoff months is no longer a fixed number of 120. It varies according to retirement age: 195 months (50), 170 months (55), 139 months (60).

For example, suppose a man retires at 60 and the average salary of employed laborers within the province in previous year is 4,000 yuan,

if the man has paid the premium for 15 years and his average premium base is 0.6, then his base pension = (4000 yuan + 4000 yuan × 0.6) × 15 × % 480 yuan .

if his average premium base is 1.0, then his base pension = (4000 yuan + 4000 yuan × 1.0) × 15 × % 600 yuan .

if his average premium base is 3.0, then his base pension = (4000 yuan + 4000 yuan × 3.0) × 15 × % 1200 yuan .

Suppose that the man has paid the premium for 40 years,

if his average premium base is 0.6, then his base pension = (4000 yuan + 4000 yuan × 0.6) × 40 × % 1280 yuan .

if his average premium base is 1.0, then his base pension = (4000 yuan + 4000 yuan × 1.0) × 40 × % 1600 yuan .

if his average premium base is 3.0, then his base pension = (4000 yuan + 4000 yuan × 3.0) × 40 × % 3200 yuan .

Personal pension = base pension + pension from personal account = base pension + amount of deposit in the personal account ÷ 139

3. If a worker who has participated in the basic medical insurance dies and there is a balance in his/her personal medical account, the balance can be passed on to his/her relatives as an inheritance following the stipulations of the Law of Succession. If a person pays medical insurance premium for 20 years, he/she can enjoy the benefits of medical insurance during retirement years.

## Materials required:

none

## Recommended time:

20 minutes

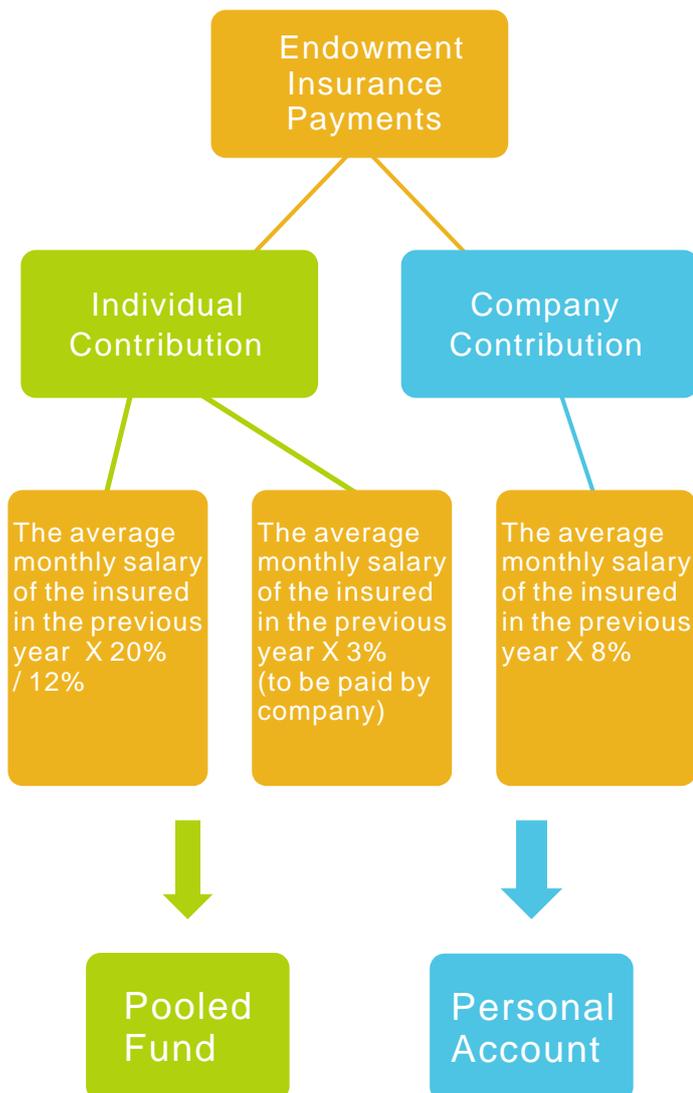
## Planning notes:

1. The insurance payment of new employees should be calculated based on their hourly salary. Organizations must declare the salaries of their employees to the social security bureau by the end of June. The payment year starts from July each year to June of the following year.

## Procedure:

1. Ask participants to name some products that they think belong to social insurance. Then introduce the “five social insurances”:  
 "Five social insurances" included endowment insurance, medical insurance, unemployment insurance, employment injury insurance and maternity insurance. Endowment, unemployment, and medical insurance is to be paid by employee and the employer together whereas maternity and employment injury insurance only paid by employer. The five insurance is statutory under Labor Law while housing provident fund doesn't.
2. Introduce the configuration of endowment insurance as shown in [Graph 3.4.8](#).

**Graph 3.4.8**  
**Endowment Insurance Payments**



3. Ask the participants to calculate the money in their personal endowment insurance accounts after 15 years, using their current salary as a base.
4. Introduce key information related to the personal pension account:
  - ID number: insured's ID number
  - Composition: total individual contributions and interest from investing in government bonds
  - Withdrawal: total individual contributions and interest
  - Appreciation: if the investments rise in value, any profits made at withdrawal go to the bank.
5. Introduce withdrawal of pension as shown in [Graph 3.4.9](#). Then ask the participants to calculate their monthly pension after retirement if they pay 15 years, using their current salary as a base.
6. Tell the participants that the base of the other four insurances is the average monthly salary of the insured in the previous year. Then introduce the configuration respectively:
  - For medical insurance, the employer pays 8% of the base while the employee pays 2%.
  - For unemployment insurance, the employer pays 2% of the base while the employee pays 1%.
  - For injury insurance, the employer pays 1% of the base.
  - For maternity insurance, the employer pays 0.8% of the base.
7. Debunk the myths about coverage through scenario discussion.

Now that I've enrolled in the basic medical insurance, I will no longer worry about medical expenses.

- Medical insurance does NOT cover ALL expenses.

Why don't I just quit my job and apply for unemployment insurance, while attending to my own business.

- Unemployment insurance covers NO quitting or foul play.

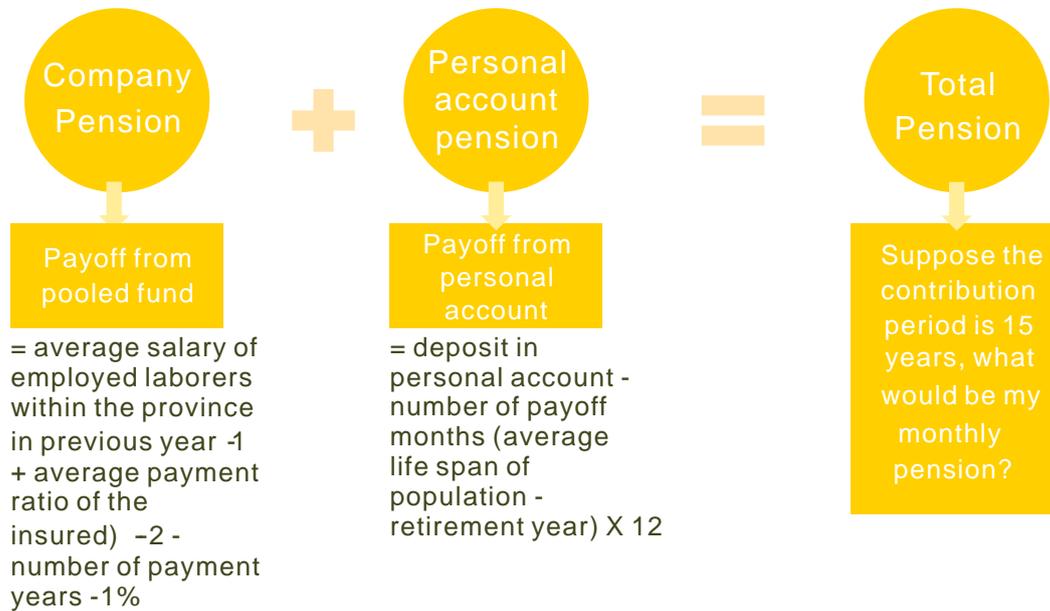
I twisted my ankle three days ago at work. I'll apply for occupational accident insurance.

- Occupational accident insurance can only be claimed the first 48 hours.

The second day I'd enrolled in maternity insurance, I found out I was already 3 month pregnant. I'm so happy I'll be enjoying the benefits soon.

- Maternity insurance requires at least 1 full year payment.

## Graph 3.4.9 Withdrawal of Basic Pension



## Commercial Insurance

### Materials required:

none

### Recommended time:

10 minutes

### Planning notes:

1. As for term life insurance, the beneficiary of the deceased has the right to claim the insurance benefit, if the insured dies during the term. If the insured does not die during the term, the insurer shall not have to pay insurance benefit or receive a refund of the insurance premiums. Term life insurance provides a guarantee for the insured involved in a short-term dangerous job, in most cases.
2. Whole life insurance is a death insurance with no specific term. The insurance liabilities start from the day the insurance contract comes into effect and lasts until death of the insured. Death is inevitable for human beings, so whole life insurance benefits will eventually be paid to the insured. Due to the long term, premium rate of whole life insurance is higher than that of fixed term insurance and whole life insurance also has saving functions.
3. In a survival insurance plan, the insured shall live to expiration of the insurance stipulated in the insurance policy, to get the insurance money. If the insured dies during the insurance period, the insurance money could not be claimed back. Nor could the paid insurance expenses be returned.
4. Life-death insurance is a combination of term life insurance and survival insurance. If the insured dies during the term agreed upon in the insurance contract, the death benefits shall be paid to the beneficiary. If the insured stays alive when the term stipulated in the insurance contract expires, the insured gets life insurance benefit agreed upon in the insurance contract. This is the most commonly seen commercial life insurance in the current market.
5. In retirement insurance, the insured gets the insurance benefit whether the insured is dead or alive when the insurance term expires. With a retirement insurance, the beneficiaries or the insured would get set monthly payments after the insurance term expires.

6. Term education insurance is a insurance product for parents to invest in their children's education. The parents make an investment when the child is young, and the insurance matures when the child involved graduates from high school or college or establishes a business. The purpose is so that the child can get a stable sum of income at each important educational stage.
7. There are usually three ways to get returns from the children education insurance:
  - The returns are distributed over a few years;
  - The returns can be cashed out starting at a specific time point, like the day the child enters high school or college, for example;
  - All the money is returned at an agreed time point, the day when the child involved enters college or graduates from college, for example.

## Procedure:

1. First introduce the four categories of commercial insurances in China.
2. Ask participants to name some products that they think belong to each of the four categories. Then introduce the following contents.

## Life Insurance

- Fixed-term Life Insurance
- Lifetime Life Insurance
- Survival Insurance
- Life-death Insurance
- Retirement insurance

## Property Insurance

- Housing Property Insurance
- Cargo Transportation Insurance
- Transportation Vehicle Insurance
- Agriculture Insurance
- Liability Insurance

## Health Insurance

- Medical Expense Insurance
- Hospitalization Benefits Insurance
- Accidental Injury Insurance
- Accident Medical Insurance

## Children's Education Insurance

- Lifetime Insurance
- Non-lifetime Insurance



"I did not have much experience in managing a line and could not resolve the difficulties at work. After the training, I'm more aware of the the work procedures and can calmly handle the challenges with my team."

# MODULE 4:

## MY SKILLS

### 4-1 Becoming A Line Leader Duration: 6 hours

Line leaders are often promoted from workers who perform well at their own production tasks. Moving from a worker to a manager is a common challenge among the newly promoted line leaders since they are not used to the new roles and responsibilities. It is not unheard of that some workers would rather turn down a promotion offer. This module aims to equip high potential workers with better understanding of a line leader's roles and responsibilities through scenario discussion and role play focusing on real-life production problems, so they will become more at ease when they are given the opportunity.

# Welcome and Introduction

**Purpose:**

to introduce the goals in the session.

**Materials required:**

none

**Recommended time:**

5 minutes

**Procedure:**

Tell the participants that through this session, they will:

- Understand the role of a line leader and how to fulfill various duties
- Understand what skills are required to fulfill responsibilities as a line leader
- Learn about different types of leadership styles
- Be aware of situations in which they may act beyond their authority as a line leader



# The Role of a Line Leader

## Purpose:

to introduce the role of a line leader and how to fulfill various duties.

## Planning notes:

1. A line is the basic unit of production and where the management for the entire organization starts.
2. A line leader is the first level of management and connects workers to the management level. A line leader not only acts as the commander at the forefront of production but also is responsible for communication between the members on the team.

## Discussion: Roles of Line Leader

### Materials required:

flip chart paper, markers

### Recommended time:

75 minutes

### Procedure:

1. Split the participants into three groups.
2. Each group will discuss for 15 minutes.
3. Group presentation followed by summary as follows .

## Group discussion: your own role

- Discuss whether you or your line leader has completed all the following. Provide specific examples.

### Line leader as a subordinate

- Are you accountable to your superior?
- Are you representing your superior, in the face of your line members?
- Do you accurately implement the decisions of your superior?
- Do you work within your range of responsibilities?

### Line leader as a superior

- Have you moved from an operator to a manager?
- Have you started thinking about the needs of the organization?
- Have you turned from pursuing personal targets to pursuing line targets?
- Have you turned from maintaining achievements to continuous improvement?
- Have you turned from following orders to giving orders in terms of management style?

### Line leader as a colleague

- Do you dispute over trifles and pass responsibilities to others?
- Do you pass the buck when dealing with something important?
- Do you ever pursue line interests at the cost of collective interests?
- Do you take everything for granted that others do for you?

# Different Types of Line Leaders

## Materials required:

flip chart paper, markers

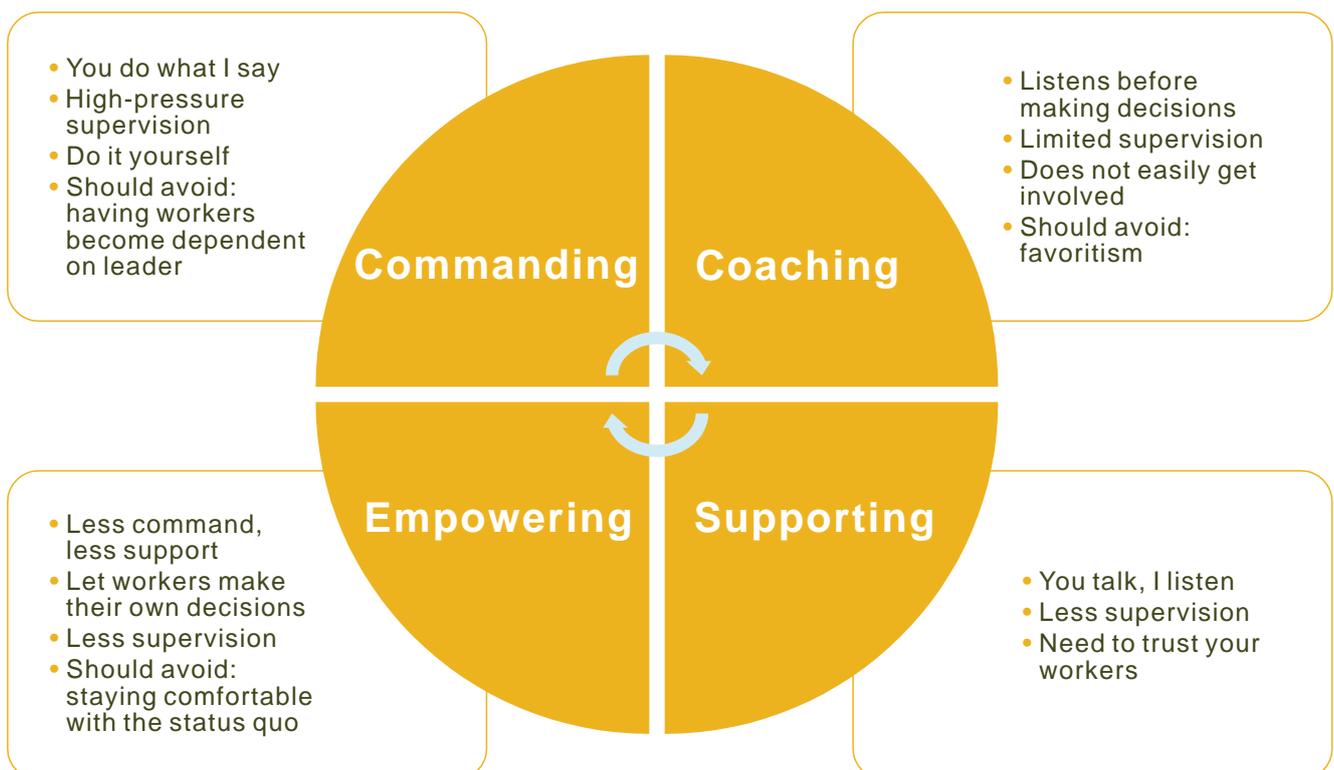
## Recommended time:

100 minutes

## Procedure:

1. Introduce the four types of leadership as shown in [Graph 4.1.1](#).
2. Split the participants into four groups. Have each group discuss some examples of the leadership in question. Prepare a role play to illustrate.
3. Role play session. After each role play the facilitator will summarize by showing the relevant content in [Graph 4.1.1](#).
4. The facilitator concludes: Different leadership styles are suitable for different situations and environments. We'll talk more specifically about when to use each leadership style in the next module about Building a Team.

Graph 4.1.1 Different Types of Line Leaders



# Discussion: Duties of a Line Leader

## Materials required:

flip chart paper, markers

## Recommended time:

130 minutes

## Procedure:

1. Split the participants into six groups.
2. Each group will discuss what specifically they think a line leader needs to do to fulfill her duties. Encourage them to use actual examples to illustrate.
3. Ten minutes later, each group presents their discussion.
4. Summarize each group's insights and reviews the relevant content as follows.

## Discussion: Duties of a line leader

Discuss what a line leader needs to do to fulfill her duties.

Complete production tasks	Improve product quality	Improve production efficiency	Eliminate waste	Maintain safe environment	Manage employees
Complete production and operation tasks, maintain the highest standards of quality, and stay on schedule.	Actively reduce errors at work and continuously improve product quality.	Constantly look for ways to improve, innovate, increase workers' enthusiasm for production and improve operational approaches and management process.	Reducing the use of raw materials and energy resources, reduce labor cost (eliminating waste, improving efficiency and reducing overtime work) and so on.	Prevent industrial injury and major safety accidents, production equipment maintaining, maintain 5S management of the production site and so on.	Work assignment, attendance management, rewards and discipline, business techniques training, labor protection, work benefits, worker emotion management, line make-up and so on.

# The Role of a Line Leader

## Materials required:

flip chart paper, markers

## Recommended time:

50 minutes

## Procedure:

1. Split the participants into five groups. Each group will discuss for ten minutes what leadership skills a good line leader should possess.
2. Group presentation followed by summary as shown in [Graph 4.1.2](#).
3. Ask the participants to gauge their current skill level against the five metrics and develop their own action plan to enhance their skill set.

**Graph 4.1.2**  
**Top Five Leadership Skills for Line Leader**



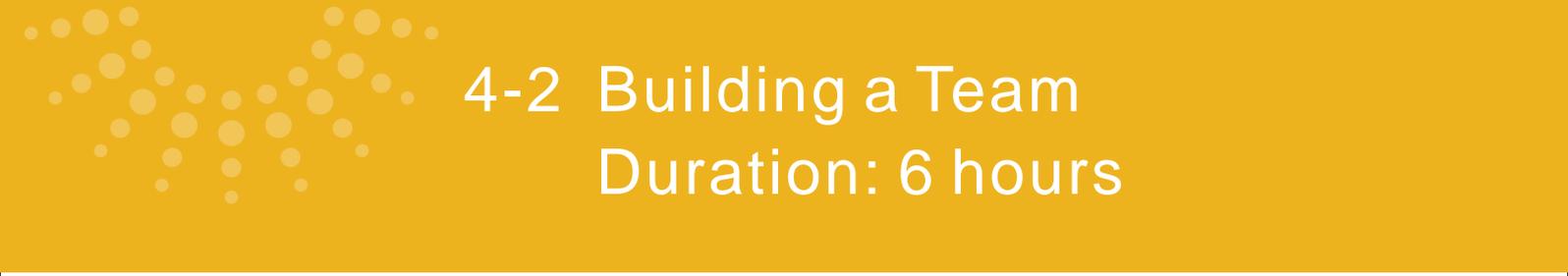


“ The training has taught me that I am not just an individual. I am in a team. I am part of a chain. If the chain breaks, it affects others in the team. We need everyone to keep the work going.”

- - -He Hui, Line Worker, Shenzhen Cichang Footwear

# MODULE 4:

## MY SKILLS



### 4-2 Building a Team Duration: 6 hours

Being at the forefront of production, workers and line leaders seldom have the opportunity to reflect on the effectiveness of their team. They are so preoccupied with the pressing production tasks and urgent problems that they cannot think strategically to better allocate the resources inside a team. This module brings the participants to their daily challenges from a holistic perspective. They will learn to tackle the production problems through collaboration efforts of a team instead of relying on a few individuals.

# Welcome and Introduction

**Purpose:**

to introduce the goals in the session.

**Materials required:**

none

**Recommended time:**

5 minutes

**Procedure:**

Tell the participants that through this session, they will:

- Understand differences between a team and a group
- Learn about the characteristics of a high performing team
- Understand how to adjust one's leadership style to a team that is under different development stages



# What is a Team?

## Purpose:

to help participants understand the differences between a group and a team and to talk about characteristics of a high performing team.

## Is Our Line a Group or a Team?

### Materials required:

none

### Recommended time:

25 minutes

### Procedure:

1. Begins by asking the participants if they think their lines are working as a team or as a group.
2. Then talk about the differences between a group and a team as shown in [Graph.4.2.1](#).
3. Finally ask the participants whether they prefer working in a group or a team now that they know the differences. Invite two to three volunteers to share their thoughts.

Graph 4.2.1 Is Our Line a Group or a Team?

## Group

## Team



# Features of High Performing Team

## Materials required:

none

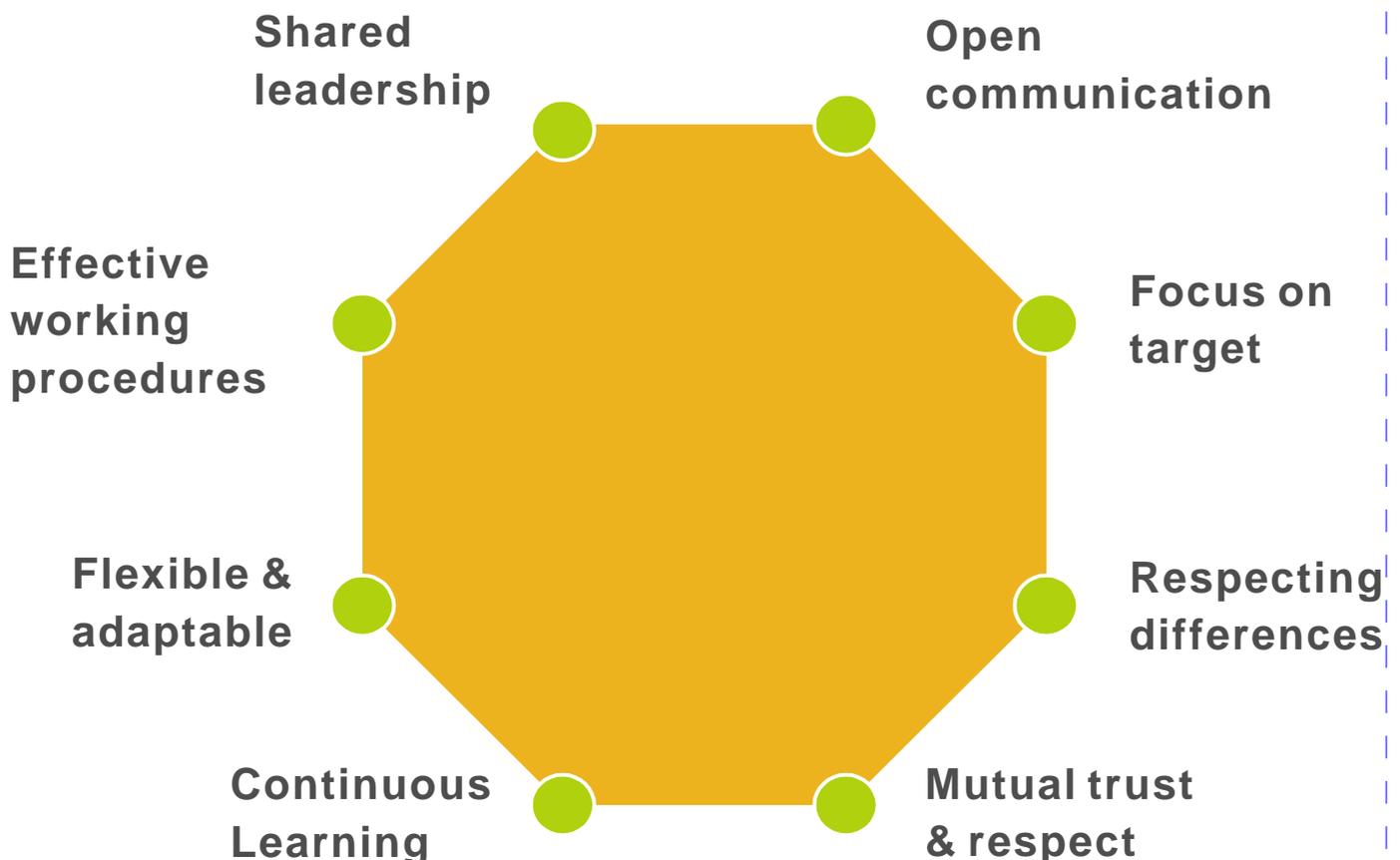
## Recommended time:

30 minutes

## Procedure:

1. First introduce the characteristics of a high performing team as shown in Graph 4.2.2.
2. Ask the participants to score their lines against each of the above characteristics from one to five.
3. Ask how high the participants have scored their lines point by point. Participant who has scored highest on a certain characteristic will be invited to talk about how her line performs in this aspect.

**Graph 4.2.2 Characteristics of a High Performing Team**



# Becoming a High Performing Team

## Purpose:

to introduce methods that help build up an effective team.

## 8 Points and 3 Principles of a Team

## Materials required:

flip chart paper, markers

## Recommended time:

40 minutes

## Procedure:

1. Review the 8 characteristics of an effective team as shown on the right of [Table.4.2.1](#).
2. Ask the participants to summarize three methods to achieve the eight characteristics. Then point out the methods as shown on the left of [Table.4.2.1](#).
3. Divide participants into three groups to talk about what exactly needs to be done under each method. Encourage them to share their experiences or give some concrete examples.
4. Ten minutes later, a representative from each group will share their thoughts in the class.

**Table 4.2.1**  
**8 Points and 3 Principles of a Team**

Inclusive culture

- Mutual trust and respect
- Respectful of differences

Effective communication

- Open communication
- Focus on the target

Work Together

- Shared leadership
- Effective working procedure
- Flexible and adaptable
- Continuous learning

# Inclusive Circle

## Materials required:

none

## Recommended time:

40 minutes

## Planning note:

Be very active and strict in following the rules. If anybody laughs or makes jokes, please remind them immediately but politely about the rules of the exercise and the risks of breaking the safety of the circle.

## Procedure:

1. The group makes a circle and the facilitator is also part of the circle. The circle should be closed. Check this by holding hands with your neighbor; after that, let go of your hands.
2. The exercise is an experiment: the goal of the circle is to create a safe space. The circle symbolizes a wall of protection. Inside that wall, participants can safely experiment with walking with their eyes closed. Walking with their eyes closed makes participants feel vulnerable and dependent on the trust of others. This exercise helps participants to experiment with helping others to feel safe and builds their own image of how to create trust. The facilitator should invite a volunteer for the experiment to walk with their eyes closed while others provide the safe place.
3. The volunteer stands in the middle while the facilitator explains to her: "You will close your eyes and start to cross the circle until you reach one of the group members. That group member will receive you gently and guide you to turn and go to the next person. the group will take care that you feel safe."  
Before the volunteer closes her eyes, the facilitator explains to the group: "While the volunteer walks, your job is to ensure that she feels safe. That means: don't make jokes, don't laugh, just concentrate on your task. When she reaches you, reach out and hold her by the shoulders (don't touch anywhere else). You then gently turn the person to face the center of the circle and give a small gentle push to start walking again; the person continues to walk. If the volunteer reaches a gap between two persons, one should insure that the volunteer does not walk out of the circle but rather is protected by the nearest persons. The volunteer can experiment for a few minutes, but can stop anytime she/he wants."
4. The facilitator asks the volunteer to close her eyes and start walking.
5. After the Exercise:
  - Ask about the volunteer's experience: "How did you feel? What experiences did you encounter — moments of anxiety or safety, perhaps? How did others receive you in the circle?"
  - Ask the circle: "How did it feel to be responsible for and to direct another person?"

# Assertive Communication

## Materials required:

none

## Recommended time:

40 minutes

## Planning note:

1. Three steps in assertive communication:
  - Describe: "Excuse me. As you can see there is a line here and several of us have been waiting for some time."
  - Express: "I don't feel it's fair for you to jump in."
  - Specify: "and really think you should be fair and go to the end of the queue."
2. Techniques in expressing approval or disapproval towards others' behaviors :  
Use "I" and "we" to express your feelings. Don't use "you" to criticize others. For example,
  - When a roommate is playing loud music in the dorm, you can say: "The music is a bit loud. It is very distracting to me. Can you please turn it down?"
  - When giving suggestions to subordinates, you can say: "I think there is room for improvement." instead of, "This is terrible! Redo!"

## Procedure:

1. Review the three steps in assertive communication style and techniques for expressing one's feelings introduced in Foundational Training by asking the participants if they remember what the three steps are and how to express their approval or disapproval towards others' behaviors.
2. The participants will be divided into two groups, each group will prepare one role play in pairs for ten minutes.
3. The facilitator will invite volunteers to demonstrate how they would utilize the communication skills to talk to their team member in each scenario.
4. After each demonstration, the facilitator will ask the rest of the participants if they approve of the communication skills used in the role play. Then the facilitator will comment on the demonstration.

## Role Play Scenarios

Xiao Chao is a young employee born in the 90s. He is quite a stubborn person, and is averse to being criticized. He has worked on your line for 3 months, but still has a high defect rate.

The team member, Xiao Hong, has "quick hands." You intend to assign her to a new work place to help a new employee Xiao Zhang, but Xiao Hong disagrees, and blames that you are picking on her.

# Effective Communication Tool

## Materials required:

flip chart paper, markers, poster sample

## Recommended time:

90 minutes

## Procedure:

1. Begin by asking the participants how they communicate with their line workers on a daily basis.
2. When the participants have given several answers, the facilitator will show that as line leader, they probably talk to their team members through the morning meeting, shift meeting and roaming check.
3. Then the facilitator will focus on how to conduct meetings and ask one or two volunteers to demonstrate how they conduct a meeting with their team members.
4. After the demonstration, the facilitator will ask the participants if they think such a meeting as demonstrated is engaging enough.
5. Then the facilitator will suggest using line poster as shown on the slide as a meeting tool to visualize meeting contents to better engage the line. The facilitator will explain that the poster will be updated by the line leader on a daily basis. On the poster, the line leader can highlight a good thing that a team member has done to help improve the line's performance, as well as point out one thing that needs improvement to raise the team's awareness. During meetings with the team members, the line leader can show the key points that need addressing through the poster.
6. After introducing the content on the poster and how to use it in a meeting, the facilitator will ask participants to divide into groups of 5 to design a poster for their own line and practice holding a meeting with the aide of the poster. This exercise will last 30 minutes.
7. 30 minutes later, each group will have one representative to show the class their poster and give a demo meeting using the poster.
8. After the demo, the facilitator will suggest the participants begin using the poster as a meeting visual tool. The facilitator will further recommend that such visual tool will also be very helpful in monthly meetings.

## A Sample Poster for Line Meeting

July 9, 2014 Temp: 28 -35°C drink more water, cool down

### Dumplings and Dinosaurs

XX puts forward the technical improvement suggestion in producing YY, which increased output, applaud for him/her, please.

Word of the day  
摧枯拉朽, means  
easily accomplished

The 3<sup>rd</sup> position forgot to collect their tool after work, please pay better attention next time.



# The Responsibilities of a Line Leader

## Materials required:

flip chart paper, markers

## Recommended time:

45 minutes

## Procedure:

1. The facilitator will begin by asking what a line leader is responsible for on a daily basis.
2. When the participants have given several answers, the facilitator will summarize a line leader's responsibilities as follow:
  - Technique instruction
  - Quality check
  - Data collection
  - Equipment safety
  - Material management
  - Environmental Health & Safety
3. The facilitator will ask the participants if they think one person can handle all these tasks at the same time.
4. Then the facilitator will suggest how to allocate resources inside a team so that the line leader can delegate some of the responsibilities to the team members.
  - Train your workers to have multiple skills;
  - Build up a two to three person backup team;
  - Build up a deputy system.
5. After introducing the idea, the participants will be divided into groups of five to discuss what they currently do to allocate resources inside a team and how they can improve. The discussion will last 15 minutes.
6. After the discussion, each group will have a representative talk about their thoughts.

# Team Development and Leadership Styles

**Purpose:**

to introduce the four phases in team building and the appropriate leadership style during each phase.

**Materials required:**

flip chart paper, markers

**Recommended time:**

45 minutes

**Procedure:**

1. The facilitator will explain that in team building, there are usually four stages: Forming, Storming, Norming and Performing.
2. After introducing the four stages, the facilitator will ask the participants which stage they think their teams are in. Then the four groups will be divided according to the participants' answers. Each group will talk about how they manage the line, what behaviors strengthen the team, and what behaviors harm the team. If the number of each group is not even, the facilitator can randomly divide the participants into four groups to discuss how a line leader should manage a line that is in each of the four stages.
3. Group representatives will be invited to share their ideas in the order of Forming, Storming, Norming and Performing. After each group sharing, the facilitator will summarize by introducing the leadership style specific to each stage.







"I used to dismiss the new-generation workers as undeserving of attention and guidance. But the training has helped me understand them better. They also have societal pressures, but coped with them in different ways."

--- Shang Xinai, Line Leader, Wistron InfoComm (ZhongShan) Corporation

# MODULE 4:

## MY SKILLS

### 4-3 Managing Workers of the New-Generation Duration: 6 hours

In a factory context, giving orders and expecting others to obey without doubt used to be the most efficient way. However, the rise of workers of the New-Generation who were born after the 80s has made their superiors realize otherwise. Instead of feeling the need to obey, these New-Gen workers often feel resentful and bullied in the face of orders. A better approach is to motivate them. When we do this, we gain their cooperation by showing them that we understand their situation and are willing to support them. This will create positive feelings and a better relationship between you.

# Welcome and Introduction

**Purpose:**

to introduce the goals in the session.

**Materials required:**

none

**Recommended time:**

5 minutes

**Procedure:**

Tell the participants that through this session, they will:

- Reflect on differences in mentality in different generations
- Learn how to communicate with the new generation of employees
- Learn how to motivate the new generation of employees
- Learn how to help the new generation of employees plan their careers



# Minding the Generation Gap

## Purpose:

to understand the background, life attitudes, values and career attitudes of different generations.

## Materials required:

flip chart paper, markers

## Recommended time:

75 minutes

## Procedure:

1. Divide participants into four groups based on the decade they were born in, eg. 50's/60's, 70's, 80's and 90's.
2. Have each group talk about the background, life attitudes, values and career attitudes of that specific generation.
3. 30 minutes later, have each group present their discussion. Facilitator summarizes with relevant content as shown in [Table 4.3.1](#), and reminds participants that we should respect the expectations of different generations.

**Table 4.3.1 Expectations of Different Generations**

Age Group 16-22	<ul style="list-style-type: none"><li>• Motivation to learn new skills</li><li>• Desire to be adapted to local community</li><li>• Looking for personal development / career path</li></ul>
Age Group 22-28	<ul style="list-style-type: none"><li>• Marriage issues / Personal development</li><li>• Looking for partners</li><li>• Professional life development</li></ul>
Age Group 28-35	<ul style="list-style-type: none"><li>• Family relations / Children's education</li><li>• Desire to be together with children</li><li>• Struggle to balance life and work</li></ul>
Age Group > 35	<ul style="list-style-type: none"><li>• Have a stable job</li><li>• Lack of motivation for learning new skills</li><li>• Difficult to get a new job in factory context</li></ul>

# Communication with Workers of the New-Generation

## **Purpose:**

to reflect on communication methods with new-generation workers and think about how to improve.

## **Materials required:**

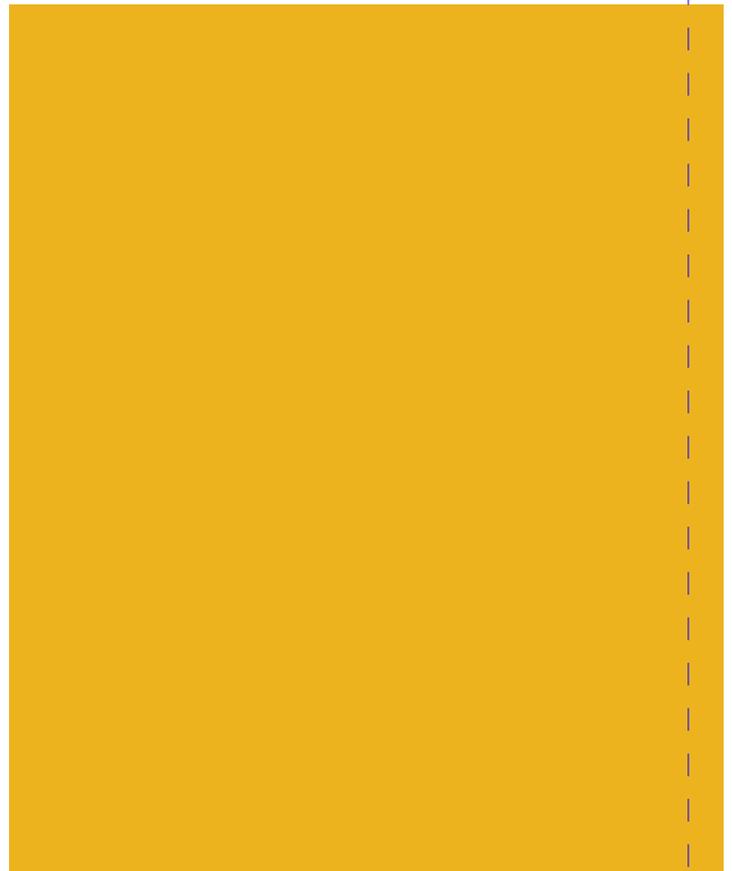
none

## **Recommended time:**

100 minutes

## **Procedure:**

1. Divide the participants into five groups. Each group discusses one scenario and prepares a role play to demonstrate how they would communicate to the new-generation employee.
2. 20 minutes later, each group presents their role plays.
3. Summarize the exercise by pointing out that people often communicate with others in one of the three PAC ego-states.
4. Explain PAC and how it affects communication behaviors through examples.
5. After introducing PAC, ask participants to stay in the same group of the previous role play. Have each group first reflect on the role play, the communication relation between “Me” and “Employee.” Then they will discuss how they can improve the communication. Ten minutes later, each group presents their discussion.



## **Roleplay Scenarios**

- When the employee is late for work
- When you emphasize product quality with the employee
- When the employee complains the work is tiring
- When the employee performs well
- When the employee expresses an unwillingness to work



# Motivating Workers of the New-Generation

## Purpose:

to give suggestion on how to motivate new-generation employees.

## Materials required:

flip chart paper, markers

## Recommended time:

90 minutes

## Procedure:

1. Ask participants to reflect on how it felt to be a new employee through group discussion. Participants will split in six groups. Each group will discuss one scenario.

## When...

I take a new position

I make a feasible improvement suggestion

I encounter difficulty in my work

make a mistake in my work

The supervisor puts me in a new position

I come back to work after one-week sick leave

I expect my supervisor to...

2. Ten minutes later, each group presents their discussion.
3. Summarize the exercise by giving suggestions on techniques for motivating employees .
  - Provide employees with the opportunity to learn new knowledge and develop new skills. Explain how their personal goals feed the company goals.
  - Express gratitude in person to the employee for his/her good performance.
  - Appreciation, incentive and promotion should based on personal work performance.
  - Give clear feedback to the employee and help to solve work difficulties.
  - Spend time listening to employees.
  - Involve employees in work decisions, especially those decisions that affect them.
  - Actively create an open, trusting and interesting work place, and encourage new ideas and personal initiative.
  - Celebrate successes with group activities or rewards.

# Career Planning for Workers of the New-Generation

## Purpose:

to discuss key elements of a career plan and practice setting a career plan with a worker.

## Materials required:

flip chart paper, markers

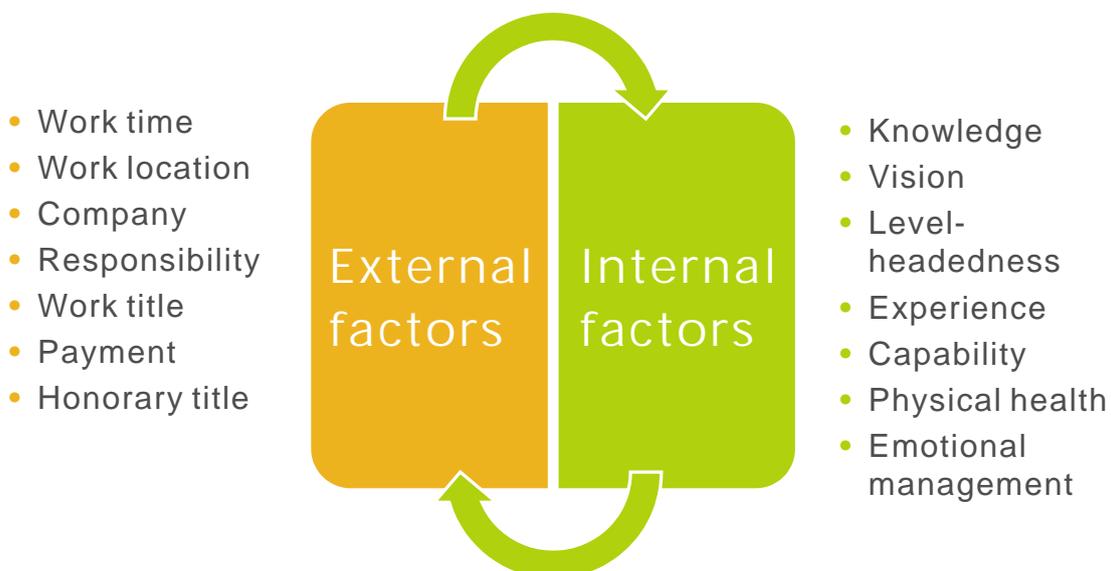
## Recommended time:

90 minutes

## Procedure:

1. Ask the participants to write down the first thing that comes to their mind when they think of their career planning.
2. Ask the participants to put up the paper by category on a white board and review with them.
3. Tell the participants that in career planning, there are external factors and internal factors to consider. Introduce the factors one by one as shown on [Graph 4.3.1](#). Remind them that it's easier to control internal factors than external ones. If they want a promotion or a higher pay, they first need to improve the internal factors.
4. Divide the participants into ten groups. Each group discusses how they would talk about a career plan with a worker.
5. Ten minutes later, each group presents their discussion.
6. Remind the participants that they can apply SMART goals to help their workers set up career plans.

**Graph 4.3.1 Elements of a Career Plan**





"The workshop has helped me better understand the production layout in the factory and my line leader's requirements to us."

# MODULE 4:

## MY SKILLS

### 4-4 Mock Production Workshop Duration: 6 hours

LEAN Production has become a slogan among factories. Both workers and line leaders are able to recite many of the LEAN principles by heart. However, they often know the "whats" without understanding the "whys." This causes the failure of many LEAN transformation attempts because the concept is not rooted in the major force of production. This workshop presents the Eight Wastes in LEAN Production through a mock production game. The participants will get first-hand knowledge about Eight Wastes and reflect on ways to eliminate them through the exercise and the discussion sessions afterwards.

# Welcome and Introduction

**Purpose:**

to introduce the goals in the session.

**Materials required:**

none

**Recommended time:**

5 minutes

**Procedure:**

Tell the participants that through this session, they will:

- Reflect on the key learning from the previous modules.
- Practice using key learning to help them find solutions to the problems they will encounter during the mock production exercise.
- Learn about the 8 Wastes in LEAN production management.



# Reviewing My Learning

## **Purpose:**

to reflect on the key learnings in the previous modules, so participants can build on it in this workshop.

## **Materials required:**

flip chart paper, markers

## **Recommended time:**

55 minutes

## **Procedure:**

1. Ask participants what they have learned in the previous modules. Write down the topics on the display board in sequence.
2. Divide participants into eight groups to discuss one topic each. Ask them to reflect on the key learnings in the topic.
3. Ten minutes later, group presentation.

**Table 4.4.1  
Advanced Training Modules**

**Module 2 :  
My Confidence**

1. Public Speaking
2. Gender Equality
3. Emotional Management
4. Continuous Improvement

**Module 3 :  
My Life**

1. Health and Exercise
2. Female Reproductive Health
3. Parenting
4. Financial Planning

**Module 4 :  
My Skills**

1. Becoming a Line Manager
2. Building a Team
3. Managing Workers of the New-Generation
4. Mock Production Workshop

# Mock Production Contest

## Purpose:

to give participants an opportunity to put what they have learned in previous modules into use.

## Materials required:

color blocks, flip chart paper, markers, pens, stop watches, tin containers

## Recommended time:

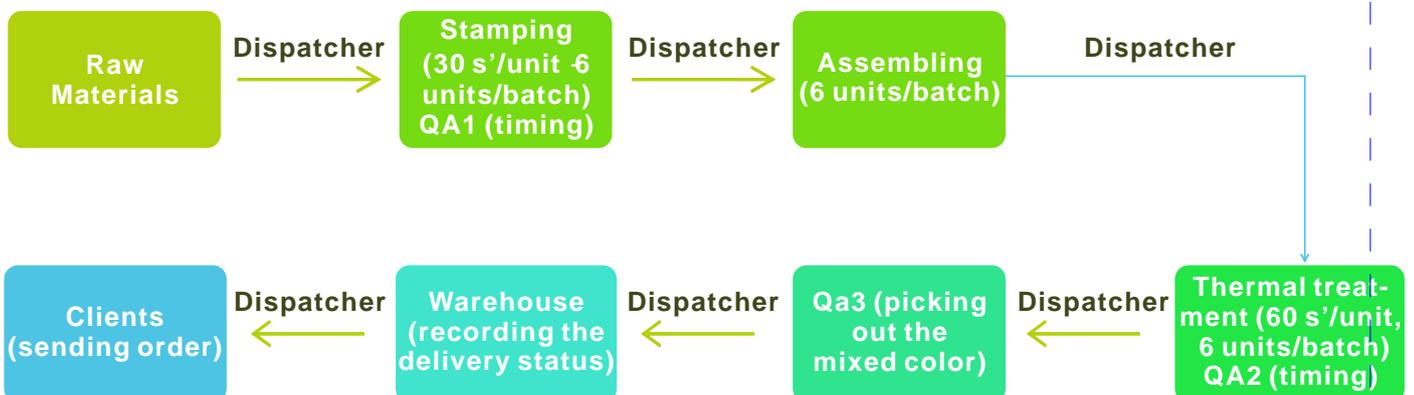
300 minutes

## Planning note:

This is a classic game used to explain LEAN manufacturing. The goal of the game is to complete all orders from the customers with accuracy within the required time.

This mock production in a traditional factory includes:

- Raw Materials:** Workers assigned here have to allocate the quantity of ingredients based on the plan to ensure the correct stamping order (e.g. Plan 1: 8 red, 2 blue, 2 yellow)
- Stamping:** Workers assigned here have to follow the plan and put the blocks into the container, and inform the next person on the line when a batch of 6 has been completed. When switching to another color, the worker needs to wait 30 seconds for the color mode to change.
- Assembling:** Workers assigned here have to assemble two small blocks and two big blocks with the stamped product, and put it in the container. Then the worker sends the product down the line in batches of 6.
- Thermal treatment:** Workers assigned here have to put the product into the furnace by batches, a maximum of 8 units can be sent in and out at the same time and need to be heated for 60 seconds. The red products must be heated separately, the yellow and blue ones can be put in together. The first order includes 3 red unheated products, but they must be dispatched every 6 units (not more or less). In addition, the red products cannot be processed with any other color.
- Quality Assurance:** Workers assigned here have to inspect the products according to the waste standard and put the qualified into the container, informing the dispatcher of the delivery of each batch of 6 products.
- Warehouse:** Workers assigned here have to supply products to the clients and record the delivery status (separating the late delivery and undelivered). Every 15 seconds after the beginning of game, the client will ask for one type of product, and the delivery must be made immediately. A late or undelivered inventory will be recorded. The initial inventory includes 3 red, 3 yellow and 3 blue products.
- Client:** The client has 48 cards as the orders. The cards are red, yellow and blue. Most orders are for red. The first order is sent out 30 seconds after the beginning of game, then 15 seconds afterwards. One round of the game will be finished 15 seconds after the last order was sent. The client will randomly ask for special orders, which will take 12 times longer than ordinary orders (3 mins) and cost several times the selling price.
- Dispatcher:** The worker will carry the products and semi-finished products between workshops, and supply spare parts for the stamping and assembling positions. (Parts that can be recycled are disassembled and 6 recycled.)



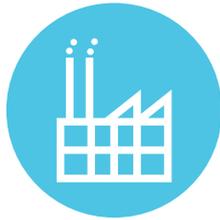
## Procedure:

1. Divide the participants into five teams, ten persons per team. The game will be played for five rounds. Participant will conclude one round, analyze and discuss the results and improvement for the next round.
2. After each round, the customer from each team will report the tally of completed orders. The team with the most completed orders will share what they did right and what they could further improve.
3. Afterwards, all teams will have internal discussion for ten minutes to agree on improvements before the next round begins.
4. At the end of the last round, each team will summarize all the improvements they have made. Then the facilitator will conclude the workshop by introducing the concept of 8 Wastes. Illustrate the concepts with examples from the workshop as appropriate.



### Defects

Efforts from rework, scrap, and incorrect formation.



### Overproduction

Production that is more than needed or before it is needed.



### Waiting

Wasted time waiting for the next step in a process.



### Non-Utilized Talent

Underutilizing people's talents, skills & knowledge.



### Transportation

Unnecessary movements of products & materials.



### Inventory

Excess products and materials not being processed.



### Motion

Unnecessary movements by people(e.g., walking).



### Extra-Processing

More work or higher quality than is required by the customer.

## Source:

[http://en.wikipedia.org/wiki/Muda\\_\(Japanese\\_term\)#mediaviewer/File:The\\_8\\_Wastes\\_-\\_DOWNTIME.jpg](http://en.wikipedia.org/wiki/Muda_(Japanese_term)#mediaviewer/File:The_8_Wastes_-_DOWNTIME.jpg)



诚信天下  
信交四海

“ Constant lecturing on company policies and production requirements sets us (managers and workers) apart. Instead, sharing of personal experiences from work and life brings us closer.”  
--- Xiao Bozhi, Assistant Manager of Production, Dongguan Kenxing Plastic & Metal Products Co., Ltd.

# MODULE 5:

## MY LEARNING

### Closing

#### Duration: 3 hours

Completing a training of this length and scope is a difficult task. Participants have learned new information, practiced new skills, and challenged their thinking. This session celebrates the participants' efforts, growth and accomplishments throughout the entire training.

# Gauging My Learning

## **Purpose:**

to invite participants to complete a self-assessment to gauge their level of knowledge and skills related to the contents in Advanced Training.

## **Materials required:**

assessment questionnaires, pens

## **Recommended time:**

60 minutes

## **Planning notes:**

The facilitator can read out the questions to participants that cannot read well. But do not provide any contextual explanation to lead participants to answer.

## **Procedure:**

1. Explain to participants that they are invited to complete a self-assessment to gauge their level of knowledge and skills related to the contents in Advanced Training.
2. Remind the participants that they should complete the questionnaire on their own, without consulting each other.



# Reviewing My Goals

## **Purpose:**

to invite participants to reflect on the goals they set at the beginning of this training, and review what they have achieved so far.

## **Materials required:**

pens, A4 paper

## **Recommended time:**

80 minutes

## **Planning notes:**

Remember that some participants may have limited reading and writing skills. If someone is struggling to write, ask them to draw a picture, or help them express their ideas in just a few words.

## **Procedure:**

1. Ask the participants to write down the goals they set at the beginning of the training. Then they will write down what they have achieved during the training and how they have achieved it.
2. 30 minutes later, invite 6 to 8 volunteers to share their notes with the class.



# Graduation Ceremony

## Purpose:

to award participants Training Graduation Certificates and recognize their achievements.

## Materials required:

camera, certificates

## Recommended time:

40 minutes

## Planning notes:

A representative from factory management should be present for the event.

## Procedure:

1. As facilitator, read each participant's name, and say a few words about each individual. For example, you may talk about her strengths, her achievements during the training, or what makes her special. Be as specific as possible when giving compliments. A representative from factory management should hand out the certificates and congratulate each participant individually.
2. At the end of the ceremony, invite all participants to hold their certificates and take a group photo together with the factory management representative.







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