

Trainer  
Manual

Training Course on

# Soft Skills

For Stitching Machine Operators Trade Group



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# Guidelines for Trainer

## Background and Introduction

Punjab Skills Development Fund (PSDF) is constantly engaged with Punjab's youth to make them skilled, through its various professional/vocational training programs. Various fields have been introduced by engaging different vocational institutes to increase the employability of the students, enrolled in these programs. Evidence proved that coupling vocational training with soft skills, not only increases employability but can also help them provide better services as professionals. For instance, communication skills, self-confidence, teamwork, time-management, etc. would not only improve their performance at their current job but also ensure sustained progress in their respective profession.

## Sectors and trade groups:

On this base, initially a training program for six trade groups of four sectors was arranged for students, that will be taught alongside soft skills.

Sectors	Trade Groups
Services	Cooking and Baking
	Customer Care Services
Textile	Fashion Designing, Dress Making and Quality Assurance
	Stitching Machine Operators
Light Engineering	Electrician and Technician
Construction	Surveyor and Safety Inspector

## Introduction of Training Material:

A complete and individualized curriculum was prepared to teach the students from each of these sectors. In this program, qualified instructors or trainers will impart these soft skills, in a formalized manner. A short introduction of training material included in this curriculum is given below:

A separate handbook has been prepared for each trade group, in which soft skills are introduced through stories, exercises and homework, based on the sector's needs. Language of this handbook is kept very simple and easy to understand. Pictures and stories guide the student about important skills and are beautifully linked to each trade. This not only helps the students in understanding the concepts, but also to link them with their personal lives.



<p>A separate trainer's manual is also prepared for each trade group, to guide the instructor in teaching each topic, covered in soft skills. This manual consists of session plans that explains each topic as a training session and guides teaching concepts and conduction of proposed exercises, role plays or other activities. There are total 13 activities and 10 homework exercises to ensure quality of education. All the instructions contained within this manual are for the trainer.</p>	<div data-bbox="1212 284 1353 472" data-label="Image"> </div> <p>Trainer's Manual</p>
<p>Two tools are described in this toolkit to evaluate the students' learning and the subsequent change in performance. Moreover, a report card is also provided in this toolkit which helps the evaluation team and employer regarding the students' skills.</p>	<div data-bbox="1212 618 1353 804" data-label="Image"> </div> <p>Examination and evaluation toolkit.</p>

### Proposed schedule:

This training course is designed in light of the diverse duration of technical training courses , which, in turn, will prove to be very beneficial to the instructors of technical institutes. The duration of course is given below:

Schedule for Occupational Training Course			Duration of Technical Course
Total Weeks	Weekly hours	Daily hours	
12	3 hours 45 minutes	45 minutes daily	If for 3 months
24	2 hours	25 minutes daily	If for 3 months

- The class can be arranged in each institute, based on duration of course.

### Order of the topics:


List of topics is provided below. the entire course is divided into 9 sessions and sub-topics. The duration for each sub-topic is mentioned.

No.	Session	Duration
Session 1: Setting the Stage – 01 Hour 30 Minutes		
1.1	Introduction, objectives, agenda, rules and regulations.	30 Min
1.2	Introduction to soft skills.	01 Hr.
Session 02: Self-Confidence – 07 Hours		
2.1	Identifying your strengths, areas of weakness and skill-set as machine operator.	1 hr. 20 min
2.2	Process of confidence building.	2 hr. 50 min
2.3	Confidence building of machine operator./ personality development of a machine operator	2 hr. 50 min
Session 03: Communication Skills -- 03 Hours		
3.1	Verbal communication in daily and professional lif of a machine operator.	1 hr. 50 min
3.2	Non-verbal communication in daily and professional life, of a machine operator.	1 hr. 10 min
Session 4: Work Ethics -- 07 Hours		
4.1	Work ethics and behavior of a machine operator.	3 hr. 40 min
4.2	Health and safety instructions for a machine operator.	3 hr. 00



No.	Session	Duration
		min
<b>Session 5: Time Management -- 02 Hours</b>		
5.1	Proper time management while operating the machine.	1 hr. 05 min
5.2	factors that contribute to time wastage by a machine operator	30 min
5.3	Ways for improve time management.	25 min
<b>Session 6: Attention to Detail -- 07 Hours</b>		
6.1	Attention to detail in machine work and its importance.	2 hr. 40 min
6.2	Advantages of attention to detail.	40 min
6.3	Instructions for attention to detail for machine operator.	3 hr. 40 min
<b>Session 7: Stress Management -- 03 Hours</b>		
7.1	Mental stress and its reaction in machine operator's work.	1 hr. 30 min
7.2	How machine operator can cope with mental stress.	1 hr. 30 min
<b>Session 8: Problem Solving -- 02 Hours</b>		
8.1	Possible problems during machine work.	45 min
8.2	Steps and suggestions to solve problems.	1 hr. 15 min
<b>Session 9: Closing and Evaluation – 40 Minutes</b>		
9.1	Final test.	15 min
9.2	Conclusion.	25 min






## Session 1

### Setting the Stage






Objectives and duration	
 <p>1 hour 30 minutes</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Know the detail and schedule of soft skill training course.</li> <li>▪ Use their soft skills during job in a better way.</li> <li>▪ List down the modules and sessions of soft training course.</li> </ul>

### Session plan

Steps	Instructions	Page no.	Duration
1.1: Introduction (30 min)			
1	<p>Welcome the students in the course of soft skills. Commence the training with recitation of few verses from thr Holy Qura'n. Ensure that every student has a copy of students' handbook with him/her. Inform them that this handbook will help them in doing the exercises and homework during the course. Emphasize that they will have to bring this handbooks with them in every session.</p>		 <p>05 min</p>
2	<p>If you and students are familiar with each other, go to step 2, and if you are meeting for the first time then do the introductory session. Ask the students to sit in a circle and tell their namrss alongwithd favorite occupation. Ask them to tell something about that may give an idea of their soft skills, for example: I am good in communication, I make friends easily, I am a good decision maker, etc. Allow them 2 minutes to think and then get their introduction one by one. Note the soft skills mentioned by them. In the end give your introduction; tell them about your education, experience and some occupational skills. When the introduction is complete, repeat the note occupational skills, appreciate the students for having such skills. Emphasize that personal and occupational life is impossible without these skills.</p>		 <p>25 min</p>

Steps	Instructions	Page no.	Duration
3	<p>Explain the contents of the course by using page no 3. Link it to introductory session by telling that technical skill is very important and you cannot start a profession without it. But one should also have the skills described in the introduction which are important for best use of technical skills.</p>	 Page 03	 05 min
1.2: Introduction to Soft Skills (01 hr.)			
4	<p>Ask the students, what they know about "Soft skills." Draw their attention to page 05 of handbook and divide them in three or four groups (according to their total numbers) and ask them to read 7 stories in groups and answer the questions:</p> <ul style="list-style-type: none"> <li>• The person in each story is master of his job but why his/her performance is not satisfactory? Write the answers in next column.</li> <li>• In each story, what kinds of skills are required by each person?</li> <li>• Do they also need some additional skills apart from their technical skills?</li> </ul> <p>Give ten minutes to complete this task and then ask questions to each group. Try and avoid asking same questions. In the light of answers tell the students that only technical knowledge is not sufficient for a successful professional life, but you have to improve your attitude, strengths and habits so that you are able to adapt to your environment, work in a team, show better performance and achieve your objectives. By referring to page 06 of training manual, tell the students that lack of soft skills is evident when you:</p> <ul style="list-style-type: none"> <li>• You meet an educated person, who cannot talk with confidence.</li> <li>• You see an expert of a certain skill, that cannot work with others.</li> <li>•</li> <li>• You see a technical expert that cannot manage their time.</li> </ul> <p>Ask the students, if they know such persons? If yes, whether they view them in a positive light or negative? How do they feel after meeting them? Proceed by referring to page 07 of handbook describe the soft skills (and their two main types; personal and interpersonal) for machine operators. Elaborate the difference between these two kinds, i.e., one is concerned with self and other with society or world at large. Explain that soft skills are a set of</p>	 Page 05   Page 05 and 70	 35 min



Steps	Instructions	Page no.	Duration
	psychological capabilities which helps the persons to cope with the requirements and challenges of occupational life. Soft skills boost self-confidence, personal impression, time management, team work and career development. Tell the students that occupational skills are important because they help us in living a meaningful and effective life.		
4	Referring to training manual, tell the students: <ul style="list-style-type: none"> <li>▪ This course is especially designed for stitching machine operators.</li> <li>▪ Each session has a specific time duration.</li> <li>▪ There are 09 session in this training manual.</li> <li>▪ Each session consists of some activities and homework which will be completed alongside practical exercises, questionnaires, tasks and with the help of family members or friends.</li> </ul>		 05 min
5	Ask the students, what are their expectations from this course? Note down their answers on a flip chart. Linking their expectation with the objectives of this session, explain that by the end of this course, they will be able to: <ul style="list-style-type: none"> <li>▪ Boost their confidence, while also being aware of their strengths and areas of weakness.</li> <li>▪ Communicate effectively during work.</li> <li>▪ Give attention to detail by following work ethics.</li> <li>▪ Ensure effective time management during work.</li> <li>▪ Solve the problems in a better way while dealing with mental stress during work.</li> </ul>		 05 min
6	Tell the students that agenda will guide us through the process of achieving objective of training. Refer to page 03 of handbook to explain the agenda and things to be learned during the course. Moreover, prepare the agenda of the course by using tool no. 1 and also seek students' suggestion to prepare the timetable. After necessary amendments and final agreement place this timetable on a prominent place in class.  Explain that soft skills are necessary to effectively deal with the requirements and challenges of occupational life. Self-confidence, personal impression, time management, and career problem solving skills are important because they enable us to live a meaningful and effective life.	 Page 03   Tool 01	 05 min




**Tool no. 1****Weekly Time Table**

No.	Session/Topics	Duration	Date	Time
1	Session 1: Introduction (1 hr. 30 min)			
1.1	Introduction (objectives, agenda and rules & regulations)	30 min		
1.2	Introduction to soft skills	01 hr.		
2	Session 2: Self Confidence (07 hrs.)			
2.1	Identifying your skills, strengths and areas of weakness as machine operator.	1 hr. 20 min		
2.2	Process of confidence building.	2 hr. 50 min		
2.3	Confidence building of machine operator.	2 hr. 50 min		
3	Session 3: Communication Skills (03 hrs.)			
3.1	verbal communication in everyday and professional life, for machine operator.	1 hr. 50 min		
3.2	Non-verbal communication in everyday and professional life, for machine operator.	1 hr. 10 min		
4	Session 4: Work Ethics (07 hrs.)			
4.1	Work ethics for machine operator.	3 hr. 40 min		
4.2	Health and safety instructions for machine operator.	3 hr. 20 min		
5	Session 5: Time Management (02 hrs.)			
5.1	Proper time management while operating the machine.	1 hr. 05 min		
5.2	Factors that contribute to wastage of time	30 min		
5.3	Ways for improving time management	25 min		
6	Session 6: Attention to Detail (07 hrs.)			
6.1	Attention to detail in machine work and its importance.	2 hr. 40 min		
6.2	Advantages of attention to detail.	40 min		




No.	Session/Topics	Duration	Date	Time
6.3	Instructions for attention to detail for machine operator.	3 hr. 40 min		
7	Session 7: Stress Management (03 hrs.)			
7.1	Mental stress and its reaction in machine operator's work.	1 hr. 30 min		
7.2	How machine operator can cope with mental stress.	1 hr. 30 min		
8	Session 8: Problem Solving (02 hrs.)			
8.1	Possible problems during machine work.	45 min		
8.2	Steps and suggestions to resolve problems.	1 hr. 15 min		
9	Session 9: Closing and Evaluation (40 min)			
9.1	Final test.	15 min		
9.2	Conclusion.	25 min		





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## Self-Confidence

Objectives and Duration	
 <p>07 Hours</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate their confidence level as machine operator.</li> <li>▪ Build/boost their confidence through different measures.</li> <li>▪ Increase their confidence through appearance.</li> </ul>




### Session Plan






Steps	Instructions	Page no.	Duration
1.2: Understanding your self-confidence as machine operator (1 hr. 20 min)			
1	<p>Now that students are acquainted with soft skills and their importance, it is time to welcome them to the first session of the course "Self-confidence of stitching Machine Operator." Inform them that they will find an opportunity to evaluate and enhance their confidence level, and they will also learn to communicate confidently with different people in their occupation life. Distribute pre-test of session 2, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and grade, according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Ask the student what they know about self-confidence. Read their answers in the light of story at the beginning. Narrate the story in gentle but passionate manner to motivate the students. Link the story with the objective of session and explain the topics. Ask the students to read out the summary of session and inform them about the important thing to be discussed in this session.</p>	 Page 09 & 10   Pre-/Post Test	 25 min
2	<p>Divide the students in pairs and if their total number is odd, trainer may include themselves too. Tell the students that through this activity they will be able to identify their strengthn and areas of weakness pertaining to self-confidence. Ask the students to</p>		

Steps	Instructions	Page no.	Duration
	<p>decide who will go first. Students should ask following questions in pairs:</p> <ul style="list-style-type: none"> <li>Describe your three merits that boosted their self-confidence.</li> <li>Describe your three de-merits that affect their self-confidence.</li> </ul> <p>The students, posing the question, will then note the answers and vice versa. Allow 25 minutes for this process. When they have completed the task, ask the pairs. "what merits/strengths should be promoted and which demerits/areas of weakness need to be managed/improved to enhance your self-confidence". Ask the student, what have they learnt from each other. What qualities of their partner they would like to adopt, and why?</p>		 45 min
3	<p>Proceed by telling the students that every individual have some positive and negative qualities, but often we ignore them. Oftentime, we turn a blind eye from our own negative qualities and never think about improving/changing them. Consequently, our confidence level decreases. Ask the students to apply this exercise in their routine life.</p>		 10 min
2.2: Process of confidence building (2 hrs. 50 min)			
4	<p>Tell the students that now they will meet 6 people that are very confident and there is a secret behind their confidence which the students need to know. Divide the students in groups of four and ask them to read the story, given on page 11 of handbook. When they have finish reading, ask the following questions:</p> <ul style="list-style-type: none"> <li>What are the important attributes of machine operator in each story that made him/her more confident?</li> <li>Can these attribuites increase the self-confidence of machine operator? If yes, how?</li> </ul> <p>In the light of their answers, explain that in reality, your education, skills, ability, language, communication style, attitude, behavior, appearance, affect the level of your self-confidence. A person that possesses all these features will have a high level of confidence. Give examples to explain how these features are linked with your confidence. For example, superior skill-set helps you to do a job and such person will be more confident because of the quality of his work, and people will appreciate him.</p>	 Page 11	 50 min

Steps	Instructions	Page no.	Duration
	Now, ask the students, how can they boost their confidence with the help of these qualities. Ask them to elaborate using examples. Proceed by telling them that in next session, they will evaluate their confidence level.		
5	<p>Draw their attention toward the activity on page 12 and ask, "Keeping in mind your professional and everyday life, with whom you meet with confidence and what are the reasons?" Explain that we will focus on four reasons; education, ability, communication and physical appearance. What are the factors that help increase or decrease their confidence level? Inform the student that this activity will take 20 minutes. When all the students have completed the exercise, ask them, why their confident level is high or low while meeting certain people? This will help clarify their existing condition in personal and professional lives. Ask them if education, ability, communication or physical appearance are helpful or an obstacle for them? Tell the students that the objective of this activity is to know your confidence level in personal and professional life, i.e., with whom you avoid meeting or talking? and with whom you feel confident? On this basis, it can now be ascertained how the confidence can be boosted while talking to these people. They can enhance their confidence through education, technical skills, good communication or better physical appearance. Tell them that it is a continuous process and they should start this process from today.</p>	 Page 12	 50 min
6	<p>Refer to page 13 of training manual to talk about the concept of self-confidence and describe its advantages. Ask the students, "how the knowledge of your abilities will affect you?" Reflect on their answers and link them with 6 advantages associated with machine operator's professional life.</p> <p>Ask the students, "what are the reasons for high self-confidence?" Tell them to remember the stories described at the start as well as the exercise of evaluation of confidence. Proceed by telling that some reasons are visible and other invisible which should be kept in mind. Describe the reasons in detail.</p>	 Page 13	 45 min
7	Tell the students that self-confidence is like a tree; a tall and big tree will have stronger and deeper roots.		




Steps	Instructions	Page no.	Duration
	Compare the leaves and branches of the tree with causes and effects. For example, being fully skilled contributes to good confidence, and its effects will be manifested in the form of quality work (for this purpose you can take the students to a tree in the premises). Referring to page 14, explain that complete skill, effective communication, appropriate experience, good attitude, complete information and trust of company or supervisor will enhance your self-confidence, and that will result in qualities like better knowledge, communication with others, expression of opinion, etc. Allow them some time to change or add something to this tree, based on the facts. They can do this step in pairs. When they complete their task, emphasize that anything added to this tree of confidence will give good and visible results.	Page 14	35 min
<b>2.3: Personality development for a machine operator (2 hours 50 minutes)</b>			
8	<p>Inform the students that now we will do an activity. Place a mirror in some old cardboard box so that students can see their reflection. Close the box and ask the students that in their opinion, who is the most important man in the world? Tell that they have a valuable box, in which they can see that individual. Ask them to make a queue; one by one they will look at their own reflection in the box and then take a seat. May be some of the students won't know who they are looking at, and are startled to see their own reflection. After completing this activity ask the students, by identifying yourself as the most important person of the world:</p> <ul style="list-style-type: none"> <li>▪ were you astonished?</li> <li>▪ How are you feeling?</li> <li>▪ Are you happy? Why?</li> </ul> <p>Tell the students that this is a special box because it shows us as a most important person of the world. Tell the students that we should question ourselves about why we are the most important person of the world? And what are the characteristics that make us special?</p>		 60 min
	Ask the student that in their opinion, why machine operators should look neat, and how it is possible? In the light of their answers and with the help of handout on page no 15, elaborate every aspect of physical health and cleanliness. Tell the students that	 Page 15	 45 min

Steps	Instructions	Page no.	Duration
	each aspect will enhance your overall impression. Explain that knowing and doing are two different things, so now they will have to take action.		
9	Ask the students why is it essential for a machine operator to look good, and how they may do so? Now call their attention toward the handout given on page 15 of handbook: "Personal Grooming of Machine Operator." Ask them to review their personality and assess the condition of their shoes, dress, socks, hand & feet, nails, hairs etc. while on work, and how it boosts their confidence? Allow 15 minutes for this activity and tell the participant that its purpose is to groom your personality, hence, enhancing your self-confidence as machine operator.	 Page 16	 35 min
10	Then introduce the students with homework sheet, and instruct them to review their personality by examining their habits, and answer the question by rating them from 1 to 5. If they find a habit inappropriate give 1 or 2 marks, if it is a little better then give 3 marks, 4 for satisfactory and 5 for good personality. In the end sum up all marks and review the result according to table.	 Page 17	 15 min
11	Distribute post-test of session 2, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.	Pre/post test  Answer sheet	 15 min





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## Session 3










### Communication Skills






Objectives and Duration	
 <p>03 Hours</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Improve their communication skill as machine operator.</li> <li>▪ Doing work effectively while improving their listening skills.</li> <li>▪ Identify the ways of non-verbal communication.</li> </ul>


### Session Plan

Steps	Instructions	Page no.	Duration
3.1: professional and everyday verbal communication for machine operator (1 hour 50 minutes)			
1	<p>Welcome the students in new session and inform them about session's objectives. Tell that communication is a very important stage because only through this medium we can convey our thoughts to others and convince them. Distribute pre-test of session 3, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Read out the story given at the start of session and emphasize that choice and use of words can turn an ordinary talk into a special one. As a machine operator, verbal communication is very important which can make them special. Ask the students to read out the summary of session and inform them about the important thing to be discussed in this session</p>	 <p>Page 20</p>	 <p>20 Minutes</p>
2	<p>Divide the students into 3-4 groups (depending on their number) to discuss the concept and importance of verbal communication. Ask them to read the storied on page 21 of handbook, and answer the following questions:</p>	 <p>Page 21</p>	 <p>30 minutes</p>

Steps	Instructions	Page no.	Duration
	<ul style="list-style-type: none"> <li>▪ In your opinion who is more likely to get the job?</li> <li>▪ Are you also afraid of talking like Nadia?</li> <li>▪ Do you want to become confident like Maria?</li> </ul> <p>Tell the students that by communication in a better way, you can surely express your opinion and work better as a machine operator, and win hearts through eloquent speech.</p>		
3	<p>Ask the students, "In your opinion, what is mean by communication?" Explain that communication is the process of exchanging information, feelings, thoughts and attitudes with others. Ask them what is meant by thoughts, feelings or attitudes. Ask for examples about how it is linked with a stitching machine operator's life. Refer to the handout on page 22 of handbook and explain that communication is a two way process. It involves a <i>sender</i> (any person, group or institution) and a <i>receiver</i> (any person, group or institution). Some <i>medium</i> (written, verbal, and non-verbal) is used to send and receive the <i>message</i> (any instruction, thought, idea etc.). Also explain that the process of feedback helps the sender to understand if the message is received by the receiver or not.</p> <p>Link the communication model with Sewing Machine Operator's practical life by asking: if the machine operator wants to send a message or contact someone in the factory, how he will send the message? For example:</p> <p><b>Message:</b> thread in machine is breaking again and again, and it is not working properly.</p> <p><b>Sender:</b> Machine operator.</p> <p><b>Receiver:</b> Supervisor.</p> <p><b>Medium of message:</b> verbal or written application.</p> <p>Feedback: your machine will be repaired within next 10 minutes.</p> <p>Then (by using handout) explain the three means of communication (verbal, written, non-verbal) and link them with the practical life of machine operator. Ask the students, "How do they communicate in writing or without words at personal or job level? For example, leave application, writing an SMS to their elder brother, signaling to someone that you are coming, showing happy face for a good work, showing sad</p>	 Page 22	 20 minutes

Steps	Instructions	Page no.	Duration
	face because of heavy work. Proceed to next step by discussing all these methods.		
4	Refer to previous discussion and tell the students that now we will do an activity through which they will know that as a machine operator you come into contact with different people at home and factory, and how they communicate, i.e. in writing, verbally, with signs or by listening. Allow 20 minutes for this activity. When all the students have completed this task, ask them, who do you communicate with and through what means? Explain that machine operator uses different means and method of communication with each individual, and that they can be different. Differentiate personal and professional communication and discuss their means. Explain that at home, you are an individual, while in factory you are a profession, and both roles are very different. Explain the instructions for communication by referring to page 24 of training manual, and elaborate each point.	 Page 23   Page 24	 25 minutes
5	Refer to homework on page no 25 and ask the students to read the statements at home and after deliberation give their answers in Yes or No. Tell the students that if more answers are in yes, it means that you possess good communication skills.	 Page 25	 5 minutes
6	Tell the students that improving your speaking skills is as important as your overall communication skills. Refer to homework on page 26, explain the questions given and ask them to read them at home and give their answers. Tell them that consultation is necessary with responders. Inform them that our next topic is listening and non-verbal communication which is very important for their personal and professional life.	 Page 26	 5 minutes
3.2: Non-verbal communication in everyday and professional life, for machine operator. (1 hr. 10 min)			
7	Divide the students in three or four groups (according to their numbers) and draw their attention towards page 27. Ask them to read the story carefully and answer the following questions: <ul style="list-style-type: none"> <li>Who is wrong here?</li> <li>What was the mistake and why it happened?</li> <li>What was the result of this mistake, positive or negative?</li> </ul>	 Page 27	 25 minutes

Steps	Instructions	Page no.	Duration
	<ul style="list-style-type: none"> <li>What are the possible effects of this on the personal and occupational life of sewing machine operator?</li> </ul> <p>Allow 20 minutes for this activity, and when all groups have completed their task, ask them to give a presentation. Note the points from presentation and emphasize that not listening carefully was the main problem in each story that caused misunderstanding, mistake and conflict. Emphasize that listening is very important for a machine operator. Ask them to imagine the consequences if they do not listen to the instructions of their supervisor in factory? Refer to page 28 and tell why it is important for machine operator to listen carefully and what are its advantages? Explain that machine operators can understand and follow the design only after listening carefully. Ask them, "as a machine operator where they may be mistaken and how to avoid it?" Discuss in detail so that students can link this concept with their practical life and then proceed to next topic.</p>	 Page 28	
8	<p>Ask the students, "what is meant by non-verbal communication?" Listen to their answers and explain that communication without using words is called non-verbal communication. For this purpose, signs, body movements, distance, eye contact and facial expressions can be utilized. Refer to page 29 of handbooks and explain the ways of non-verbal communication.</p> <p>Refer to page 30 of handbook, give instructions about non-verbal communication, and explain facial expressions, eye contact, body language, and movements of hands. Link them with professional life of machine operator by elaborating how these gestures are used in factory or workplace and the misunderstandings that may happen. For this purpose, ask some of the students to come forward and elaborate.</p>	 Page 29 & 30	 15 minutes
9	<p>Explain all three modes of communication by using the roleplay activity for interview (duration 10 minutes). Through this activity ,the students will be acquainted with methods/modes of communication including speaking, listening, writing and non-verbal communication. Select some volunteer to present the roleplay.</p>	 Page 31	 20 minutes


Steps	Instructions	Page no.	Duration
	<p>Tell the students that now we are going to present a roleplay activity in which a team of three individuals will take interview of one person. Now give following instructions to students playing the roles of interviewee and interviewers:</p> <ul style="list-style-type: none"> <li>▪ Allow 5 minutes to interviewing team to fully understand their roles, what question they will ask, how will they use facial expressions, body movements and how to record the answers.</li> <li>▪ Tell the interviewee that you are going for an interview in which you can communicate with and without words, and you are unaware of the questions to be asked.</li> <li>▪ Ask the rest of the students to observe the activity and assess, where and how the communication was done, what mistakes were committed.</li> </ul> <p>Note the important points of roleplay and when the activity is completed ask the students, "did the interviewers and interviewee play their roles well?" What means of communication were used by interviewers and what were their effects? Was interviewee able to comprehend their style and used the same means of communication effectively? What were the facial expressions and body movements? What mistakes were committed by interviewers? Conclude that sender and receiver are very important but ways of communication and message are equally important. Effective communication is possible only by using them. Explain that communication is a skill that can become a personal and occupational identity of machine operators. Recap important points.</p>		
10	Distribute post-test of session 3, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.	Pre/post test Answer sheet	 15 minutes





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## Session 4





### Work Ethics




Objectives and duration	
 <p>7 hours</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Know the concepts of work ethics as machine operator.</li> <li>▪ Describe the importance and important aspects/domains of work ethics.</li> <li>▪ Identify and use the work ethics in your trade.</li> </ul>








### Session Plan




Steps	Instructions	Page no.	Duration
4.1: Work ethics and attitude for machine operator (3 hours 40 minutes)			
1	<p>Welcome the students in 4<sup>th</sup> session and recap the skills acquired in previous session. Tell them that every skill has its own benefits and they all improve your performance. Ask some of the students to give examples regarding communication.</p> <p>Distribute pre-test of session 4, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Ask them to read the story at the start of this session, read out the story in gentle but passionate way to motivate/move the students. At the end of the story, ask the student, "what message is hidden in this story?" Explain that some principles and ethics of everyday and professional life maintain and beautify both aspects of our lives. Then discuss the topics of this session. To enhance their interest, ask the students to read the summary given on page 34 so that they may know that in this session what</p>	 <p>Page 34</p> <p>Pre-test</p>	 <p>35 minutes</p>

Steps	Instructions	Page no.	Duration
	they will learn. This will give them some enthusiasm.		
2	<p>Tell the students that now we will proceed to that topic that will help to make their professional life more honorable, and they will meet two very important persons: Rashid and Ali. Rashid is a machine operation in sportswear factory, while Ali is operating a leather machine in a factory. Let us examine their professional lives. Divide the students in four groups and ask them to read the stories given on page 35. Allow them 10 minutes for this task and draw their attention toward the stories on page 35. Moreover, instruct them that each groups is bound to answer every question and groups will present their answer number wise:</p> <p>Group I: which of two machine operators is working better, and why?</p> <p>Group II: How Rashid is benefited by observing work ethics?</p> <p>Group III: What problems are faced by Ali?</p> <p>Group IV: What Ali should do to perform better?</p> <p>When the time is over, ask the students to furnish their answers. Oftentime, they will respond, "Rashid is a successful machine operator because of his work ethics". Explain that many expert and skilled individuals lose their job, due to not following their work ethics, since, these ethics are ingrained in your culture, beliefs and social values. Understanding these ethics is a key to success. In the light of answers, elaborate that Ali's lack of work ethics may even cause him to lose his job. Moreover, it is possible that factory management may mention these deficiencies in his experience certificate, making it harder for him to get a job in future. Tell the students that work ethics are critical to not only the present but also to future life of machine operator. On this basis, he earns a good or bad name.</p>	 Page 35	 55 minutes
3	<p>Ask the students, "What is meant by work ethics?"</p> <p>Note their answers on whiteboard and then</p>		

Steps	Instructions	Page no.	Duration
	<p>inform them about the concept of work ethics. Tell them that work ethics are a true reflection of someone's personality. Take some example from the students. (It is possible that they know some very good professional, for example tailor who always keeps his words, etc.) Then refer to page 36 and explain the examples of punctuality, honesty and self-confidence.</p> <p>Then ask the students, there are work ethics for employees, then there are ethics for factory, institution or employer as well, so what may be the ethics for an institution or employer? elaborate, in the light of students' responses.</p>	Page 36	35 minutes
5	<p>Tell the students that we have discussed deeply the work ethics and we also know that they are necessary for success. Let us try to find out how you can follow these ethics as machine operator. Start the discussion by referring to 16 points on page no 37-38. Take all points one by one, for example, "prioritising your factory". Ask the students what is meant by this? How work ethics are related to this? What will happen if we do not prioritize our factory? Then move to next point so that students understand ways to infuse work ethics in their work as machine operator and improve their future within their profession .</p>	 Page 37-38	 35 minutes
8	<p>Ask the students to remember the points given on page 39, to check if you are following work ethics. Practical exercise will deepen their understanding. Give the instruction for exercise and allow 15 minutes to evaluate their work ethics. When they finish their work, ask them to show it to student sitting next to them, then examine their work, to gauge the results. Ask, if they are good or bad? Which ethics are followed more than others? Deduce from all this discussion that all ethics are very important and following them is their moral and occupational duty. If we do not follow them, we can even lose our job or ruin our goodwill. Also tell them that if we minus the work ethics from a stitching machine operator's job how it will look like? What will be your employer's opinion</p>	 Page 39	 50 minutes

Steps	Instructions	Page no.	Duration
	about you? Tell the students that ethics is deeply connected with every aspect of our lives, and especially play an important role in our professional life. Therefore they will have to act consciously and infuse them as a necessary part of their life.		
9	<p>Tell the students that so far we have discussed only theoretical things. Taking action, based on these is also very important. So, for that, you are assigning them some homework. Draw their attention toward page 40 of handbook. Ask them to make this plan at home for improving the work ethics, examined in class (those that need improvement as well as others that are non-existent). Provide complete instructions for homework.</p> <p>Underline the importance of this planning by discussing its advantage in routine and professional life, and how we can follow them. In the end recite this:</p> <p>ادب پہلا قرینہ ہے محبت کے قرینوں میں</p> <p>Or quote this saying:</p> <p>با ادب با نصیب - بے ادب بے نصیب</p> <p>با ادب با مراد۔ بے ادب بے مراد</p>	 Page 40 & 41	 10 minutes
4.2: Health and safety instructions for machine operator. (3 hours 20 minutes)			
10	<p>Tell the students that it is a duty of employees to observe health and safety instructions along with work ethics. In fact, safety measures are a part of work ethics, where factory management plays an important role. Machine operators and other staff also play an essential role here .</p> <p>Ask the students to share their views, "what is meant by occupational health?" In the light of answers, explain that it means ensuring better environment, health and safety at workplace. So safety from hazards (E.g., getting hurt by a tool, needle pricks, fire, short circuit etc.) is as important as repair of maintenance of machine and tools.</p>	Page 112	 30 minutes

Steps	Instructions	Page no.	Duration
11	Referring to page 42 of handbook, elaborate the rules of occupational health and safety along with important instructions for workplace cleanliness. Ask the students, "what are possible hazards at workplace?" Listen to their answers carefully and tell that there are many hazards at work place or factory, e.g. physical injury, chemical injury, biological injury, mental or psychological injury, etc. Explain these hazards to enlighten the students.	Page 42	 30 minutes
12	Refer to page 43 and tell the students that health and safety measure as well as workplace cleanliness and maintenance of machine is very important. Machine operator should keep the workplace, machine, tools and dress clean. For instance, lopping should be deposited in dustbin so that one can work in clean and peaceful environment. Emphasize that cleanliness constitutes half of our faith and is an important part of work ethics.	 Page 43	 30 minutes
13	Give one zope card/post-it note to each student and ask them to write one hazard at workplace. Explain that this hazard may come from machinery, tools etc., and may be caused by nature. Moreover, improper way of sitting, lifting machinery can also cause physical injury. Give two minutes for writing one hazard. Post their cards or notes on the wall. When students have completed this exercise ask them to place similar answers together. When this is done, ask them, "what types of hazards are there?" Listen to their answers and describe the hazards at workplace by referring to page 44.	 Page 44	 40 minutes
14	Divide the students into four groups (according to their total number). Ask each group to read four stories about hazards at workplace and suggest a remedy for such a situation. Allow 20 minutes for this exercise and when all have completed their work, ask them to give a 2 minute long presentation. Take important notes and link them with safety measures and regulations.	 Page 45	 40 minutes


Steps	Instructions	Page no.	Duration
15	<p>Tell the students that although, there are various types of hazards at workplace, but it is important for you to know that who is affected by each of these hazards and what can be done to deal with them. Tell the students that homework is being assigned to them. In the first step, they will examine their workplace and evaluate the hazards. In the second step, they will note who will be affected due to these hazards, for example colleagues, client, helper etc., and what are the remedies.</p> <p>Recap the important points of the session, ask the students, "what you have learned in this session? What are essential work ethics that they will incorporate in their practical life? Conclude the session and conduct post-test.</p>	 Page 46	 15 minutes
16	Distribute post-test of session 4, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.	Pre/post test Answer sheet	 15minutes

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## Session 05





### Time Management




Objectives and duration	At the end of this session the students will be able to:
 <p>2 hours</p>	<ul style="list-style-type: none"> <li>▪ understand the concept of time and time-management</li> <li>▪ Identify the barriers in time management process.</li> <li>▪ Scheduling and divisions of the tasks according to the time.</li> <li>▪ Organize their personal and professional time.</li> </ul>

### Session plan

Steps	Instructions	Page no.	Duration
5.1: Proper time management while operating the machine. (1 hour 05 minutes)			
1	<p>Welcome the students in new session and recap the work ethics discussed in previous one. Evaluate from their opinion that work ethics are very important in their trade.</p> <p>Distribute pre-test of session 5, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Read out the story give at the start of session. Read the story with interest and zeal to elaborate the purpose of the story; Time management and its importance. Introduce them with sub topics of session 5 and inform about the total duration.</p>	Pre test	 <p>20 minutes</p>
2	<p>Refer to page 50 and tell the summary of this session so that participation of students is ensured. Ask the students, "What is that invisible thing that is in a constant flux and never comes back. Hence, wise people say that we should keep up with its pace; otherwise we will lag far behind." Student can give various answers but they will definitely include TIME. Refer to summary on page 50 to give an idea of value of time. Tell the students that time-management is</p>	 <p>Page 50</p>	 <p>10 minutes</p>

Steps	Instructions	Page no.	Duration
	one of the key professional skills, so we will talk about it today. Tell them, effective time management is very important and soon we will learn the ways to use this skill.		
3	<p>Tell the students that today they will meet Sidra and Saeed who are sewing machine operator. Let us hear and discuss their stories. Divide the students in three groups and give them stories to read. Each group will be assigned one question to ponder upon. Give them marker and chart paper to write their point of view. Following questions are given on page 51:</p> <ul style="list-style-type: none"> <li>Who was successful and who proved unsuccessful?</li> <li>What is the reason of success/failure?</li> <li>How a successful stitching machine operator utilizes his/her time?</li> </ul> <p>Give 07 minutes for this process and 02 minutes for presentation. Students will elaborate through presentation that Sidra was successful and happy, and her life was going well; while despite working hard, Saeed's life was different because of time management.</p> <p>Explain that despite other abilities, the major thing here is the value of time and managing it in an effective manner. Tell the students that these stories help us to identify the importance and time and bad time management creates many problems in our life. There is a famous saying, "a stitch in time saves nine." Another saying is, "those who do not care for moments can do nothing in centuries." Ask the students to explain these sayings to help enhance their understanding of the importance of this topic.</p>	 Page 51	 20 minutes
4	Define time management by using stories and conversation (which is given on page 52), "A process in which the planning is done to control the time spent on activities, thus increasing order of tasks, results and performance." This enhances the performance and improves results. With this definition, relate the quotation of Jim Rohn: "spend the day or day will spend you." Moreover, give the quote of some	 Page 52	 10 minutes


Steps	Instructions	Page no.	Duration
	<p>anonymous persons: "Time is a pearl dropped in deep sea, that once lost can't be redeemed."</p> <p>Ask the students, "What is the importance of time management in their professional life?" Listen to their answers carefully and elaborate the simple point about importance mention on page 52.</p> <p>Waking up, getting ready and leaving home for factory. If you are late, time will be wasted. Each and every piece made by machine operator is directly linked with per minute work. Speed of machine is also linked with time. So we should remember that machine operator's work is deeply connected with time. With better time management, efficiency will also improve. Bad time management will affect the work badly.</p>		
5	<p>Proceed by asking the students, How a machine operator will benefit from time management? Note their answers on whiteboard and link them with advantages mentioned on page 53. Discuss each point thoroughly, e.g. how the workload will diminish? How the responsibilities will be fulfilled? How this will alleviate mental stress? How this will increase remuneration? What will be the results of good work? It may bring them More work and more finished pieces, but what will it require of them? Time will be divided on per piece basis, every minute and second will be counted, only then pay will increase, promotion will be achieved and supervisor will give respect. Conclude and move to next topic.</p>	 Page 53	 05 minutes
<b>5.2: Factors that contribute to wastage of time (30 minutes)</b>			
6	<p>Tell the students that time is important as well as valuable, and valuables are always coveted by others. Likewise a valuable thing can be stolen. Usually the persons himself steal his own time but always blame others. For example a machine operator can blame others, but he should himself see why time is being wasted.</p> <p>Ask the students, "what are time stealing factors and causes?" Refer to page 54 where an interesting activity is given:</p> <ul style="list-style-type: none"> <li>What things/actions are wasting your time?</li> </ul>	 Page 54	 30 minutes

Steps	Instructions	Page no.	Duration
	<ul style="list-style-type: none"> <li>Reply as Yes or No. In case of yes, how this will affect your performance, and in case of No, how your performance will be affected?</li> </ul> <p>When the activity is complete, elaborate in the light of answers that, for example, chit chat with friends wastes time. Consequently, less number of pieces will be completed, remuneration lowers down, financial situation weakens and performance is badly affected. Moreover, machine operator loses respect in the eyes of in charge and sometimes fired from job.</p>		
<b>5.3: Ways for better time management (25 minutes)</b>			
7	<p>Tell the students, that we have discussed the time-wasting factors and their results. Now we will talk about remedies. It is often said that recognition of time-wastage is a big step. After that, deliberation about stopping that wastage is even bigger step. An last, following an action plan and maintaining that, is the biggest step, one can take.</p> <p>Refer to page 55 and tell the students "Considering these time-wasting factors, you will take advice of your parents, friend or supervisor/teacher in this regard. You will write or ask some to write their suggestions here."</p> <p>Give instruction about homework, recap important points of the session and ask the students: what you learned from this session and how you will use this learning in your practical life?</p>	 Page 55	 10 minutes
8	<p>Distribute post-test of session 5, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p>	Pre/post test Answer sheet	 15 minutes



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## Session 06







### Attention to Detail

Objectives and duration	
 <p>7 Hours</p>	<p>At the end of this session, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Give attention to detail in machine work.</li> <li>▪ Describe the benefits of attention to detail.</li> <li>▪ Increase the attention to detail skills.</li> <li>▪ Practically apply five methods of attention to detail.</li> </ul>







### Session plan






Steps	Instructions	Page no.	Duration
6.1: Attention to detail in machine work and its importance (2 hours 40 minutes)			
1	<p>Welcome the students in new session and recap the discussion about time management in previous one, i.e., advantages of time management, why it is important for machine operator (because it is linked with sewing work and a machine operator can increase his income and performance with better time management).</p> <p>Distribute pre-test of session 6, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Read out the story of king, queen and minister given at the start of session.</p> <p>Narrate the story in gentle but enthusiast way to move the students. When the story is finished, ask, "what is the moral of the story?" Explain how attention to detail not only enhances the quality of your work, but also makes it more trustworthy.</p> <p>Link the story with the objectives of the session and explain the topics. Ask the students to read out the summary of session and inform them about the important thing to be discussed in this session. To grip their attention, ask the students to read the summary</p>	<p>Pre-Test</p>  <p>Page 58</p>	 <p>35 minutes</p>

Steps	Instructions	Page no.	Duration
	on page 59 to get a view of what they are going to learn in this session.		
2	<p>Tell the students that today we will meet Arshad who is a machine operator. Divide the students in 3-4 groups and ask them to read the scenario on page 59 and answer the following questions:</p> <ul style="list-style-type: none"> <li>Which tasks Arshad can ignore?</li> <li>Which of his daily tasks do not require regular attention?</li> </ul> <p>Allow 20 minutes for this exercise and when they are finished ask each group to give a presentation. Explain that machine operator cannot ignore any of his tasks. For machine operator maintenance of machine, oiling, watching for stitch, ensuring same shade of thread and cloth etc. are some examples of attention to detail.</p>	 Page 59	 45 minutes
3	<p>Proceed by asking the students, "What is mean by attention to detail?" Their answers may include points like; doing your work diligently, being attentive, taking exceptional care of every aspect, detailed review, etc. Inform the students that attention to detail is the ability to complete a task accurately. Moreover, the difference between good and best work is attention to detail. Ask the students, do all machine operators produce similar products? Listen to their answers and refer to Rashid's story by telling that Arshad was very careful in his work and paid attention to minute details. So he produced quality products and margin of error was very low.</p> <p>Ask the students, how you pay attention to detail in your work? Listen to their answers and tell that setting the stitch of machine, machine maintenance and use proper needle are few examples of attention to detail. One small mistake can ruin the entire work.</p> <p>Ask each student to furnish one example of attention to detail. Then explain the concept by referring to page 60.</p>	 Page 60	 40 minutes
4	<p>Ask the students that after getting acquainted with the concept of attention to detail, to elaborate which tasks required attention in a machine operator's work? Listen to their answers and explain that attention should be given to machine, parts and tools, cloth, design, raw material, etc. Tell the students that using maroon thread on red cloth will make it visible</p>	 Page 60-61	 40 minutes

Steps	Instructions	Page no.	Duration
	odd looking. So, selection of thread according to cloth color is included in attention to detail. Refer to page 60 and 61 to elaborate the important aspects of attention to detail: knowledge and skill, machine and tools, work order, raw material, sewing or making, embroidery, adding additional items, checking quality and performance. Tell the students that now we will talk about the advantages of attention to detail.		
<b>6.2: Advantages of attention to detail (40 minutes)</b>			
5	Tell the students that now we will talk about the advantages of attention to detail. Divide the students in four groups (according to their total numbers) and ask them to write any five advantages of attention to detail on flip chart. Allow 15 minutes for this activity. When they are finished tell that the cutting of extra threads is also includes in the time spent on piece sewing also and it is part of attention to detail. Refer to page 62 and explain good performance, work detail, safety measures and goodwill as an operator. Tell the students that now we will learn about ways of attention to detail for machine operator.	 Page 62	 40 minutes
<b>6.3: Instructions for attention to detail for machine operator (3hours 40 minutes)</b>			
6	Ask the students, if after listening to so many benefits of attention to detail, will they like to know the ways for doing that? Refer to page 63 and elaborate each point. Ask the students to remember that you commit mistakes during work, if you do not observe attention to rule and your work is not only sub-standard but sources of institution and others' time is also wasted.	 Page 63	 15 minutes
7	Tell the student that, during previous activity, they learnt about four ways to increase attention to detail, they should also understand how much attention should be given to each task and which tasks are more important. Ask the students, "Do you want to know how much attention you are giving on your tasks? Refer to page 64 and ask them to read the different technique for reviewing their level of attention to detail as machine operator. They should ask themselves, Are they following all these? Based on their responses (yes or no), they may elaborate on how they can improve. Allow 20 minutes for this exercise and guide them through the activity. When they have finished writing, ask them what they wrote? In their opinion how their work can be improved?	 Page 64	 25 minutes




Steps	Instructions	Page no.	Duration
	Deduce from their answers that work done with attention to detail is always of high quality, so they must always give more attention.		
8	Tell the students that they have reviewed the advantages of attention to detail in previous activity. So, now you will provide suggestion to improve it. Tell them that now we will do another activity which will give you an opportunity to find out how much attention is required for your daily tasks. Ask the students to review the important tasks listed on page 65 and rate their importance (much, less, none). Then write (in fourth column) about the tasks that should be given attention. Allow 20 minutes for this exercise and meanwhile guide them. When all the students have completed their task, ask a few of them about what they wrote? Which tasks require more attention than others? Tell the students that giving attention every part of work is necessary and it is directly linked with time-management and work ethics.	 Page 65-69	 40 minutes
9	Tell the students, "for improving attention to detail, we will now learn about machine, tools, fabric and materials as well as other instructions". Refer to page 70 and ask them to answer the questions regarding attention to machine. Allow 30 minutes for this exercise. When all have completed this task, review a few answers and tell that in sewing work machine is most important tool. A machine operator gets a deep insight about the working and repair of machine by examining it carefully. For example, length of stitch will be different for leather and sportswear sewing machine. Moreover, fixing minor fault during work is included in operator's work.	 Page 70	 30 minutes
10	Ask the students, "Do all machine operators use similar tools?" Deduce from students' answers that the tools of leather machine operator and knitting machine operator would definitely be different. Ask the students to read the question of exercise on page 71 and note their answers. Allow 30 minutes for this exercise. When all the students have completed the exercise, listen a few answers and tell that knowledge about machine as well as other tools (like needle, scissors, measuring tape, tailoring chalk, etc.) is also a part of attention to detail. For example, using a different needle number to sew different clothes. Elaborate that knowing the detail of tools and their	 Page 71	 30 minutes

Steps	Instructions	Page no.	Duration
	use before making your product is included in attention to detail.		
11	Inform the students that as you will use attention to detail during production, in the same way attention to fabric and other material is also necessary. Refer to exercise on page 72 and ask the students to read the question and note their answers. . Allow 30 minutes for this exercise. When all the students have completed the exercise listen a few answers and tell that different kind of fabrics/materials are used for sewing (cloth, leather, rexin, etc.). Moreover other materials (laces, ribbons etc.) should be of matching color and quality as a matter of attention to detail.	 Page 72	 30 minutes
12	Ask the students, "Does your supervisor also give you some instruction along with sewing work? If yes, what are they?" Listen to their answers and inform them that with the help of this activity, we will learn to pay attention to different instructions. Refer to exercise on page 73 and ask the students to read the question and note their answers. Allow 30 minutes for this exercise. When all the students have completed the exercise, listen to a few answers and tell them that supervisor gives you matching thread, along with instructions about design, work order, quality control etc. This attention to details gives quality to a machine operator's work.	 Page 73	 30 minutes
13	<p>Conclude the session by informing the students that not giving attention to details signifies your carelessness which may cost you your job, goodwill and all hard work. If you want to achieve success and honor in life, you will have to give attention to detail. So keep in mind the exercises taught in this session.</p> <p>Distribute post-test of session 6, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Conclude the session by informing that in next session we will discuss the mental stress during work.</p>	Pre/post test Answer sheet	 20 minutes




Handwriting practice lines consisting of 25 horizontal dashed lines.




## Session 07







# Working under Stress


Objectives and duration	
 <p>3 Hours</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>Identify mental stress during work.</li> <li>Identify the causes for mental stress and find ways to handle it.</li> </ul>

## Session plan

Steps	Instructions	Page no.	Duration
7.1 Mental stress for the machine operator and its reaction (1 hour 30 minutes)			
1	<p>Welcome the students in new session and recap the discussion about attention to detail in previous one; advantages of attention to detail and consequences of not following it. Tell the students that in this session we will discuss mental stress during work and how to deal it. Distribute pre-test of session 7, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Narrate the story of diamonds (on page 76) in gentle but enthusiast way to move the students. Ask the students to tell the moral of the story. Explain that a man who is able to bear the stress and pressure of situation but shows no sign of distress is the real gem. Read out the summary of session (page 76) and inform them about the important things to be discussed in this session.</p>	 Page 76  Pre/Post-test	 15 Minutes
2	<p>Tell the student about your views on mental stress. Listen to their answers and tell them, "To understand work pressure better we will do an exercise for which you will have to stand for some time and act according to my advice". Students should have a half filled glass of water with them.</p>		 10 Minutes

Steps	Instructions	Page no.	Duration
	Ask the students to stand where they are, lift the glass of water and raise your hand up to their shoulder and keep it there for two minutes. After two minutes, ask the students how they feel? Did they feel any pain in their arm? They will reply in affirmative. Then ask them, "if you have to hold this glass two hours continuously, what will be the situation?" Elaborate that prolonging it for one whole week will affect your whole body. Although the amount of water is too small, but constant keeping it up may affect you badly. In the same way we keep distressing thought in our mind and with the passage of time they become unbearable.		
3	<p>Tell the students that we will do an activity to understand mental stress. Divide the students in three or four groups (according to their total numbers) and ask each group to read stories on page 77 and answer the following questions:</p> <ul style="list-style-type: none"> <li>What kinds of problems were being faced by machine operators? Were they under pressure?</li> <li>What were the causes of mental pressure in your opinion, and how it affected their work?</li> <li>Have you ever faced such a situation? If yes, how you dealt with it?</li> </ul> <p>Allow 20 minutes for this exercise and when they have finished their work ask them to give a presentation and explain, "At workplace everyone is under stress, so is the case with machine operators". Individual attitude, work environment, bad health or some private issue can be the reason of this stress. But this is not a big thing and can be dealt with easily.</p>	Page 77	 30 Minutes
4	<p>Ask the students, "Have you ever felt distress during work?" Listen to their answers and tell that we are often under stress while working with others. Ask the students, their ideas about mental stress? Listen to their answers and tell that in such a mental situation any sudden happening may increase your worries. For example, a fault in machinery increases your anxiety and we call it stress during work.</p> <p>Ask the students, "what are possible reasons of mental stress?" Refer to page 78, explain each aspect and also use pictures to increase their interest level.</p>	 Page 78	 20 Minutes

Steps	Instructions	Page no.	Duration
	Tell the students that a sudden fault in machine may increase their mental stress.		
<b>7.2: How machine operator can cope with mental stress (1 hour 30 minutes)</b>			
5	Tell the students that mental stress is not an a very difficult issue; rather we can deal with it very easily. Tell them that we will do an exercise to deal with mental stress. Ask them to close their eyes and imagine that they are sitting at a peaceful place where a stream is flowing nearby with flowers and plants everywhere. Vast stretches of greenery can seen all around and ducks, white birds are flying all around. Now, that they have constructed the entire scene in their imagination, ask them to open their eyes, describe their feelings. Acknowledge their feelings and tell that to deal with mental stress you should keep calm, think positive and reaffirm yourself. Ask the students what they usually do to tackle mental stress? Appreciate their views and tell that every individual may think and react differently, however we react almost in the same way while under stress. Refer to page 79 of handbook and describe the instructions to deal with mental stress.	 Page 79	 35 Minutes
6	<p>Ask the students, "Have you ever reflected on the situations that create stress for you? Tell them that we will do an activity to identify the reasons of mental stress during work. Refer to page 80-86 and ask them to tell (yes/no) that do they feel mental stress in their trade? If yes, then what is the reason? Select some of their answers.</p> <p>Allow 25 minutes for this exercise. When all the students have completed this task, ask a few, "what are the causes of mental stress?" Listen to their answers and explant that problem faced during the completion of work order and sewing may increase mental stress.</p>	 Page 80-86	 45 Minutes
7	Tell the students that you have identified the mental stress, but how you will deal with it? Refer to page 87 and ask them to fill this sheet as homework, "what are the symptoms of increase in mental stress while spending time at home, during work, going to factory and in company of friends?" For example; anger, irritation, shouting, jittering etc. Ask the students, "what they do in such a situation?" Listen to their	 Page 87	


Steps	Instructions	Page no.	Duration
	answers and tell that lowering the mental stress is necessary for being safe.		10 Minutes
8	<p>Conclude the session by telling the students that mental stress may happen at any time and we can easily manage it. Much of machine operator work is related to machinery and tools. Any fault in machinery may cause mental stress.</p> <p>Distribute post-test of session 7, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p>	<p>Pre/post test</p> <p>Answer sheet</p>	 15 Minutes

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## Session 08




### Problem Solving

Objectives and duration	
 <p>2 Hours</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>Identify possible problems in machine work.</li> <li>Find possible solutions to these problems.</li> <li>Use suggested solution to increase their performance.</li> </ul>

### Session plan

Steps	Instructions	Page no.	Duration
8.1: Possible problems during machine work (45 minutes)			
1	<p>Welcome the students in new session “Problem Solving” and recap the discussion about attention to detail in previous one (Working under Stress). In this session we will learn to find better solutions of the problems.</p> <p>Distribute pre-test of session 8, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Narrate the story in gentle but enthusiast way to move the students. When the story is finished, tell that here we see a problem and then its solution. There are two kinds of solutions, one is costly and other is cheap. But both tried to find a solution according to their means. Ignoring a problem may make it worse. Draw students’ attention toward main topic and after discussing sub-topics refer to summary of session on page 90.</p>	 Page 90  Pre-test	 20 Minutes
2	<p>Tell the students that we will read some scenarios for problem solving. Divide them in three groups. Each group will read a scenario on page 91 and answer the following questions:</p> <ul style="list-style-type: none"> <li>What big problems are faced by operators?</li> <li>What are other similar problems?</li> </ul>	 Page 91   Page 92	 25 Minutes


Steps	Instructions	Page no.	Duration
	<ul style="list-style-type: none"> <li>What is the solution of these problems</li> </ul> <p>Allow 15 minutes for this activity. Then ask each group to give presentation (duration 5 minutes). During the presentation, underline or circle the problems with red marker. In the light of their answers, refer to page 92, give a definition of problem and link the problems emerged from presentation with the problems mentioned on page 92. Explain that most of the problems of sewing machine operators are similar, but identifying them is very important.</p>		
<b>8.2: Steps and suggestions to solve problems (1 hour 15 minutes)</b>			
3	<p>Tell the students that no work is free of problems and we learn from our problems. As mentioned earlier, one should not be fearful of facing problems. Tell the students, that today we will search for better way to solve problems. Refer to 6 points on page 93 and define how to use them. Then guide them through a practical exercise given below:</p> <p>Divide the students in three groups and give each group one problem emerged from previous activity. Allow 20 minutes for this purpose and then 5 minutes for presentation about solving the problem. In the end, give your feedback and referring to story given at the start of session tell that every solution has multiple solutions but main thing is to select the most appropriate, easy, cost effective and practical solution. For example, break of thread in machine is a problem which has many solutions, like changing the machine, replacing a part, changing the thread and proper way of using the thread. Therefore, consider each solution and select the best one.</p>	 Page 93	 20 Minutes
4	<p>Tell the students that we discussed about problem solving but have you ever noticed the main problem in your work? Tell that now we will do an excellent activity through which you will learn a way to identify the problems at workplace and how to handle them.</p> <p>Divide the students in four groups:</p> <ul style="list-style-type: none"> <li>Knitting machine operators.</li> <li>Leather machine operators.</li> <li>Sportswear machine operators.</li> <li>Household sewing machine operators.</li> </ul>	 Page 94- 101101	 25 Minutes

Steps	Instructions	Page no.	Duration
	<p>Assign the tasks to each group which are given on page 94-101. Ask them to read the task and tell about the problem they face during work? What is the cause and possible solution of this problem?</p> <p>Allow 20 minutes for this exercise. When they have completed their work, ask them following question, "what problem have they identified? And what solution they proposed?" Tell the students that when we delve into problems, their solution start emerging. Finding suitable solution of problems is a sign of success. By repeating this exercise, they will start to see thing more clearly.</p>		
5	<p>Tell the students that we discussed problems and their solutions in the session. We also performed practical exercises which is very important for your professional life. Now we will conclude this session. Refer to page 102 and ask them to ponder (with the help of some family member or friend) about daily household problems as well as problems at workplace and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What problem was faced?</li> <li>• How it was solved?</li> <li>• What where the results?</li> </ul> <p>Listen to any question they may raise, elaborate and give all possible guidance so that they can do their homework properly. Now proceed to conclude the session.</p>	 Page 102	 15 Minutes
6	<p>Tell the students that session is almost complete, but we have to fill a post-test for this session.</p> <p>Distribute post-test of session 8, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Explain that this is the last session of course and now we will move on to concluding session.</p>	Pre/post test Answer sheet	 15 Minutes




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## Session 09

### Closing and Evaluation

Objectives and duration	
 <p>40 Minutes</p>	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> <li>Review the things learned during training.</li> <li>Give their feedback about training.</li> </ul>

### Session plan

Steps	Instructions	Page no.	Duration
9.1: Review and Conclusion (40 minutes)			
1	Tell the students that this training is about to end. Invite them to express their views and feedback. Note main point from their feedback and then say: let us review the thing learned. If they have any questions, give satisfying answers.		 <p>5 Minutes</p>
2	At the end of course, take a written test of students about which they are already informed. The paper consists of 08 questions. These questions represent the crux of different topics taught during the training course. Knowledge, information and skills of the students can be gauged through this test. Practical topics are also included, like a 2 minute speech on a specific topic. Question paper for final test is provided in evaluation toolkit.	Final test/ examination	 <p>15 Minutes</p>
3	Announce the conclusion of workshop. Tell the date and time for collecting their report cards. If a representative of an institution is also present, ask him to give some concluding remarks. Distribute the certificates and end the workshop by thanking the students.		 <p>20 minutes</p>