

MARKET OF SKILLS

Date: 12/06

(1-2 HOURS)

- OBJECTIVES:**
1. Participants will identify and record the skills of specific people in their village or community.
 2. Participants will appreciate the skills and talents of their village, and will begin to use these skills to meet their needs.

OVERVIEW FOR TRAINERS: This lesson helps the participants to identify skills in their community or village so they can use these skills to meet their own needs.

METHOD	TIME	KNOWLEDGE
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Role Play: A mother is giving her two children a snack.

5"

- Mom** We only have one bottle of Coke left, so I will split it between you two. You each get half a bottle. (She divides the bottle of Coke into two glasses.)
- 1st** Only half a bottle! That's no good! I want a full bottle. Give it all to me. (He turns away.)
- 2nd** Coca Cola! That's great! I love Coke! Thanks, Mom. (He starts to chug down the Coke.)

----SHOWD questions----S = What do you **See**?H = What is **H**appening?O = Does this happen in **O**ur place?W = **W**hy does this happen?D = What will we **D**o about it?

- I. Capacity Assessment
Discuss in large group.
- A. Show a half-full bottle of Coke. What do you think? Is this bottle half-full or half-empty? Take a vote, counting their response.
 - B. How does that apply to our communities? Do you see this situation in our lives?

5"

- I. Capacity Assessment
- A. Half-full or half-empty?
 1. Half-full #
 2. Half-empty #
 - B. Application
 1. Sometimes we see only our problems.
 2. That is like complaining about the half-empty bottle.
 3. We can also see the bottle as half-full.
 4. We can focus on our skills and what we have to work with.
 5. We can use the skills that we have, rather than worrying

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		about all our needs. 6. We need to build on our assets and skills.
<p>II. "Market of Skills" game. Divide into teams of three to five people to play the game. The goal is to reach the end of the road.</p> <p>A. See the instruction sheet for the "Market of Skills" game.</p> <p>B. Use the "Market of Skills" playing board and the questions printed on cards, which are placed in envelopes by color.</p> <p>C. One person will serve as an observer. He or she will not participate in the game, but will note the answers from each question. This will help to identify and record the skills of the people in the community.</p>	40"	<p>II. <u>Market of Skills Game</u></p> <p>A. Instruction sheet</p> <p>B. Playing board and questions</p> <p>C. Observer</p>
<p>III. Summary After playing the Market of Skills game, work together as a large group to summarize your findings.</p> <p>A. What did you see? What kinds of skills do you have in your community?</p> <p>B. What new things did you learn about your community or village?</p> <p>C. Can you think of ways you could use these skills to work together in your community?</p> <p>D. I saw a great treasure of skills in your village! I didn't know that _____ has so many skills!</p>	10"	<p>III. <u>Summary</u></p> <p>A. Skills in the community 1. 2. 3. 4. 5. 6.</p> <p>B. New things 1. 2. 3. 4. 5. Working together 1. 2.</p> <p>3. 4. 5.</p> <p>D. Treasure of skills .</p>

MARKET OF SKILLS

METHOD	TIME	KNOWLEDGE
<u>ATTITUDE:</u>		Participants are encouraged to learn about the skills in their own village or community.
<u>SKILL:</u>		Participants will be able to identify the skills and abilities of the community members.
<u>EVALUATION:</u>		Facilitators will know the participants have learned the content of this lesson when they can identify skills in their own communities.
<u>MATERIALS:</u>		<ul style="list-style-type: none"> -Newsprint -Marking pens -Masking tape -Envelopes with question cards -Dice -Playing board -<i>Instructions for the Market of Skills Game</i> -<i>Market of Skills</i> questions -Handout, <i>Market of Skills</i> questions

Instructions for the “Market of Skills” Game

This is a board game in which teams compete to reach the end of the road first. Along the way they may be helped by a ladder or sent backward by a donkey blocking the road. As the teams move along the road, they must answer the questions on each square they land on. There are five different types of questions:

- 1) PINK – Answer as a team: What skills do we have among the families of our team members (including husbands, children and anyone else living in your household)?
- 2) BLUE – Who has these skills in our village?
- 3) GREEN – Ask the other participants: What skills have you observed among our team?
- 4) YELLOW - All play. What are our skills as a village?
- 5) PURPLE – Surprise. Demonstrate one of your skills by singing a song, drawing a picture, etc.

There is also a roadblock along the way. This is a problem in the village that the entire community has to solve together. They must assign each task involved in solving the problem to a person or group of people in the village.

Game instructions:

- Divide participants into groups of 3-5 people
- Advance by rolling a dice. Pick a question that matches the color you land on.
- Each color has a separate envelope with question cards.
- All teams will stop at the stop sign or roadblock to solve the community problem.
- Questions asked regarding “your” skills pertain to you and your family
- Teams are given one minute to answer each question
- One person will not play, but will record the answers for each question. This will become a record of the skills of the community

PINK
Questions for the team members

What skills do you have in construction and home renovations?	What skills do you have in processing animal skins or fur?
What skills do you have in sewing or embroidering or hand crafts?	What things are you able to repair?
What kinds of machinery or tools are you able to use?	What skills do you have in caring for the sick, the handicapped or pregnant?
What skills do you have in farming or growing plants?	What skills do you have in beautifying a home?
What skills do you have working with animals?	

GREEN**Questions for the other participants about the team members**

What skills do they have in doing office work?	What skills do they have in making people beautiful?
What skills do they have working with their hands?	What skills do they have in baking?
What groups of people are they able to work well with?	What skills do they have in caring for children?
What skills do they have in administering first aid to others?	What skills do they have in preparing, preserving, or storing food?
What skills do they have in protecting health (such as diet, herbs, exercise, natural remedies and nutrition)?	In their group, who can be the representative or leader?

YELLOW
All Play

How do you pass on your skills to others?
What skills do you have in teaching others your skills?

YELLOW
All Play

What kind of Business Skills are there in your village?
Think about skills such as:

- Managing money
- Selling
- Generating good business ideas
- Buying
- Marketing/advertising
- Merchandizing
- Packaging
- Production
- Quality Control
- Managing people

YELLOW

All Play (continued)

If some foreign visitors visit your village, who could provide entertainment for them and how? (By dancing, singing, reciting poetry, doing skits, or playing interesting games, etc.)

PURPLE

Surprise!

Do some physical exercises for the group.	Demonstrate with actions a kind of work (but without words) for the group to guess.
Do an Indian dance.	Tell a funny story or joke.
Draw a picture of your favorite animal.	Sing a song about love.

BLUE
Questions about the Village

<p>When you are sad, who is able to comfort you?</p>	<p>In your group, who is very economical with money?</p>
<p>Who is able to use natural health remedies?</p>	<p>If a neighboring village is holding a sporting event, who in your village could participate?</p>
<p>Are there people in your community who can work compassionately with the handicapped, the elderly and the sick?</p>	<p>Is there someone in your community who always has the latest news about everything?</p>

BLUE
(Continued)

<p>Is there someone in the community who always has new ideas and can work with others to put them into action?</p>	<p>Who can you share your heart with?</p>
<p>In an emergency, who is able to remain calm and clear minded in order to take proper action?</p>	<p>Who is able to learn new skills well?</p>
<p>When you need wise counsel, who do you go to?</p>	<p>Who is a skilled buyer at the bazaar?</p>

STOP

Community or Village Project

When you have a community project, who does the following tasks?

Who makes the plan?

Who gathers the people?

Who gets permission from the government?

Who assigns duties?

Who looks after the children?

Who provides materials?

Who can do first aid?

Who encourages people?

Who cooks food?

Who solves the problems?

Who goes to the leader to solve the problems?

Who provides drinking water?

Who is a peacemaker during a fight?

Who makes people laugh?

Who organizes a celebration?

Who benefits from the community project?

Skills Assessment Game

Questions are developed and put in separate envelopes

PINK Those that solicit skills we have among our families (including husbands, children and anyone else living in your household) represented on our team.

What skills do you have in construction and home renovations?
 What skills do you have in processing animal skins or fur?
 What skills do you have in sewing or embroidering or hand crafts?
 What things are you able to repair?
 What kinds of machinery or tools are you able to use?
 What skills do you have in caring for the sick, handicapped or pregnant?
 What skills do you have in farming or growing plants?
 What skills do you have in beautifying a home?
 What skills do you have working with animals?

GREEN Those that ask the other participants about the skills present among the families represented on the team who rolled the dice.

What skills do they have in doing office work?
 What skills do they have in making people beautiful?
 What skills do they have working with their hands?
 What skills do they have in baking?
 What groups of people are they able to work well with?
 What skills do they have in caring for children?
 What skills do they have in administering first aid to others?
 What skills do they have in preparing, preserving, or storing food?
 What skills do they have in protecting health (diet, herbs, exercise, natural remedies and nutrition)?
 In your group, who can be the representative or leader?

YELLOW All Play (What are our skills as a village?)

What skills do you have in passing on your skills to others?

What kind of Business Skills are there in your village? Who is skilled in:

- Managing money
- Selling
- Generating good business ideas
- Buying
- Marketing/advertising
- Merchandizing
- Packaging
- Production
- Quality Control
- Managing people

If your village has some foreign visitors come, who could provide entertainment for them and how?

(Dancing, singing, reciting poetry, doing skits or playing interesting games)

Market of Skills Questions

PURPLE Surprise (Demonstrate your skills by singing a song, drawing a picture etc.)

Do some physical exercises for the group.

Demonstrate with actions a kind of work (but without words) for the group to guess.

Do an Indian dance.

Tell a funny story or joke.

Draw a picture of your favorite animal.

Sing a song about love.

BLUE - Those that ask who has this kind of skill in our village.

When you are sad, who is able to comfort you?

In your group, who is very economical with money?

Who is able to use natural health remedies?

If a neighboring village is holding a sporting event, who in your family could participate?

Are there people in your community who can work compassionately with the handicapped, the elderly and those who are sick?

Is there someone in your community who always has the latest news about everything?

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There is also a roadblock along the way. This is a problem in the village that the entire community has to solve together. They must assign each task involved in solving the problem to a person or group of people in the village.

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