

# TRAINING MANUAL

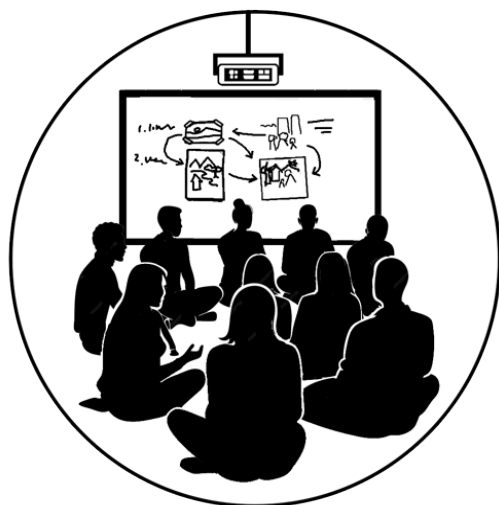
produced by MY Voice

## Preface

This training manual is part of a set of two small booklets produced by MY Voice, a project dedicated to combating forced labour and child labour in Malaysia's garment and palm oil industries. The other booklet is the 'Training Primer,' containing selected essential and foundational information.

Both documents are organized under 6 main topics: Anti-Discrimination, Gender-Based Violence & Harassment (GBVH), Forced Labour, Child Labour, the 'Just Good Work' App, and Effective Communication. The first section of this training manual is 'Community Facilitation.' It is a basic guide that includes useful tips and reminders for trainers from civil society organizations (CSOs), trade unions, and worker representatives. The subsequent six (6) sections contain carefully selected creative and interactive 'structured activities' under these 6 main topics.

This training manual will assist trainers and CSO organizers, trade unions, and worker representatives in Malaysia to systematically shape and develop short modules for workshops and training sessions in their respective communities.

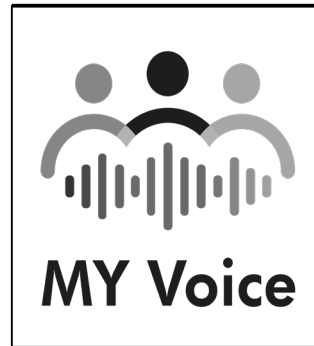


# MY Voice

The MY Voice project, led by Social Accountability International (SAI), aims to reduce forced labour and child labour in Malaysia's palm oil production and garment manufacturing sectors.

## **Project Objectives:**

- Strengthen advocacy by workers and civil society to address forced and child labour issues.
- Increase workers' ability to have a voice in the implementation of social compliance systems.
- Improve access to remediation for workers who have been exploited as forced labour or child labour.



## **We work with:**

- Palm oil and garment companies and their suppliers.
- Civil society organizations, trade unions, and worker communities.
- Government agencies related to labour and migration.

## **Target Areas:**

- Sabah and Peninsular Malaysia in the palm oil and garment industries. The project is based in Kuala Lumpur.

## **Support for Companies and Suppliers**

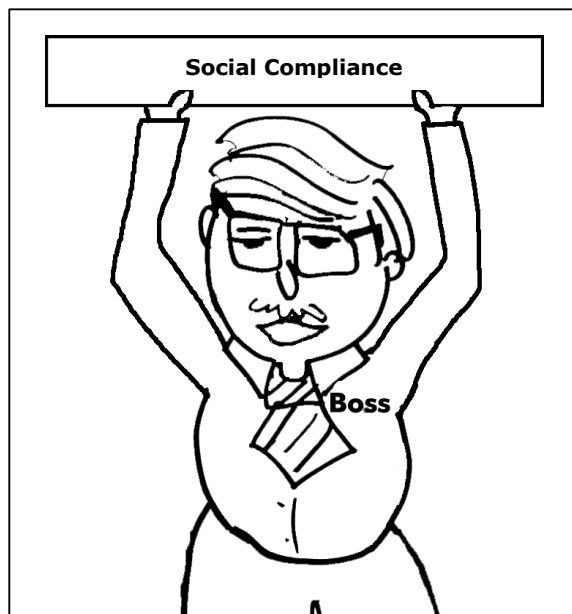
MY Voice will provide technical assistance to private companies by strengthening existing monitoring systems and highlighting labour performance indicators.

### **Benefits of improving social compliance:**

- Strengthening worker-management engagement to enhance worker inclusion and participation.
- Monitoring changes in social compliance and ensuring continuous improvement.
- Meeting international labour standards and complying with legal requirements.

### **Types of support fully provided by MY Voice:**

- Assessing and reviewing existing labour performance systems.
- Capacity building on international labour standards and social compliance.
- Technical support for the development of improvement action plans.
- Strengthening worker engagement and grievance mechanisms.
- Monitoring changes, assessing, and reporting impact.



# Community Facilitator

## Basic Information

1. **Community support skills** - These

foundational skills help a facilitator effectively gather views and stories during community meetings, workshops, and discussion sessions.



2. **Not a teacher** - A facilitator is not a teacher but someone who “opens the way” for lively exchanges and collectively forms action plans. Discussion, reflection, and action methods provide an alternative approach to the usual top-down, ‘directive’ learning methods.

3. **Knowledge & data** - Community facilitators must know their target communities well in terms of:

- Community history, social culture, economic characteristics,
- Influential people and power bases, including local political parties,
- Ethnic, religious, and cultural groupings,
- Laws, regulations, government policies, and practices,
- Government structures, functions and authority of officials, and power relations.

## Creative Tools for Community Facilitation

1. **Use creative tools** - Photos, visual aids, short videos, posters, charts, and audio recordings are highly effective tools for helping grassroots communities (e.g., workers, smallholders, etc.) analyze and understand information and knowledge.

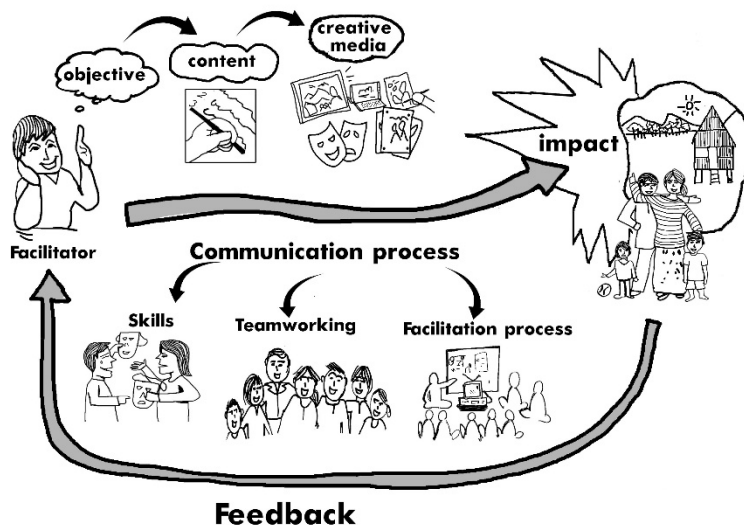


2. **Creative approach** - Creative processes are effective in helping people from diverse cultural and religious contexts organize themselves, develop strategies, and plan actions.
3. **Grassroots learning** - Grassroots communities with limited formal education typically develop their knowledge and intellect through exchanging experiences, rather than through theoretical explanations and academic debates.
4. **Community movements** - Many grassroots movements or community organizations worldwide use a variety of creative tools to facilitate communities in advancing their organizing and advocacy objectives.

## Good Practices & Principles

1. **Ask questions** - Community facilitators should pose stimulating questions to draw out people's views, ideas, comments, and feedback, rather than simply providing input or lectures. They must actively listen to the community's perspectives and ensure greater participation among them for collective decision-making. Once something is decided collectively, there is a higher chance of implementation compared to actions decided by just 1 or 2 individuals.

2. **No “right answer”** - Facilitators and trainers are not “providers of answers.” It is more effective to gather perspectives from participants and find a “shared answer” than to offer solutions. The role of a community facilitator is to spark active dialogue and discussion, not to be a lecturer.
3. **Issue analysis** - Be prepared and make sure you are clear about your objectives before any session. Ensure you have a solid, clear, and accurate analysis of the subject before discussing it with participants in the session.
4. **Skilled in using creative tools** - Always try to use creative media tools to facilitate your sessions, whether in formal (workshops, sessions, meetings) or informal (field) settings. It is important to learn how to use these tools effectively and have a step-by-step process.
5. **Facilitate discussion** - Community facilitators should be aware of the different types of participants in their session, such as those who are quiet or those who tend to dominate the discussion. Learn to read body language and signals. Most importantly, know how to guide and bring the discussion back on track when it strays from the topic.



6. **Feedback is crucial** - Aim to achieve a “cyclical communication process” (see the “Communication Cycle Process” diagram). This dynamic process ensures that participants are actively engaged in learning and designing actions to reach their objectives.
7. **Calm but not tense** - Community facilitators must learn to remain calm even during tense moments or heated debates in a session. You need to keep facilitating the exchange and not get personally involved in arguments or debates. Otherwise, the session may become more harmful and chaotic. Avoid being overly formal or inflexible, especially when facilitating sessions or meetings with the community.
8. **Division of roles** - When working in a team, community facilitators must clarify the distribution of tasks to avoid confusion among facilitators as well as the target community.

## Facilitation Skills

1. **Communication cycle** - An effective community facilitator should strive to achieve this communication cycle in their work with the community.
2. **Skills** - Community facilitators must possess reasonably good communication skills and the ability to use creative media tools.
3. **Understanding local conditions** - Community facilitators must be well informed about community issues, including culture, customs, and social circumstances.
4. **Listening to all viewpoints** - Facilitators must ensure that, in discussions and meetings, people’s views are heard and not dominated by only a few individuals.
5. **Avoid being a teacher** - Facilitators should avoid teacher–student methods and approaches.

(Ref: “Art of C.O” [Seni Mengorganisir Masyarakat] - Manual latihan mengatur komuniti untuk penganjur, fasilitator & aktivis NGO oleh Jo Hann Tan, SEAPCP CO 2005)  
(<https://unesdoc.unesco.org/ark:/48223/pf0000204320>).

## Module Development

Below is an example of a 2-hour session module to discuss child labour. Note that the module contains 2 structured activities used in combination.

No.	Time (Duration)	Structured Activity	Activity Objective	Content
1.	9:30-10:15 a.m.	1. Photo Story (set of 10 images)	<ul style="list-style-type: none"><li>• For participants to identify causes and triggering factors related to child labour.</li></ul>	<ul style="list-style-type: none"><li>• Different aspects of child labour</li><li>• Impact</li><li>• Various powers involved and their relationships.</li></ul>
2.	10:15-11 a.m.	2. Short Video (7 min) e.g., Video on how some communities respond to child labour	<ul style="list-style-type: none"><li>• To provide ideas on how to address the issue.</li></ul>	<ul style="list-style-type: none"><li>• Examples of communities responding to this issue.</li></ul>
3.	11-11:30 a.m.	Conclusion	<ul style="list-style-type: none"><li>• To summarize and conclude the session.</li></ul>	<ul style="list-style-type: none"><li>• Refer to participants' responses to summarize the learning from the discussion</li></ul>



**Note:** The table below spans both pages.

Steps	Materials/Tools Needed
<ol style="list-style-type: none"> <li>1. Show the photos to participants (one by one, in the arranged sequence).</li> <li>2. Stick all the photos on a board.</li> <li>3. List out the key points from participants' responses.</li> <li>4. Ask participants to describe the story or message across the entire set of photos.</li> <li>5. Identify the different "actors" and their relationships. Explain these relationships by drawing on a blank sheet of mahjong paper. (Draw lines connecting these entities.)</li> <li>6. Guide participants to identify the root causes and triggering factors of child labour.</li> </ol>	<ul style="list-style-type: none"> <li>• One set of 10 photos on various aspects of child labour.</li> <li>• Colored markers</li> <li>• Mahjong paper.</li> </ul>
<ol style="list-style-type: none"> <li>1. Introduce the video.</li> <li>2. Play the video.</li> <li>3. Ask what they observed in the video.</li> <li>4. Ask how they feel about what they saw in the film.</li> <li>5. Ask if this could be done in their community.</li> </ol>	<ul style="list-style-type: none"> <li>• Short video</li> <li>• Projector or large TV</li> <li>• Laptop</li> <li>• Speakers.</li> </ul>
<ul style="list-style-type: none"> <li>• Refer to the board and provide a concise summary, then ask participants if they want to add or clarify anything further.</li> <li>• Ask participants to suggest ideas for action.</li> <li>• Make a collective decision to finalize any proposals or plans.</li> </ul>	

# Anti-Discrimination

## Activity 1: Don't Get Eaten by the Crocodile

**Duration:** 50-60 min.

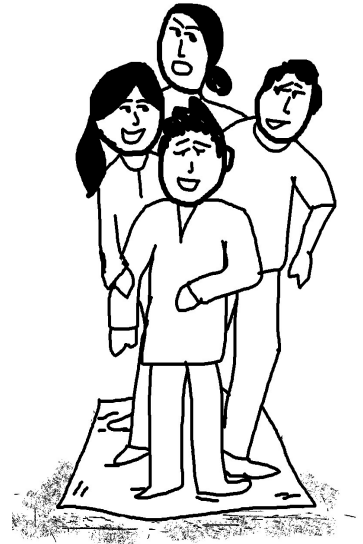
**Objective:** To analyze and understand discrimination and its causes.

**Materials:** Mahjong paper, markers, tape

### Process:

- Spread several pieces of mahjong paper on the floor (the number of sheets depends on the number of participants playing).
- Tell participants: "Imagine you are frogs living in a pond. In the same pond, there is a wild crocodile that loves to eat frogs. You can only survive if you can stand on a lotus leaf (the large sheets of paper). If you step off the lotus leaf, you will be eaten by the crocodile." (Each sheet of mahjong paper can probably fit 5–6 people.)
- In each round, name one feature (e.g., those with black hair/those with long hair, those with moustaches), and only those who have that feature can stand on the same spot. Others are not included (the crocodile has effectively "eaten" them).

(Note: The idea here is to illustrate that simply because some people do not have certain features, they cannot stand on the leaf. Discrimination occurs because some people are different from others.)



- Ask participants these questions:
  - For those who could not stand on the leaf, how did you feel and why?
  - For those who could stand on the leaf until the end of the game, how did you feel and why?
  - Does this game resemble what happens in our society? Please explain.
  - Why are some people treated differently from others?
- Lead the discussion toward identifying the root causes of discrimination by analyzing participants' responses.

## **Activity 2: Migrant Workers & Other Parties**

**Duration:** 45-60 min.

**Objective:** To understand and analyze the relationships (discriminatory or otherwise) between migrant workers and other stakeholders in our society.

**Materials:** Mahjong paper, markers, tape

### **Process:**

- Ask for 10 volunteers from among the participants, and give each one a signboard with a different identity (e.g., 1. Local company boss, 2. Police, 3. Member of Parliament, 4. Religious leader, 5. NGO, 6. Housewife, 7. High school student, 8. Local worker, 9. Union officer, 10. Elderly citizen).
- Ask other volunteers to play the role of foreign workers.
- Everyone sits in a circle, and the foreign workers will approach each person, engaging them with statements such as:  
 "Can you help me find a job?"

"Could you help my family find a place to stay?"  
"My child is sick, please help."

- Give all volunteers 5 minutes to prepare their roles.
- Start the activity and record key points from these interactions on the board/mahjong paper.
- After the migrant workers have approached all 10 participants, initiate a discussion by first asking the migrants and the other volunteers why they responded as they did.
- Invite participants to comment on the exchanges in the role play.
- Lead the discussion toward identifying the reasons why migrant workers are discriminated against.
- Ask participants if they know of Malaysian laws forbidding or encouraging discrimination.
- After a broad discussion and identifying the causes, ask participants what practical steps can be taken.

### **Activity 3: Different Ethnicities**

**Duration:** 30-40 min.

**Objective:** To show that ethnic stereotypes have no basis and to trace their origins.

**Materials:** Mahjong paper, markers, tape



**Process:**

- Place several sheets of paper (1 for each ethnicity or ethnic group—depending on how many groups you want to include in your activity). Assign a colour code for each ethnicity, e.g., Ethnicity A (blue), B (red), and C (black).
- Ask participants, in turns, to write down (physical or other) characteristics about the ethnicity or ethnic group labelled on each piece of paper based on what they think or have heard from others.
- Once all papers are filled, review the comments on Ethnicity A. Ask participants, “Someone wrote that Ethnicity A is lazy. Do you think laziness also exists in Ethnicity B and C?” If everyone says yes, then mark the “blue check” from Ethnicity A on Ethnicity B and C’s columns. Check each comment for Ethnicity A, and whenever you find the same comment also applies to B or C, mark it in those columns too.
- Follow the same checkmark process for Ethnicity B (red) and Ethnicity C (black).

- Continue until all comments are reviewed, and the end result will likely reveal that all ethnicities share many similar traits and have many cross-check marks of different colors.
- Ask participants to analyze why that is so, and what it means that all ethnicities have many shared traits.
- Guide the discussion to conclude that all ethnic groups have their own characteristics, but we tend to stereotype based on skin colour, religion, etc.
- Delve deeper by asking why this occurs—try to identify and trace the root causes of such behaviour. Is it influenced by family, social conditioning, or by the government using politics to divide and rule?

#### **Activity 4: Role Play (Forum Theater)**

**Duration:** 45-50 min.

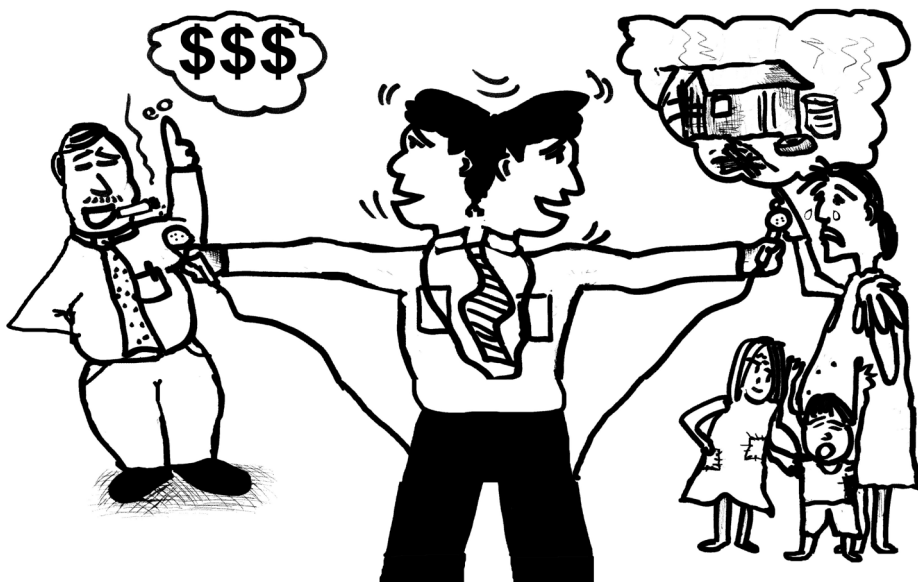
**Objective:** To understand and analyze racial discrimination and trace its causes.



**Materials:** Mahjong paper, markers, tape

**Process:**

- Create a story about racial, cultural, or migrant-based discrimination (use real examples or incidents if you want).
- Identify the different roles in the story and ask volunteers to play them. Label each volunteer so that the audience is not confused.
- Give volunteers 7–10 minutes to internalize their roles and prepare how they will interact in the role play. (Do not give them a script or tell them what to do. Let it be spontaneous.)
- While volunteers prepare, you can engage the other participants in a discussion, do a short warm-up activity, or just take a break.
- The enactment should not exceed 5 minutes. Then, stop the role play and ask the participants:  
“In reality, does this happen among people from different ethnicities?”  
“Is this what they usually do?”
- If participants disagree or have different views about the story, ask that person to replace the volunteer and perform their version in that part of the story. Then continue the role play.
- Continue this process of replacing different roles until you have gathered sufficient feedback.
- Then, a discussion will be guided to identify the root causes of racial discrimination.
- You may use other tools, such as visual cards or relevant images, to help with the analysis.



### **Activity 5: News Scanning**

**Duration:** 40-45 min.

**Objective:** To scan discrimination cases in news media.

**Materials:** Mahjong paper, markers, tape, internet

#### **Process:**

- Divide participants into small groups (ideally 4–5 people per group).
- Search the internet and scan articles about discrimination (e.g., involving foreign workers, women, persons with disabilities, ethnicity, religion, culture, etc.).
- You can also prepare printed hard copies covering various aspects of discrimination and let each group choose their article.
- Give the groups 20 minutes to discuss the article and comment on how the news media reported the issue.



- Then, each group will present the results of their discussion on mahjong paper.
- Collectively map out how different incidents of discrimination are covered by news media. Analyze why this happens—is it because they are instructed to do so, or because they need to consider their bosses' interests, or is it due to government pressure?

## **Activity 6: My Story**

**Duration:** 50-60 min.

**Objective:** To share stories of discrimination from our own lives to show that discrimination truly exists and is real in our daily lives.

**Materials:** Mahjong paper, markers, tape

### **Process:**

- Ask each participant to think of an incident or experience of discrimination that happened to them or their family.  
(Note: To make it more real and visual, you can ask each participant to depict their experience in the form of a drawing, a song, an object, a photo, or anything else symbolizing the incident).
- Have participants take turns sharing, ensuring each person speaks for about 3–5 minutes (Note: This activity is not recommended for groups larger than 15 because it would take too much time).
- Take note of the different forms of discrimination described in each story. You can refer back to these examples during your discussion afterwards.
- Connect these personal stories to the larger scope and scale to show that these individual experiences reflect what happens on a wider societal level.

## Activity 7: Photo Story (Photos or Visual Cards)

**Duration:** 50-60 min.

**Objective:** To use photos and illustrations to discuss and analyze discrimination issues.

**Materials:** A set of photos or visuals (prepared), mahjong paper, markers, tape

### Process:

- Prepare a set of photos or drawings (around 6–8 images) that depict the discrimination issues you want to discuss (for example, different aspects of working and living conditions for migrants).
- Show each image or visual card one at a time and ask participants what they see in each frame. Then, stick each frame on the board or mahjong paper, along with participants' descriptions.
- After all the images are displayed on the board, ask them what the story or message is.
- Discuss the story or message depicted in the visuals and ask if participants want to share similar accounts from their community.
- Trace the root causes and triggering factors, and lead a discussion on exploring solutions or actions.



## Activity 8: The Roles of Men & Women

**Duration:** 50-60 min.

**Objective:** To understand and analyze gender stereotypes.

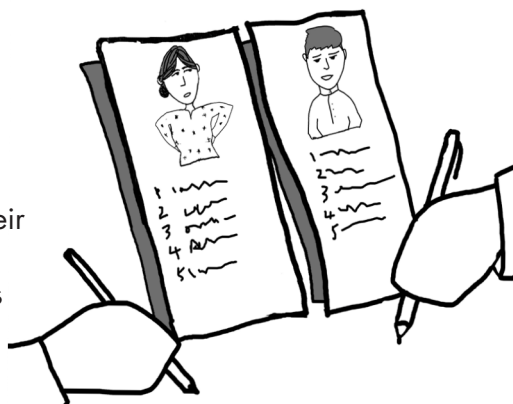
**Materials:** Mahjong paper, markers, tape

### Process:

- Divide participants into 4 groups and give each group one sheet of mahjong paper and markers.
- Ask each group to list the characteristics of men and women based on the following aspects:

- Appearance
- Personality
- Occupations and skills
- Interests

- Ask each group to present their findings, which will typically show that most characteristics of men and women can be interchangeable.



- Ask participants how stereotypes are formed. Is it influenced by society, family, government, schools, religious institutions, or other social bodies that propagate certain teachings leading to stereotyping (e.g., that women gossip more than men, men are more decisive than women, men are better drivers than women, and so on)?
- Analyze the root causes of stereotypes, then ask participants what can be done to change these perceptions.

## Activity 9: What's Your Stand?

**Duration:** 50-60 min.

**Objective:** To analyze gender inequality and its impact.

**Materials:** Mahjong paper, markers, tape

### Process:

- Prepare a list of statements about gender relations (refer to the examples below)
  - A woman's place is to look after her children and family.
  - Men do more important work than women.
  - Women's work and skills at home and in the job market are undervalued.
  - Women are more caring than men, so they are more suited to certain types of jobs than men.
  - If women dress more modestly, sexual harassment will decrease.
  - Women are less likely to be involved in politics.
  - Sexual harassment in the workplace is experienced equally by men and women.
  - The government only recognizes men as the head of a household.

(Note: You may add or modify these statements to suit your session's objectives. Each statement can be written or typed on a piece of card or paper and stuck on the wall/board. If possible, include a corresponding visual aid on each card).

- Display each statement card (and its visual aid) on a board or wall. Ask each participant to respond "yes" (Y), "no" (N), or "not sure" (NS) to each statement. Ask them to explain why they answered that way (keep each discussion short, under 5 minutes per statement).
- Then, tally the answers and write them next to each visual card and statement.

- Explore the impact of gender inequality on women and men, on families, and on society in general.
- After all the statements are displayed on the board, analyze the issue in more depth, looking into why gender inequality occurs and what can be done about it.

## Activity 10: Anti-Discrimination in Malaysia

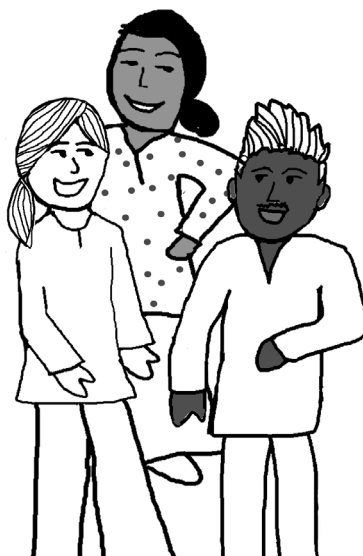
**Duration:** 30-40 min.

**Objective:** To provide an overview of racial discrimination in Malaysia.

### Process:

- Prepare ahead by researching the latest data related to the following questions:
  - How many reported/recorded cases of discrimination and racism occur in Malaysia each year?
  - How many cases of workplace discrimination are there?
  - How many cases have been prosecuted by law and in the courts?

How many people have died as a result of racism and discrimination (at home or in the workplace)?
- Ask participants these questions and let them try to answer. Be ready to provide the correct figures.
- Discuss the answers to each question and analyze the issues to find the root causes. Explore possible actions or measures to address these issues.



## Activity 11: Video Screening & Discussion

**Duration:** 60 min.

**Objective:** Using a short film to discuss anti-discrimination or racism.

**Materials:** Short video, laptop and projector, speakers, mahjong paper, markers, tape

**Process:**

- Identify a short video of about 5–10 minutes on a specific subject (e.g., racial discrimination, religious freedom, etc.) to be discussed in the session.
- Prepare yourself by watching the video and noting key points for discussion afterwards.
- Before screening, provide a brief introduction to guide the audience's attention.
- Screen the film, and if any important clarification or translation is needed, you may pause briefly to explain—but do not do this too frequently as it interrupts viewing.
- After the film, immediately ask if anyone needs clarification on something in the film.
- Avoid lecturing or giving a speech after the video. Always try to engage the audience in sharing their comments and responses.

- Ask what they observed in the film. Then ask what they understood from it (don't assume that everyone understood).
- Next, ask how they feel after watching the film—this helps elicit emotional reactions and responses.
- Lead them in discussing various important points you noted during your preparation.
- Ask if they know of or have ever been involved in any discrimination or racial incident to connect the film and its message to their own reality; otherwise, the discussion remains abstract, as if only discussing someone else's situation in the film.
- Trace the causes and triggering factors, and discuss what measures can be taken to address the issue.



# Gender-Based Violence & Harassment (GBVH)

## Activity 1: Roles of Men & Women

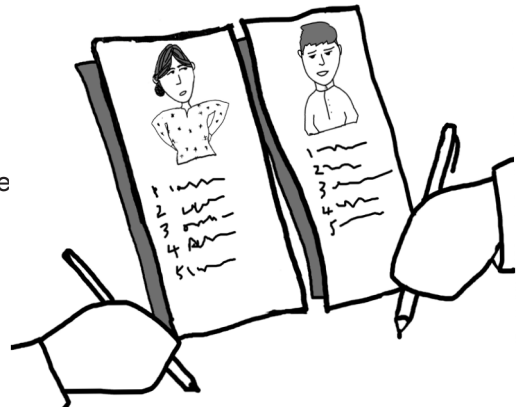
**Duration:** 50-60 min.

**Objective:** To understand and analyze gender stereotypes.

**Materials:** Mahjong paper, markers, tape

### Process:

- Divide participants into 4 groups and give each group one sheet of mahjong paper and markers.
- Ask each group to list the characteristics of men and women based on the following:
  - Appearance
  - Personality
  - Occupations and skills
  - Interests
- Have each group present their findings, which will usually show that most traits of men and women can be interchangeable.
- Ask participants how these stereotypes form—are they shaped by society, family, government, schools, religion, or other social bodies or institutions that promote certain teachings that lead to stereotypes?





- Give examples such as “women gossip more than men,” “men are more decisive than women,” “men are better drivers than women,” and so on.
- Analyze the causes of stereotypes, then ask participants what can be done to change these perceptions.

## **Activity 2: Comparing Genders**

**Duration:** 30-40 min.

**Objective:** To show that gender stereotypes have no basis and to identify their roots.

**Materials:** Mahjong paper, markers, tape

### **Process:**

- Place several sheets of paper (1 for each gender being focused on in the activity) and assign a colour code for each group, e.g. Gender A (blue), Gender B (red), and Gender C (black).
- Ask participants, in turn, to write down physical or other characteristics that they think or have heard people say about these gender groups.
- Once all the papers are filled, start reading the comments under Gender A. Ask participants, “Someone wrote that Gender A is weak in thinking—do you all think this weakness also exists in Gender B and C?” If everyone says yes, place a blue check mark (indicating Gender A) under Gender B and Gender C. Check every comment for Gender A, and whenever that comment also applies to Gender B or C, mark it accordingly.
- Do the same for comments under Gender B (red) and Gender C (black), applying the same checkmark approach as for Gender A.
- Continue until all comments are reviewed. The final outcome may reveal that different genders share many common traits, and

multiple checkmarks will be placed for each color.

- Ask participants to analyze why these different genders seem to share similar traits, yet we tend to stereotype based on skin colour, religion, and so on.
- Go further and ask why this happens—try to identify and trace the root causes, whether it's family influence, social conditioning, or a government using divide-and-rule politics.

### **Activity 3: What's Your Stand?**

**Duration:** 50-60 min.

**Objective:** To analyze gender inequality and its impact.

**Materials:** Mahjong paper, markers, tape

#### **Process:**

- Prepare a list of statements on gender relations (refer to examples below)
  - A woman's place is to care for her children and family.
  - Men do more important work than women.
  - Women's work and skills at home and in the job market are undervalued.
  - Women are more caring than men, so they are more suited to certain types of work compared to men.
  - If women dress more modestly, sexual harassment will decrease.
  - Women are less likely to be involved in politics.

- Sexual harassment at work is experienced equally by women and men.
- The government recognizes only men as heads of households in a family.

(Note: You can add or change the statements according to your session objectives. Each statement can be written or typed on a card or paper to stick on the wall/board. For greater impact, you may also include matching visual aids).

- Stick each statement card (and its visual aid) on a board or wall. Ask each participant to respond by saying “yes” (Y), “no” (N), or “not sure” (NS) to each statement. Have participants explain their answers briefly (keep the discussion under 5 minutes per statement).
- Then tally the answers and record them beside each visual card and statement.
- Explore the impact of gender inequality on women and men, families, and society in general.
- Once all statements are discussed on the board, analyze the issue more deeply to find out why gender inequality occurs and explore possible solutions or actions.



## **Activity 4: Gender Violence in Malaysia**

**Duration:** 30-40 min.

**Objective:** To give an overview of gender-based violence in Malaysia.

### **Process:**

- Prepare by researching current data on these questions:
  - How many reported/recorded cases of gender-based violence occur in Malaysia annually?
  - How many cases of gender-based violence happen in the workplace?
  - How many cases have resulted in legal or court action?
  - How many people have died due to gender-based violence (at home or at work)?
- Ask participants these questions and let them try to answer, but be ready to provide the actual figures.
- Discuss each answer and analyze the issue.
- The discussion can also lead to possible actions or measures to address this issue.

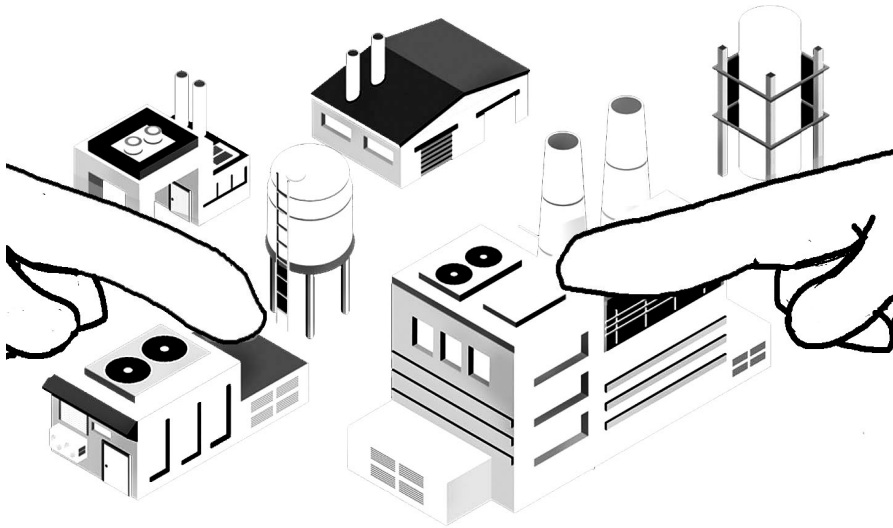
## **Activity 5: Workplace Mapping**

**Duration:** 30-40 min.

**Objective:** To help participants protect themselves from sexual harassment at work.

### **Process:**

- Divide participants into small groups (ideally 4–5 people per group so everyone has the opportunity to share their views).



- Give each group a sheet of mahjong paper and ask them to draw a simple layout of their workplace.
- Each group will mark an "X" on the layout to indicate where there is a potential risk of verbal/physical abuse or sexual harassment (e.g., in the restroom, changing room, break area, canteen, or nearby areas outside the workplace, such as parking lots or bus stops).
- Suggest possible action steps that can be taken to address these issues.

### **Activity 6: Role Play (Forum Theater)**

**Duration:** 50-60 min.

**Objective:** To understand and analyze gender-based violence and trace its causes.

**Materials:** Mahjong paper, markers, tape

## Process:

- Create a story highlighting gender-based violence (use actual examples or incidents if desired).
- Ask for volunteers to play roles (depending on the number of characters in the story).
- Give the volunteers 7–10 minutes to get into their roles and prepare how they will interact in the role play. (Do not give them a script or tell them what to do; let it be spontaneous.)
- While volunteers prepare, you can engage the remaining participants in a brief discussion, a light activity, or simply allow a short break.
- Label each volunteer to identify their role so as not to confuse the audience.
- Keep the performance short (no more than 5 minutes). Pause the role play, then begin to debrief by asking participants questions such as:  
“In reality, does this happen between men and women?”  
“Is this their usual behaviour?”
- During the discussion, if any participant disagrees or has a different version of the story, ask them to replace the volunteer and act out their version of that part of the story. Then continue the role play.
- Keep replacing different roles in this manner until you have sufficient feedback.
- Then guide the discussion to identify the root causes of gender-based violence.
- You may also use other tools, such as visual cards or relevant images, to aid analysis.

## Activity 7: Domestic Violence Survivors & Other Parties

**Duration:** 50-60 min.

**Objective:** To understand and analyze interactions between domestic violence survivors and other stakeholders in our society.

**Materials:** Mahjong paper, markers, tape

### Process:

- Ask for 10 volunteers from the participants and give each of them a signboard labelling a different identity. 1. Local company boss, 2. Police, 3. Member of Parliament, 4. Religious leader, 5. NGO, 6. Housewife, 7. High school student, 8. Local worker, 9. Union officer, 10. Elderly citizen. *(Note: You can add or change stakeholder identities depending on local situations or context.)*
- Ask another volunteer to play the role of a domestic violence survivor.
- Everyone sits in a circle, and the survivor approaches each person, stating concerns such as:  
“My husband abuses me—what can I do?”  
“Can you help me find a safe place to stay?”  
“My husband hit me—please help.”
- Give volunteers about 5 minutes to prepare for their roles.
- Begin the activity and record key points from all interactions on the board/mahjong paper.
- After the survivor has interacted with all 10 participants, discuss their exchanges by asking the survivor and other volunteers why they responded as they did.

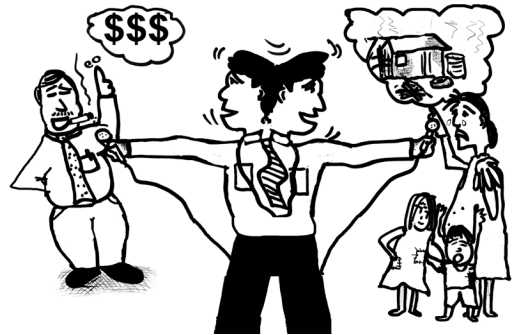
- Open the floor to the other participants to comment on the role-play interactions.
- Lead the discussion to identify why domestic violence happens.
- Ask participants if they know about Malaysia's laws, policies, and practices regarding domestic violence.
- After a broad discussion and identifying causes, ask participants about practical steps that can be taken.

### Activity 8: News Scanning

**Duration:** 40-45 min.

**Objective:** To scan cases of gender-based violence in the news media.

**Materials:** Mahjong paper, markers, tape, internet articles



#### **Process:**

- Divide participants into small groups (ideally 4–5 people per group).
- Search online and scan articles about gender-based violence (various forms, different social sectors: among migrants, workers, government agencies, companies, religious bodies, enforcement agencies, etc.).
- You may also provide printed hard copies on various aspects of gender-based violence and let each group choose their articles.
- Give the groups 20 minutes to discuss the article and comment



on how the news media reported the issue.

- Each group will then present the results of their discussion (using mahjong paper to document their group's findings).
- Collectively map how gender-based violence is portrayed in the news media.
- Analyze why this happens—were news outlets directed to report it in a certain way, were they unaware of the issue, or were they doing it for more clicks?
- You may also explore steps to address this situation.

### Aktiviti 9: My Story

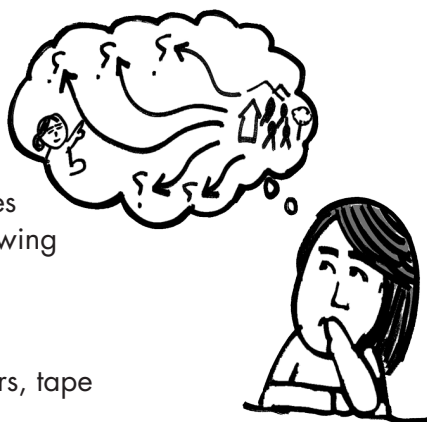
**Duration:** 50-60 min.

**Objective:** To share personal stories about gender-based violence, showing that it is real in our lives and communities.

**Materials:** Mahjong paper, markers, tape

#### Process:

- Ask each participant to think of an incident or experience of gender-based violence that happened to them, a family member, or someone very close to them (Note: To make it more real and visual, you may ask each participant to express their experience as a drawing, a song, an object, a photo, or anything symbolizing the incident).



- Have participants take turns sharing, but keep each story to 3–5 minutes (Note: This activity is not recommended for groups larger than 15, as it will take too much time)
- Note the various forms of gender-based violence described and refer to these points in your subsequent discussion.
- Link these personal stories to the broader context, showing how individual experiences reflect what is happening in the wider society.

### **Aktiviti 10: Photo Story (Photos or Visual Cards)**

**Duration:** 50-60 min.

**Objective:** To use photos or illustrations to discuss and analyze gender-based violence issues.

**Materials:** A prepared set of photos or visuals, mahjong paper, markers, tape

#### **Process:**

- Prepare a set of photos or illustrations (around 6–8 images) depicting the gender-based violence issues you want to discuss in the session (e.g., various aspects of GBV at work, at home, or in society generally).
- Show each photo or visual card one by one, and ask participants what they see or understand from each frame. Attach each frame to the board/mahjong paper and note keywords from participants' answers.



- After all the frames are on the board, ask participants what they think about the overall story.
- Ask them why it happens, identifying root causes and triggers.
- You may also guide them to explore solutions or actions

## **Activity 11: Video Screening & Discussion**

**Duration:** 60 min.

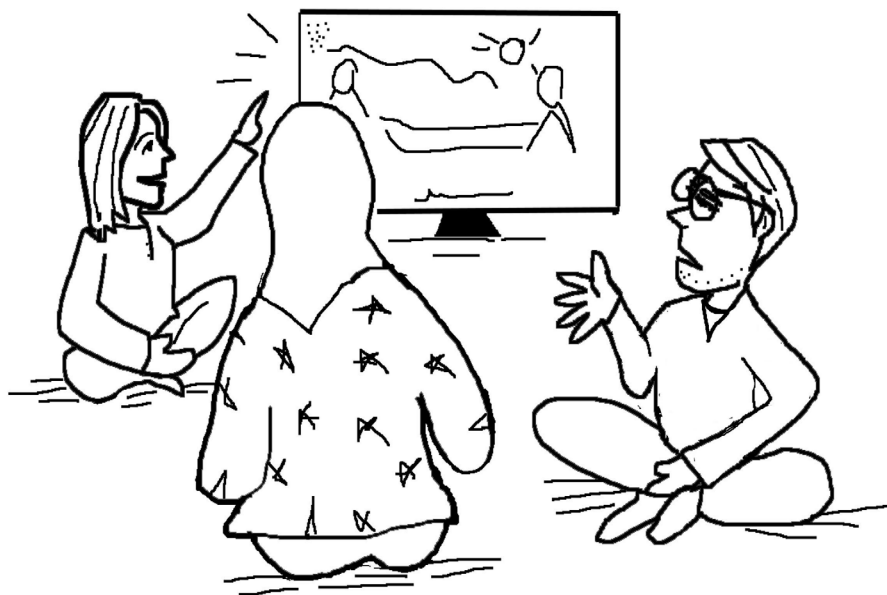
**Objective:** To use a short film to discuss gender-based violence.

**Materials:** Short video, laptop and projector, speakers, mahjong paper, markers, tape

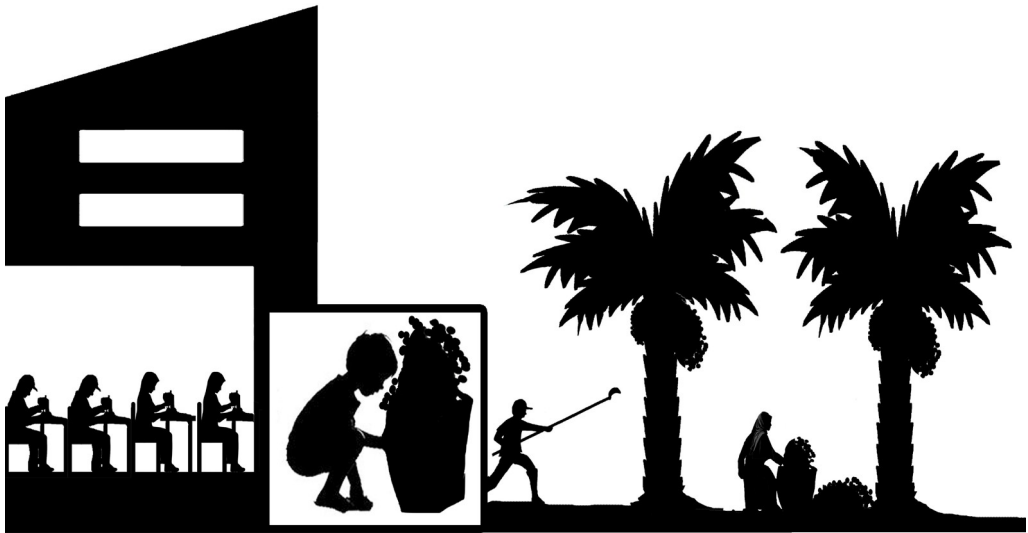
### **Process:**

- Identify a short video of about 5–10 minutes covering a particular topic (e.g., types of gender-based violence in different settings like home, workplace, school, etc.) to be discussed during the session.
- Prepare by watching the video and noting key points you want to discuss afterwards.
- Before screening, give a brief introduction to guide viewers into the film.
- Play the film; if any crucial explanation or translation is needed, pause briefly to clarify—but do not do this too often as it disrupts viewing.
- After the film, immediately ask if anyone needs clarification about specific parts.

- Avoid lecturing or giving input right after the video. Always try to engage the audience in sharing their own comments and responses.
- Ask them what they observed in the film and whether they understood it (do not assume everyone did).
- Then, they will be asked how they feel after watching the film to elicit emotions and reactions.
- Guide them to discuss various important points you noted during your preparation.
- Ask if they know of or have ever been involved in any case of gender discrimination or violence—this helps make the film and its lessons more relevant to their reality. Otherwise, the discussion remains abstract, as if talking about someone else's situation.
- Identify the causes and triggers, and discuss what measures can be taken to address the issue.



# Child Labour



## Activity 1: Child Workers & Other Parties

**Duration:** 50-60 min.

**Objective:** To understand and analyze the relationship between child workers and other stakeholders in our society.

**Materials:** Mahjong paper, markers, tape

### Process:

- Ask for 10 volunteers from among the participants and give each one a signboard with a different identity (e.g., 1. Local company boss, 2. Police, 3. Member of Parliament, 4. Religious leader, 5. NGO, 6. Housewife, 7. High school student, 8. Local worker, 9. Union officer, 10. Elderly citizen).

(Note: You can add or change stakeholder identities depending on the situation or local context.)

- Ask another volunteer to play the role of the child worker.
- Everyone sits in a circle, and the child worker approaches each person, saying things like:  
“I like working; school is boring.”  
“I work to help my family earn an income—is that so bad?”  
“My parents want me to work, but I want to go to school.”
- Give volunteers around 5 minutes to prepare for their roles.
- Begin the activity and record key points from all interactions on the board/mahjong paper.
- After interacting with all 10 participants, ask the child worker and the other volunteers why they responded as they did.
- Invite other participants to comment on the role-play exchanges.
- Lead a discussion to identify why child labour occurs.
- Ask participants if they know about Malaysia’s laws, policies, and practices regarding child workers.
- After a broad discussion and identifying causes, ask participants about practical steps that could be taken.

## Activity 2: Role Play (Forum Theater)

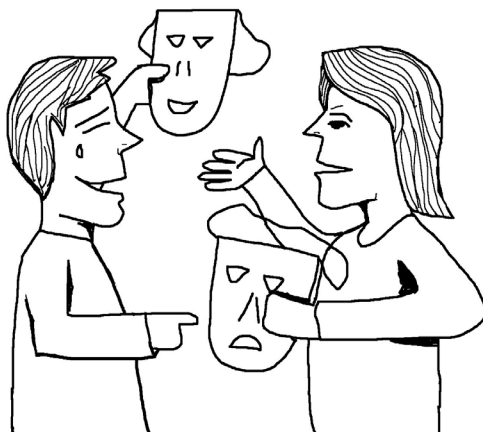
**Duration:** 50-60 min.

**Objective:** To understand and analyze child labour issues and identify their causes.

**Materials:** Mahjong paper, markers, tape

**Process:**

- Create a story highlighting child labour (use real examples or incidents if you like).
- Ask volunteers to play roles (depending on the number of characters in the story).
- Give them 7–10 minutes to get into character and plan how they will interact in the role play. (Do not give them a script or tell them what to do; let it be spontaneous.)
- While volunteers prepare, engage the other participants by discussing a topic, doing a brief activity, or allowing a break.
- Label each volunteer, so viewers are not confused about their roles.
- Keep the performance short (no more than 5 minutes). Then pause and ask participants: "Does this actually happen in our community or society?" "Is this really what they do?"



- If participants disagree or have other views on the story, ask them to replace the volunteer and act out their version of that part. Then continue the role play.
- After several rounds and sufficient comments/feedback, ask participants about the root causes of child labour.
- You may use other tools, such as visual cards or relevant images, to aid analysis.

### **Activity 3: News Scanning**

**Duration:** 40-45 min.

**Objective:** To scan child labour cases in the news media

**Materials:** Mahjong paper, markers, tape, internet articles

#### **Process:**

- Divide participants into small groups (ideally 4–5 people each).
- Search online and scan articles about child labour (in various sectors and situations in Malaysia).
- You may also provide printed hard copies on various aspects of child labour and have each group choose their article.
- Give the groups 20 minutes to discuss the article and comment on how the media reported the issue.
- Each group presents their discussion results using mahjong paper to document their findings.
- Collectively map out the different aspects of child labour presented in the news. Analyze why it is covered that way—could it be because the media is unaware or does not understand these issues, or because they are directed by political powers, or simply



aiming for more clicks?

## Activity 4: My Story

**Duration:** 50-60 min.

**Objective:** To share stories of child labour in our communities, identify its causes, and find steps to address it

**Materials:** Mahjong paper, markers, tape

### Process:

Ask each participant to think of an incident or experience of child labour they know of in their community or society. (Note: To make it more tangible and visual, you may ask each participant to illustrate this through drawings, songs, objects, photos, or anything that symbolizes the incident).



- Have participants take turns sharing, but keep each story to around 3–5 minutes (Note: This activity is not recommended for groups larger than 15 participants, as it can take too much time).
- Note the key points from participants' responses and guide the discussion towards identifying common themes, tracing the causes, and exploring possible action steps.

## Activity 5: Photo Story (Photos or Visual Cards)

**Duration:** 50-60 min.

**Objective:** To use photos or illustrations to discuss and analyze child labour issues.

**Materials:** A prepared set of photos or visuals, mahjong paper, markers, tape

### Process:

- Prepare a set of about 6–8 images depicting the child labour issues you want to discuss in the session (e.g., various child labour situations).
- Show each photo or visual card one by one, asking participants what they see and understand from each image. Stick each image on the board or mahjong paper and note down participants' keywords.
- After all the images are on display, ask them why they think this issue arises and what factors influence child labour—e.g., poverty, lack of legislation, weak policy implementation, or corruption.
- You can also guide them to explore possible solutions or actions in response to specific child labour situations in the country.



## Activity 6: What's Your Stand?

**Duration:** 50-60 min.

**Objective:** To analyze child labour issues and their impact.

**Materials:** Visual cards, mahjong paper, markers, tape



### Process:

- Prepare a list of statements on child labour and create visual cards to illustrate each one.
  - A child should be free to play and attend school.
  - Children must be protected because they cannot protect themselves.
  - It's acceptable for children to work to help their families.
  - Children should be able to go to school and receive an education.
  - The government must ensure children's rights are protected and not violated.
  - Parents who allow their children to work should be punished by law.

(Note: You can add or modify the above statements according to your session objectives. Each statement can be written or typed on a card or paper to stick on the wall/board. For greater impact, include matching visual aids).

- Stick each statement card on the board or wall. Ask each participant to respond by saying "yes" (Y), "no" (N), or "not sure" (NS) to each statement. Have them explain their answers briefly (keep it under 5 minutes per statement).
- Then tally the answers and write them next to each visual card and statement.

- Explore how child labour impacts children, their families, and society in general.
- After all statements are displayed and discussed, dig deeper into why child labour occurs and explore what can be done.

## Activity 7: Child Labour in Malaysia

**Duration:** 30-40 min.

**Objective:** To provide an overview of child labour in Malaysia.

### Process:

- The facilitator should prepare by researching current data for these questions:
  - How many child labour cases are reported/recorded in Malaysia annually?
  - What is the breakdown of child labour incidents across different sectors in Malaysia?
  - How many cases have been prosecuted under the law and in the courts?
  - How many children have been injured or died?
- Ask participants to try answering, but be ready to provide the actual figures.
- After each question, discuss the answers and analyze the issues.
- The discussion can also lead to potential actions or steps to address the issue.



## Activity 8: Video Screening & Discussion

**Duration:** 60 min.

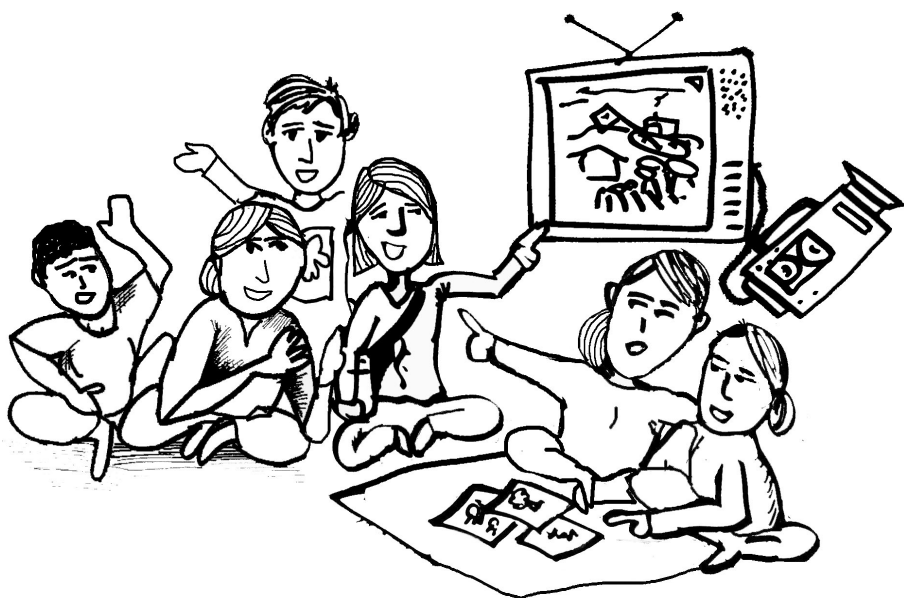
**Objective:** Use a short film to discuss child labour issues.

**Materials:** Short video, laptop and projector, speakers, mahjong paper, markers, tape

### Process:

- Identify a short video (5–10 minutes) on a relevant topic (e.g., child labour, children's rights) to be discussed during the session.
- Prepare by watching the video and noting key discussion points.
- Before playing the video, give a brief introduction to guide viewers into it.
- Show the film; if any crucial clarification or translation is needed, pause briefly to explain—but don't do it too often as it disrupts viewing.
- After the film, immediately ask if viewers need clarification about any specific points.
- Avoid lecturing or providing input right after; instead, engage the audience to share their comments and responses.
- Ask them what they saw in the film and whether they understood it (do not assume everyone did).
- Then, ask how they feel after watching to draw out emotions and reactions.

- Guide them to discuss the key points you noted during your preparation.
- Ask if they know of or have ever been involved in any child labour cases. This makes the film and its lessons more relevant to their reality; otherwise, the discussion remains abstract and about “someone else” in the film.
- Identify the causes and triggers, and discuss what steps could be taken to address the issue.



# Forced Labour

## Activity 1: Reviewing Workers' Rights

**Duration:** 50-60 min.

**Objective:** To analyze forced labour issues and their impact.

**Materials:** Mahjong paper, markers, tape

### Process:

- Prepare a list of statements on forced labour (refer to the examples below):
  - My boss keeps my passport and my secondary school certificate.
  - When I arrived, my job was not the same as what the agent had promised.
  - I have a lot of debt because I borrowed money from friends and family to pay an agent to arrange my work here.
  - I can't keep my phone with me; I can only use it on weekends.
  - I'm not allowed to be a "fruit harvester" because I'm a foreign worker.
  - I work every day, every week because I want to earn more.
  - My wages were once deducted because I didn't meet the target.
  - I can't read or write, and my boss didn't explain the work contract or my payslip.
  - I feel uncomfortable talking to my supervisor, who often uses vulgar language.



- My bed is near the trash area, and there are many cockroaches because the garbage is only collected once a week.
- There is a CCTV camera at my workplace to prevent me from leaving the premises without my employer's permission.

(Note: You can add or modify the above statements according to your session objectives. Each statement can be written or typed on a piece of card or paper to stick on the wall/board).

- Stick each statement card on the board or wall. Ask each participant to respond "yes" (Y), "no" (N), or "not sure" (NS) to each statement. Have them explain why they responded that way (keep it under 5 minutes per statement).
- Then tally the answers and note them beside the statement cards.
- Explore the impact of forced labour on workers, their families, and society at large.
- After all statements are discussed, analyze the issue in more depth—why does forced labour happen, and what can be done?

## **Activity 2: Forced Labour & Other Parties**

**Duration:** 50-60 min.

**Objective:** To understand and analyze the relationships between forced labour and other stakeholders in our society.

**Materials:** Mahjong paper, markers, tape

### **Process:**

- Ask for 10 volunteers from among the participants and give each a signboard with a different identity (e.g., 1. Local company boss, 2. Police, 3. Member of Parliament, 4. Religious leader, 5. NGO, 6. Housewife, 7. High school student, 8. Local worker, 9. Union officer,



10. Elderly citizen).

(Note: You can add or change identities depending on the local context.)

- Ask another volunteer to play the role of a forced labourer.
- Everyone sits in a circle, and the forced labourer approaches each person and states issues such as:  
"My employer keeps my passport and doesn't allow me to leave the workplace."  
"My boss pays me late and docks my pay when I don't hit my target."  
"Who can I ask for help? My boss treats us like slaves."
- Give volunteers about 5 minutes to prepare their roles.
- Begin the activity and record key points from all interactions on the board/mahjong paper.
- After the forced labourer has interacted with all 10 participants, ask the forced labourer and the other volunteers why they responded as they did.
- Invite other participants to comment on the role-play exchanges.
- Ask if participants know about Malaysian laws, policies, and practices related to forced labour.
- After sufficient discussion on the issue and identifying causes, ask participants about practical steps that can be taken.

### Activity 3: Role Play (Forum Theater)

**Duration:** 50-60 min.

**Objective:** To understand and analyze forced labour and identify its causes.

**Materials:** Mahjong paper, markers, tape

**Process:**

- Create a story highlighting forced labour (use real examples or incidents if you like).
- Ask volunteers to play roles (depending on the number of characters).
- Give them 7–10 minutes to get into character and plan how they will interact in the role play. (No scripts—let it be spontaneous.)
- While volunteers prepare, you can hold a short discussion or do an energizing activity, or simply take a break.
- Label each volunteer so the audience is not confused about their roles.
- Keep the role-play short (no more than 5 minutes). Then pause and ask participants: "Does this actually happen in our community/society?" "Is this typical behaviour?"



- If participants disagree or have other perspectives on the story, ask them to replace the volunteer and act out their version. Then, continue the role-play.
- After a few rounds, with sufficient comments and feedback, ask participants about the root causes of forced labour.
- You may also use other tools like visual cards or relevant images for analysis.

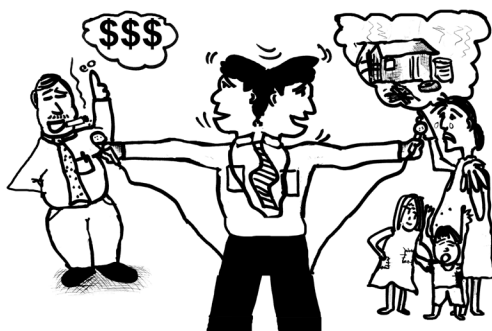
#### Activity 4: News Scanning

**Duration:** 40-45 min.

**Objective:** To scan forced labour cases in the news media

**Materials:** Mahjong paper, markers, tape, internet articles

**Process:**



- Divide participants into small groups (ideally 4–5 people per group).
- Search online and scan articles on forced labour (in different sectors and contexts in Malaysia).
- You may also provide printed hard copies on various aspects of forced labour and have each group choose an article.
- Give the groups 20 minutes to discuss the article and comment on how the news media covered it.
- Each group then presents their discussion results (using mahjong paper to document their group's findings).
- Collectively map the various aspects of forced labour portrayed in the

news media. Analyze why it is presented that way—could it be due to a lack of awareness, directives from political powers, or simply to increase clicks?

### **Activity 5: My Story**

**Duration:** 50-60 min.

**Objective:** To share forced labour stories in different sectors of our society, identify their causes, and find steps to address them

**Materials:** Mahjong paper, markers, tape

**Process:**

- Ask each participant to think of a forced labour incident or experience they know of in their community or society. (To make it more tangible and visual, you may ask them to represent it through drawings, songs, objects, photos, or any symbol of the incident).
- Have participants share in turn, but limit each share to about 3–5 minutes (This activity is not recommended for groups larger than 15, as it would take too long).
- Note the key points in participants' responses and guide the discussion to identify common trends and causes, then explore action steps.

## Activity 6: Photo Story (Photos or Visual Cards)

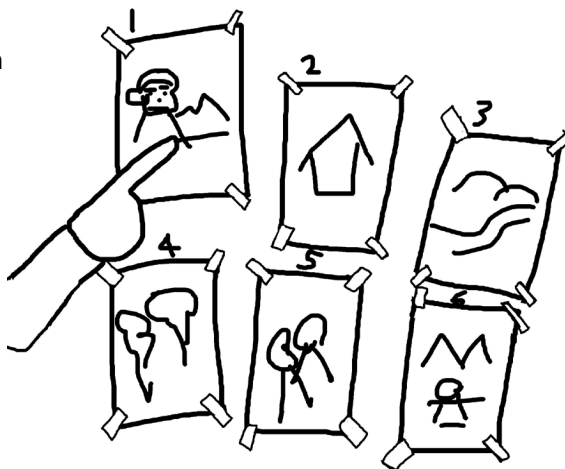
**Duration:** 50-60 min.

**Objective:** To use photos or illustrations to discuss and analyze forced labour issues.

**Materials:** A prepared set of photos or visuals, mahjong paper, markers, tape

### Process:

- Prepare a set of about 6–8 images illustrating various aspects of forced labour to be discussed in the session.
- Show each photo or visual card one at a time and ask participants what they see and understand from each. Stick the images on the board or mahjong paper and note keywords from participants' responses.
- After all images are on the board, ask why they think the issue arises and what factors contribute to forced labour—poverty, weak legislation, poor policy implementation, corruption, etc.
- You can also guide them to explore solutions or actions in response to these forced labour scenarios.



## Activity 7: What's Your Stand?

**Duration:** 50-60 min.

**Objective:** To analyze forced labour issues and their impact.

**Materials:** Visual cards, mahjong paper, markers, tape

### Process:

- Prepare a list of statements about forced labour and create visual cards illustrating each one.
  - A worker should have freedom of movement.
  - A worker should have decent housing and work environments.
  - Workers must be paid fairly, and their salaries cannot be arbitrarily deducted without a valid reason.
  - Employers should ensure proper processes and channels for dispute resolution.
  - Workers should feel safe, without threats of unjust dismissal.
  - The government should ensure the safety and well-being of all workers, regardless of origin.
  - Employment laws and practices should also protect and uphold the rights of foreign workers.

(Note: You can add or change statements according to your session objectives. Each statement can be on a card or paper stuck on the wall/board. For greater impact, include matching visual aids).

- Stick each statement card on the board or wall. Ask participants to respond "yes" (Y), "no" (N), or "not sure" (NS) to each statement. Have them explain briefly (keep it under 5 minutes per statement).
- Then tally the answers and write them beside each statement.
- Explore the impact of forced labour issues on workers, families, businesses, and society at large.

- Once all statements are displayed, analyze the topic in-depth and explore why forced labour happens and what can be done about it.

## **Activity 8: Forced Labour in Malaysia**

**Duration:** 40-45 min.

**Objective:** To give an overview of forced labour in Malaysia.

**Materials:** Mahjong paper, markers, tape, data and statistics on forced labour in Malaysia.

### **Process:**

- Prepare by researching current data for the following questions:
  - How many reported/recorded forced labour cases are there in Malaysia annually?
  - How many reported incidents of worker trafficking are there?
  - How many cases have gone through legal or court action?
  - How many people have died due to forced labour (in various sectors)?
- Ask participants these questions, but be ready to provide the actual figures.
- After each question, discuss the answers and analyze the issues.
- This discussion can also lead to actions or steps to address the issue.

## Activity 9: Video Screening & Discussion

**Duration:** 60 min.

**Objective:** Use a short film to discuss forced labour.

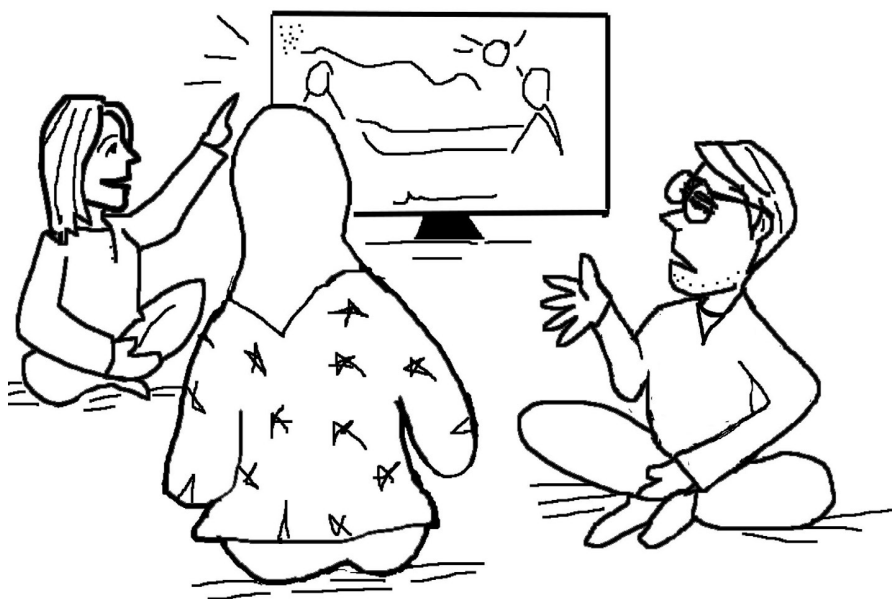
**Materials:** Short video, laptop and projector, speakers, mahjong paper, markers, and tape.

### Process:

- Identify a short video (5–10 minutes) or any topic (e.g., forced labour, worker trafficking) to be discussed in the session.
- Prepare by watching the video and noting key points for discussion.
- Before screening, give a brief introduction to guide viewers into the film.
- Play the video; if critical clarifications or translations are needed, pause briefly—but don't do it too often as it disrupts viewing.
- After the video, immediately ask if viewers need clarification on any parts.
- Avoid lecturing or providing input afterwards; instead, involve the audience, prompting them to share comments and responses.
- Ask them what they saw in the film and whether they understood it (don't assume everyone did).
- Then, ask how they feel after watching to elicit emotions and reactions.
- Guide them to discuss the different key points you noted during your preparation.



- Ask if they know of or have ever been involved in any forced labour cases—this makes the film’s content more relevant to their reality. Otherwise, it remains abstract, as if it’s someone else’s situation.
- Identify causes and triggers, and discuss possible steps to address the issue.



# 'Just Good Work' Application

## Activity 1: Share Your Experience

**Duration:** 20-25 min.

**Objective:** This activity aims for CSO members, trade union representatives, or worker representatives to share the challenges they face in providing information about employment laws or worker rights to their communities or networks.



**Materials:** Mobile phones, the “Just Good Work” app

### Process:

- Participants are asked to share their experiences:
  - What is your role as a CSO member, trade union representative, or worker representative?
  - What challenges do you face?
  - How do you obtain and store information about employment laws or your rights as workers?
- Discuss the participants’ insights and introduce them to the “Just Good Work” app in terms of its functions, objectives, content, reporting mechanism, special features, and data policies & user confidentiality.
- Conduct a training session to help participants use and familiarize themselves with the app.

## Activity 2: Let’s Try Out “Just Good Work” Functions

**Duration:** 60 min.

**Objective:** This activity aims to give participants an opportunity to explore the functions of the “Just Good Work” app.

## Process:

- Divide participants into groups of 4–5 people (depending on the total number of participants).
- Provide 5 case studies (in the chart below) as examples for the groups to discuss.
- Give each group 1 case study to analyze and present later.
- Ask participants:
  - Identify the problem in this scenario.
  - How would you help Ali or Abu?
  - Which part of the “Just Good Work” app can Ali/Abu refer to in order to find this information?
  - What does your union or CSO need to do in this situation? (You may use role play to help participants better understand the function and uses of the “Just Good Work” app.)
- After all groups have presented their case studies, you may summarize the outcomes and explain the support and assistance available from the “Just Good Work” app.

### **Case Study 1:**

Ali’s contract copy contains only the following information:

- Ali’s personal details
- The employer’s name and Ali’s workplace
- The date Ali started work
- What else is missing from Ali’s contract?

### **Tip:**

- Use “My Checklist” to find out what is incomplete in Ali’s contract and the corresponding percentage (%).

### **Case Study 2:**

Ali already has all the necessary documents to come to Malaysia. However, Ali is worried that these documents might get lost or misplaced.

- How can Ali safely store these documents within the “Just Good Work” app?

**Tip:**

- Try looking at the “my documents” page!

**Case Study 3:**

When Ali arrives in Malaysia, his accommodation only has a single bed, pillow, blanket, a locked cupboard, and electricity supply.

- Ali wants to know what other basic amenities the employer must provide.
- What accommodation information should Ali be aware of?

**Tip:**

- Use the search button to give Ali this information.

**Case Study 4:**

Ali has started working on a palm oil plantation. When he receives his first salary, he notices the amount does not match what was stated in his contract.

- Is this a correct practice?
- What are Ali’s rights regarding his salary?

**Tips:**

- Check if this is correct by using the search button.
- What should you do to help Ali?

**Case Study 5:**

Abu is a 10-year-old boy who helps his father collect loose palm fruits on the plantation every day.

- Can Abu collect palm fruits?
- What types of work are not allowed for anyone under 18?

**Tip:**

- Use the search button to see if this is allowed and legal in Malaysia.

# Effective Communication

## Activity 1: Silent Conversation

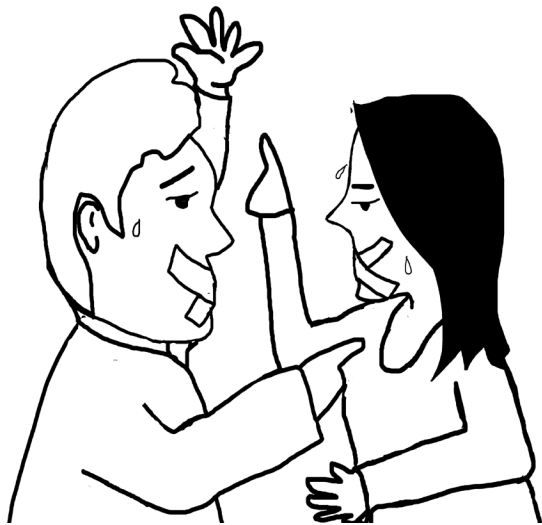
**Duration:** 35-40 min.

**Objective:** To highlight the importance of verbal communication.

**Materials:** Mahjong paper, markers, tape

### Process:

- Pair up the participants and have them stand about 3–4 meters apart.
- Instruct them to have a conversation using only gestures—no speaking allowed.
- After 1 minute, check whether each pair understands one another.
- Then debrief on the importance of verbal communication; sometimes gestures can have different meanings in different cultural contexts.
- Ask participants to share stories from their community experiences where misunderstandings arose due to different “signals” or “expressions.”



## Activity 2: Noisy Circle

**Duration:** 30-40 min.

**Objective:** To demonstrate ways to overcome barriers in the communication process.

**Materials:** Mahjong paper, markers, tape

### Process:

- Ask participants to sit in a circle and choose a partner seated across from them.
- Have each pair start talking to each other at the same time for 1 minute, but they cannot move from their spot.
- After 1 minute, stop the exercise and debrief with each pair to see whether their messages were received accurately.



- Discuss why it was so difficult to communicate and what barriers existed.
- Invite participants to compare observations from this game with real-life experiences. (Select a few examples; no need to ask everyone, as it would take too long.)
- Lead the discussion toward concluding the following points:
  - Miscommunication often occurs due to misreading the message or unclear channels when transmitting messages.
  - There are many barriers in the communication process, but we can overcome them using creative tools and methods beyond just spoken words.
  - For example, using sign language in a noisy environment or using writing and drawing to rely on visual cues.

### **Activity 3: Effective Community Communication (Input/Dialogue)**

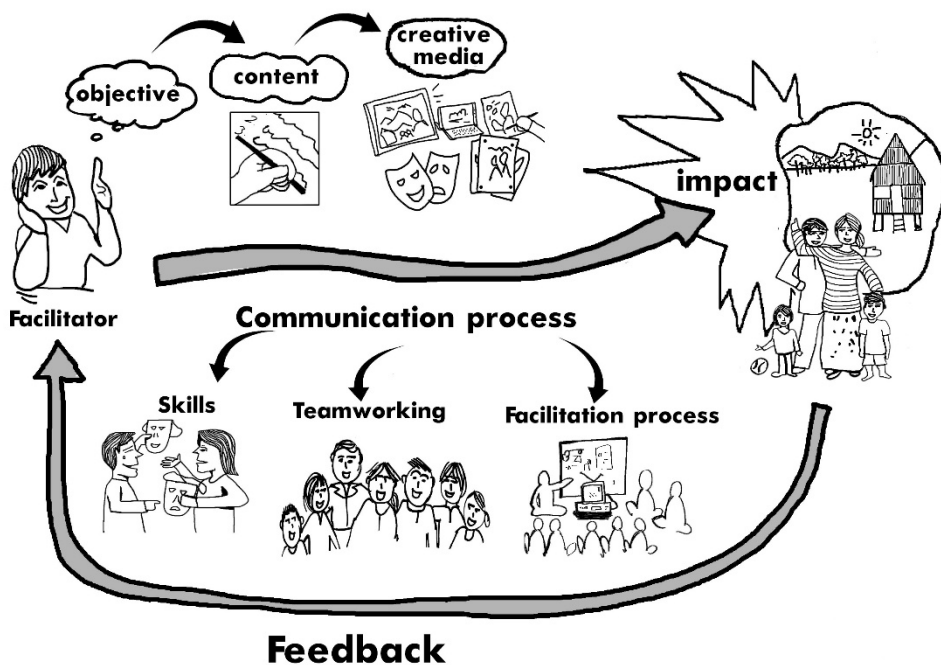
**Duration:** 30-40 min.

**Objective:** To illustrate basic principles of effective community communication.

**Materials:** Communication chart (refer to the diagram), mahjong paper, markers, tape

**Process:**

- Present the communication cycle chart. Ask participants to look at the chart and identify the different elements. Tell them they can suggest additional elements if they wish.



- Gather the following points from participants:
  - An effective community facilitator should strive to achieve this type of communication cycle in their work with the community.
  - A community facilitator must have reasonably good communication skills and the ability to use creative media tools.
  - A community facilitator must be well-informed about community issues, including culture, customs, and social conditions.
  - In discussions and meetings, the facilitator should ensure that people's views are heard and not dominated by only a few individuals.
  - Facilitators should avoid teacher–student approaches.



#### Activity 4: Blind Walk

**Duration:** 30-40 min.

**Objective:** To demonstrate the importance of vision in communication.

**Materials:** Scarves or strips of cloth for half the participants to cover their eyes, visual aids to human senses



**Process:**

- Divide participants into pairs. Each pair decides who will cover their eyes.
- The other person must guide the blindfolded partner to a location and back again without using verbal communication, only by creating a set of signals using two fingers to tap their partner. They are not allowed to hold hands or push/pull their partner.
- After the game, ask the blindfolded participants how they felt, then explore the experiences of the guides.
- Ask them why the process was challenging, and gather their insights on the importance of vision in receiving messages during communication (refer to the diagram "The Power of Human Senses in Sending and Receiving Information").
- Compare the game's findings with the participants' real-life experiences.
- Guide the discussion to explore different tools and elements that can help ensure effective communication.

## Activity 5: Blindfold Football

**Duration:** 30-40 min.

**Objective:** To learn effective communication in team building.

**Materials:** A ball, or rolled-up paper or cloth the size of a ball, 2 chairs for the goal, scarves to blindfold the players

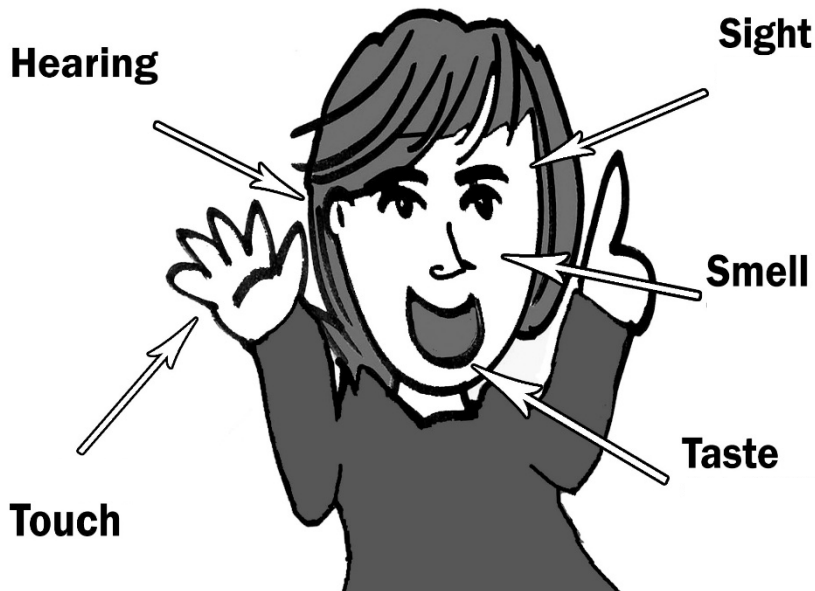
**Process:**

- Divide participants into 2 teams.
- Split each team into 2 groups: one plays on the field, and the other serves as coaches.
- Each team is given time to plan their strategy and determine how to communicate and work together as a team.
- When the game starts, the coaches must remain on the sideline, giving instructions to their blindfolded players on the field.
- In the debriefing, ask the blindfolded players about their experience in the game.
- Then ask the coaches how they felt staying on the sidelines and shouting instructions to their blindfolded players.
- Highlight that the team cannot perform well when communication channels are blocked, as shown in the game.
- Compare the game to their real-life experiences.



- Lead the discussion to demonstrate that effective communication should use creative tools.
- Visual senses are essential for a person to receive information, more so than other senses. Show the chart "The Power of Human Senses in Sending and Receiving Information."
- One should use various ways of communicating such as touch, sound, writing, etc.

### **The power of human senses to send and receive information**



## Activity 6: Draw Your Message

**Duration:** 30-40 min.

**Objective:** To highlight the importance of verbal communication.

**Process:**

- Divide participants into 2 teams and give each team 3 pieces of paper with instructions on what to draw on the board.
- Each team chooses one member to be the “artist,” who will draw the message on the board, while the rest of the team tries to guess the message from the drawing.
- The artist cannot speak or convey the message verbally—only through drawing.
- The winning team is the first to guess all 3 messages correctly.
- Debrief by asking why it was challenging to get the message (because the sender couldn’t use verbal communication). Also, discuss instances where the team guessed incorrectly due to miscommunication or misunderstanding signals.
- Compare the game with real-life experiences and explore ways to avoid miscommunication.



## Activity 7: Guess the Object

**Duration:** 20-30 min.

**Objective:** To show the importance of vision, clear instructions, and precise details in communication.

**Materials:** Any small object from the room, a blindfold

### Process:

- Blindfold a volunteer who must identify a certain object placed in front of them.
- Other participants may only give brief descriptions to help him/her identify the object. (Note: They can only describe the object in terms of colour, shape, and size; they should not mention the object's function).
- The blindfolded person may not ask questions but only listen to the clues from others.
- They have 3 chances to guess what the object is.
- Lead a discussion emphasizing that we receive much information through our sense of sight, hence why visual aids are an important communication tool.
- Invite participants to share similar personal experiences as examples.



## Activity 8: Guess the Message

**Duration:** 30-40 min.

**Objective:** To illustrate good communication practices and principles.

**Process:**

- Divide participants into 3 or 4 groups (depending on the total number of participants).
- Ask each group to line up and choose one group leader who stands at the front.
- You (the facilitator) will whisper a message into each leader's ear. The leader must then whisper the exact message to the next person in line, and so on, until the last member receives it.
- Have both the last person and the group leader state the message out loud to see if it remains the same from start to finish.
- Ask participants what happened during the process and why the message changed over time.
- Analyze communication barriers and identify factors that caused the message to change.
- Compare the game to the participants' real-world experiences.
- Identify key communication principles from the game and from participants' real-life experiences.



## Activity 9: Crossing the Minefield

**Duration:** 40-50 min.

**Objective:** To demonstrate the importance of vision in communication.

**Materials:** Scraps of paper for making "bombs," blindfolds

### Process:

- Divide participants into 2 teams and ask them to select 3 "guides" from each team.
- The game involves crossing a "minefield" (setting up an open space in the room, scattering crumpled scraps of paper as bombs).
- Position the guides from both teams on either side of the minefield; they cannot enter the field themselves.
- The rest of the members from both teams will be blindfolded and must try to walk across the minefield without stepping on the paper "bombs," guided only by verbal instructions from their team's guides.



- Both teams start on the same side of the minefield.
- If a blindfolded player steps on a paper bomb, they are out of the game. (You must watch carefully; if possible, assign a participant to help monitor.)
- The game ends when all players have either successfully crossed the minefield or been eliminated by stepping on a bomb.
- Ask the blindfolded players how they felt during the game and what they were thinking.
- Ask the guides how they felt and whether it was difficult to guide many blindfolded players.
- Have them describe the communication process and what improvements could be made.
- Compare the game to real-life situations and draw lessons on effective communication.

*Note: Check out <https://myvoiceproject.org/translated-learning-materials/> for examples of resources that facilitators can use to direct participants to, for help with issues related to child labor, forced labor, and gender-based violence and harassment (GBVH).*