

TRADE-BASED BUSINESS SEMINAR

Applies to carpentry, motorcycle repair, sewing, welding, hairdressing, tailoring, agriculture, and any trade taught at Youthlinc sites.

These lessons assume there is an in-country tradesperson co-facilitating.

LESSON 1 — Understanding Your Customer in This Trade

Who do you serve? What do they need? What do they value?

Time: 60 minutes

MATERIALS

- Picture cards representing different customers (farmers, mothers, students, elders, travelers, market vendors, business owners)
 - Trade-specific picture cards (chairs, tables, haircuts, repaired shoes, motorbikes, uniforms, etc.)
 - Poster: **“WHO IS MY CUSTOMER?”**
 - Blank paper, pencils
 - Interpreter
 - Stickers or colored dots
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DETAILED SCRIPT

0:00–0:04 — Welcome & Explain Today’s Goal

Volunteer Script:

“Today we will learn the most important part of running a trade business: understanding your customer.

A good tradesperson listens, observes, and solves problems.”

(Pause for interpreter.)

Volunteer:

“When you know your customer well, your work becomes valuable — and people return again and again.”

Smile. Show excitement.

0:04–0:10 — Warm-Up: “Who Would Need This?” Game

Hold up a trade-related picture (chair, haircut, repaired bicycle wheel, child’s uniform).

Ask:

Volunteer:

“Who would need this? Why?”

Interpreter gathers fast answers.

✓ Expected answers:

- Students
- Builders
- Parents
- Teachers
- Market sellers
- Motorcycle drivers

- Farmers

Praise everything.

Volunteer:

“These answers show you already understand your community.”

0:10–0:20 — Teaching: 3 Types of Customers in a Trade Business

Use simple icons.

1. Needs-Based Customers (Essential services)

Examples:

- Uniform repairs
- Chair repairs
- Motorcycle tune-ups
- Haircuts for school/work
- Welding farming tools

Volunteer Script:

“These customers come because they need your skill. The problem already exists.”

2. Convenience Customers (because you’re nearby, quick, or affordable)

Examples:

- Borrowed tools
- Quick fixes

- Simple tailoring adjustments
 - Motorcycle tire patch
 - Hairline trims / touch-ups
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3. Quality/ Reputation Customers

Examples:

- People who want high-quality sewing
 - People who trust you with complicated repairs
 - Customers who return regularly
 - Those who recommend you to others
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Engagement Question:

“Which type of customer is most common in *this community?*”

Interpreter facilitates discussion.

0:20–0:35 — Activity: Customer Mapping (Hands-On Discovery)

Divide participants into small groups.

Lay out picture cards of different customer types.

Volunteer Script:

“In your groups, choose **3 customers** who might need your trade.
Then answer these questions:”

Write on board:

1. What problem does this customer have?
2. Why would they come to you?
3. What do they care about most? (speed, price, quality, trust?)
4. When do they need your service?

Youth Volunteer Coaching Prompts:

- “Who buys this at certain seasons?”
- “Which customer gives good repeat business?”
- “Which customers have time constraints?”
- “Who has steady income? Who pays slowly?”

Groups discuss. Volunteers circulate and encourage.

0:35–0:50 — Share Out & Poster Creation

Each group tapes its customer cards onto the “**Who Is My Customer?**” poster and shares ONE insight.

Examples:

- ✓ “Farmers want tools fixed before planting season.”
- ✓ “Parents need uniforms repaired quickly.”
- ✓ “Drivers want motorcycle repairs fast.”
- ✓ “Women want sewing that fits well.”

Praise responses.

0:50–1:00 — Reflection Activity: Your Primary Customer

Participants draw or circle their **primary customer**.

Volunteer Script:

“Choose one main customer for your trade.

Think: Who will come most often? Who needs your skill regularly?”

(Pause.)

Closing:

“Great work! Tomorrow we learn something every tradesperson must master — *pricing your work fairly and accurately.*”

LEARNING OUTCOME

Participants identify their main customers, understand their needs, and see how trade services fit into everyday community life.

LESSON 2 — Pricing Your Work (Trade Edition)

Hands-on costing, time valuation, and fair wages for tradespeople.

Time: 60 minutes

MATERIALS

- Real or mock trade materials (fabric scraps, nails, thread, sandpaper, screws, hair clips, etc.)
- Icons for materials, time, tools
- Fake money
- Large poster: “**Cost = Materials + Time + Tools + Transport**”
- Price comparison pictures (two chairs, two shirts, two motorbike repairs)

- Interpreter
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DETAILED SCRIPT

0:00–0:04 — Welcome & Hook

Volunteer Script:

“Yesterday we learned who your customer is. Today we learn something just as important — how to price your work.”

(Pause.)

“Many tradespeople lose money because they forget to include *their time*.”

Interpreter emphasizes “time.”

0:04–0:10 — Warm-Up: “Which One Costs More?”

Show two pictures:

- A simple chair vs. decorative chair
- A basic haircut vs. styled haircut
- A fast repair vs. complicated repair

Ask:

Volunteer:

“Which should cost more? Why?”

✓ Expected answers:

- Takes more time

- Uses more effort
- Better quality
- Needs skill
- More materials

Praise answers.

0:10–0:20 — Teaching: The 4 Parts of Pricing

Write visually:

Cost = Materials + Time + Tools + Transport

Explain each simply.

1. Materials

“Anything you use up.”

Examples: thread, fabric, oil, screws, sandpaper.

2. Time

“Your hands, your skill, your labor.”

Show a clock icon.

3. Tools

“You don’t buy scissors every day — but they wear out slowly.”

“Include a tiny amount for tool wear.”

4. Transport

“When you go to the market to buy supplies — that costs money.”

Interpreter repeats each slowly.

0:20–0:35 — Activity: Build a Price for a Real Item

Groups choose 1 trade task they know:

Examples:

- Hemming pants
- Repairing a motorbike tire
- Building a small stool
- Welding a broken hinge
- Simple haircut

Volunteer Script:

“In your groups, write or draw everything needed to complete your task.”

Give 2–3 minutes.

Then ask them to answer:

1. What materials?
2. How much time?
3. What tools are used?
4. Any transport?

Youth Volunteer Coaching Tips:

- Ask: “How long would YOU take to do this?”
 - If someone undervalues time, gently correct:
“Your time is valuable. Skilled work deserves fair price.”
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0:35–0:50 — Setting the Price

Now show visual formula:

$$\text{Price} = \text{Total Cost} + \text{Profit}$$

Volunteer Script:

“You must earn *more* than you spend. Profit helps you:

- ✓ repair tools
- ✓ feed your family
- ✓ save for emergencies
- ✓ grow your trade”

(Pause.)

Activity: Price It!

Participants calculate a fair price for their chosen trade task.

Volunteers help by asking:

- “What do local tradespeople charge?”
 - “Is this price fair to you AND the customer?”
 - “Would this give you profit?”
 - “Would the customer accept this price?”
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0:50–1:00 — Closing Reflection

Volunteer Script:

“Today you learned how to price your work fairly. Skilled hands deserve fair pay.”

Interpreter closes session.

LEARNING OUTCOME

Participants calculate trade task costs and set a fair, sustainable price.

LESSON 3 — Marketing for Tradespeople

Practical, local, low-cost marketing strategies for trades.

Time: 60 minutes

MATERIALS

- Before/After photos (haircuts, repaired shoes, furniture)
 - Picture cards of marketing methods (signs, painted shop front, clean workspace, uniform apron, WhatsApp status, radio ads)
 - Scrap wood, nails, paper, cloth for hands-on signboard creation
 - Markers, paint, pencils
 - Interpreter
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DETAILED SCRIPT

0:00–0:04 — Welcome & Hook

Volunteer Script:

“What makes customers choose *you* over another tradesperson? Today we learn simple ways to stand out.”

(Pause.)

“Marketing does not require money — it requires creativity.”

0:04–0:10 — Warm-Up Activity: Spot the Difference

Show two pictures:

- A messy workspace vs. clean workspace
- A simple haircut vs. neat haircut
- A plain chair vs. polished chair

Ask:

Volunteer:

“Which business would you trust more? Why?”

✓ Expected answers:

- Clean
- Organized
- Professional
- Good finishing
- Looks safe

Praise all answers.

0:10–0:20 — Teaching: The 5 Simple Trade Marketing Tools

Use simple icons.

List visually:

1. Visibility

“People must SEE your work.”

Examples: finished chairs outside shop, photos of haircut styles.

2. Clean, safe workspace

“Customers trust clean spaces.”

3. Signboard or symbol

“One small sign helps people find you.”

4. Examples of work shown upfront

“Show repairs, samples, styles, fabric choices.”

5. Consistency

“Same color cloth, same logo, same spot.”

(Pause for interpreter.)

Ask:

Volunteer:

“Which of these are most important in your trade?”

Participants discuss.

0:20–0:40 — Hands-On Activity: Make a Trade Signboard

Give each participant materials:

- Scrap wood or cardboard

- Markers or paint
- Cloth strip to hang
- Icons

Volunteer Script:

“Now we will create a simple sign for your trade business. This can be a symbol, picture, or shape — no words needed.”

(Pause.)

Examples:

- ✓ Scissors (tailor)
- ✓ Comb (hairdresser)
- ✓ Hammer (carpenter)
- ✓ Tire (mechanic)
- ✓ Needle & thread (sewer)

Volunteers circulate and support.

Youth Volunteer Phrases:

- “Strong symbol!”
- “Easy to recognize!”
- “Customers will see this quickly.”

0:40–0:55 — Marketing Plan Mini-Exercise

Participants answer:

1. How will customers SEE my work?
2. How will they FIND my workspace?

3. What will make them TRUST me?

They draw or write short answers.

Volunteers help with examples.

0:55–1:00 — Closing

Volunteer Script:

“You now have a strong marketing plan for your trade. Tomorrow we learn about excellent customer service — a key to repeat business.”

Interpreter ends session.

LESSON 4

CUSTOMER SERVICE FOR TRADES

Interactive, scripted, hands-on, low-literacy adaptable

GOAL OF THE LESSON

Participants will learn and practice the behaviors that build **trust**, **repeat customers**, and **reliable income** in trade businesses.

 **TIME: 60 minutes**

MATERIALS:

- Role-play cards (angry customer, confused customer, quiet customer, “in a hurry” customer)

- Simple tools (hammer, measuring tape, thread, scissors, wrench — depending on local trade)
 - Emotion picture cards (happy, frustrated, confused, disappointed)
 - “Customer Service Steps” poster with icons
 - Scratch paper, pencils
 - Interpreter
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IMPORTANT NOTES FOR YOUTH VOLUNTEERS

- This lesson is *not* about Western customer service culture — avoid “the customer is always right.”
 - Focus on **respect**, **clear communication**, and **trust-building** in local context.
 - Stay humble — ask participants to teach YOU their cultural norms.
 - Keep role-plays positive and fun; avoid shaming.
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FULL DETAILED SCRIPT

0:00–0:04 — WELCOME & SETUP

Volunteer Script:

“Today we will learn how to give excellent customer service in your trade.
Good customer service makes your work easier and brings more customers.”

(Pause for interpreter.)

“Customer service is not about being perfect — it is about communication, respect, and honesty.”

Smile and gesture warmly.

0:04–0:10 — ACTIVITY: “WHY DO WE GO BACK TO A GOOD WORKER?”

Hold up pictures of:

- ✓ happy customer
- ✓ broken item
- ✓ skilled worker
- ✓ clean workspace

Volunteer Script:

“Think about someone in this community who does good work. Why do people return to them?”

Interpreter collects answers.

✓ Expected answers:

- They fix the problem well
- They are honest
- They finish on time
- They explain the price
- They speak kindly
- They clean up
- They don’t cheat

Volunteer Responds:

“Yes! These are customer service skills — not tools, not machines — *personal behavior.*”

0:10–0:20 — TEACH: THE 4 STEPS OF CUSTOMER SERVICE

Use simple icons.

Draw or display:

1. LISTEN
 2. EXPLAIN
 3. CONFIRM
 4. APPRECIATE
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Step 1 — LISTEN WELL

Volunteer Script:

“When a customer arrives, listen first. Do not interrupt.
Let them explain the problem.”

(Pause.)

Ask:

“What helps you listen well?”

✓ Expected:

- Quiet environment
 - Eye contact
 - Asking questions
 - Not working while they talk
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Step 2 — EXPLAIN CLEARLY

Volunteer Script:

“After listening, explain the work you will do.
Explain how long it will take.”

(Pause.)

Ask:

“What happens if we do NOT explain clearly?”

✓ Expected:

- Customer becomes confused
 - Customer might think you cheated
 - Customer might leave unhappy
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Step 3 — CONFIRM AGREEMENT**Volunteer Script:**

“Before starting, agree on:

1. Price
2. Time
3. What work will be done”

(Pause.)

“This prevents problems later.”

Step 4 — APPRECIATE**Volunteer Script:**

“Thank the customer.

Speak kindly.

Respect goes a long way.”

0:20–0:30 — ROLE-PLAY PRACTICE #1: THE CONFUSED CUSTOMER

Give each group an emotion card (“confused”).

Assign one volunteer to demonstrate.

Volunteer Demonstration Script:

Customer (volunteer):

“Um, can you fix my chair? It is broken here... I don’t know how long it takes.”

Worker (volunteer):

“Let me see. (Pretends to check chair)

The leg is loose. I can fix it today for ___ price.

Is that okay?”

Interpreter translates, audience laughs or supports.

GROUP PRACTICE

Groups role-play:

- One customer
- One worker
- One observer giving feedback using icons

Prompt:

“Remember: Listen → Explain → Confirm → Appreciate.”

Rotate roles every 2 minutes.

0:30–0:40 — ROLE-PLAY #2: THE ANGRY CUSTOMER

(Be gentle, keep it light.)

Give groups an “angry” emotion card.

Volunteer Script:

“Sometimes customers are stressed or upset.

We must stay calm.”

Demonstrate:

Customer:

“This shirt is still torn! You didn’t fix it!”

Worker:

“Thank you for telling me.

Let me look again.

I want to fix it correctly.”

Interpreter translates.

GROUP PRACTICE

Groups repeat with volunteers coaching gently.

Encourage humor, fun, calm voices.

0:40–0:50 — PROBLEM SCENARIOS (choose 2–3)

Place scenario cards around the room.

Examples:

Scenario A

“The customer says you took too long.”

Scenario B

“The customer thinks the price is too high.”

Scenario C

“The customer brings something broken again.”

Scenario D

“The customer cannot explain what they want.”

Groups rotate to solve each scenario using the 4 steps.

0:50–0:57 — CREATE PERSONAL CUSTOMER SERVICE PROMISES

Each participant draws or writes:

“My promise to customers is: _____”

Examples:

- ✓ “I will speak kindly.”
- ✓ “I will agree on price first.”
- ✓ “I will explain clearly.”
- ✓ “I will respect my customers.”

Volunteers circulate and praise every idea.

0:57–1:00 — CLOSING

Volunteer Script:

“Excellent work today. Good customer service makes customers trust you and come back.

Tomorrow we learn PROFESSIONALISM — how to become reliable tradespeople.”

Interpreter closes with thanks.

LESSON OUTCOME

Participants demonstrate the 4 steps of customer service and can respond calmly to customer scenarios.

TRADE BUSINESS SEMINAR — LESSON 5

PROFESSIONALISM FOR TRADES

Interactive, hands-on, culturally respectful, low-literacy adaptable

GOAL OF THIS LESSON

Participants learn the behaviors that make them **reliable**, **respected**, and **recommended** as tradespeople.

TIME: 60 minutes

MATERIALS

- A “Professional vs. Unprofessional” picture deck
 - Tool organization examples (actual tools or pictures)
 - Poster: “**5 Pillars of Professionalism**”
 - Chalkboard or flip chart
 - Apprenticeship items (helmet, apron, notebook, ruler, broom, etc.)
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IMPORTANT NOTES FOR VOLUNTEERS

- Professionalism is cultural — ask participants what professionalism looks like *locally*.
 - Avoid framing Western behaviors as “better.”
 - Focus on **safety**, **reliability**, and **respect**.
 - Encourage pride, dignity, and self-worth.
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FULL DETAILED SCRIPT

0:00–0:05 — WARM-UP: “WHO WOULD YOU HIRE?”

Show two picture cards:

Picture A:

- Clean shirt
- Tools neatly placed
- Calm expression

Picture B:

- Tools scattered
- Worker shouting on phone
- Arrives late

Volunteer Script:

“If you needed help with your house/motorcycle/clothes, who would you choose?”

Interpreter collects answers.

✓ Expected: Picture A

Volunteer:

“This is professionalism — how someone behaves as a worker.”

0:05–0:15 — TEACHING: THE 5 PILLARS OF PROFESSIONALISM

Reveal the poster:

1. PUNCTUALITY

“Arrive when you said you will.
If delayed—tell the customer.”

Ask:

“What happens if a worker always arrives late?”

✓ Expected:

- No trust
 - Customer leaves
 - Worker loses money
-

2. RELIABILITY ✓

“Do what you promised.
Finish the work.”

Ask:

“What makes someone reliable?”

✓ Expected:

- Finishes the job
 - Doesn't disappear
 - Communicates clearly
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3. CLEAN & ORGANIZED WORKSPACE 🧹

“Clean tools.
Safe environment.”

Demonstrate organizing tools or cleaning the area.

Ask:

“How does a clean workspace help customers?”

✓ Expected:

- Shows pride
 - Prevents accidents
 - Faster work
-

4. SAFETY FIRST 🧑‍🚒

“Protect yourself and the customer.”

Show examples:

- Gloves
- Helmet
- Apron
- Careful with fire/electricity

Ask:

“What safety rules are important in *this* trade?”

Interpreter gathers local rules.

5. RESPECT & COMMUNICATION

“Speak kindly. Explain clearly. Inform customers of delays.”

Ask:

“What words show respect in your language?”

Interpreter teaches a local polite phrase.

0:15–0:30 — PROFESSIONAL / UNPROFESSIONAL SORTING GAME

Spread picture cards on the floor:

- Clean tools
- Dirty tools
- Worker talking kindly
- Worker yelling
- Worker sleeping
- Worker planning

- Worker measuring carefully
- Worker damaging tools

Participants move pictures under two signs:

- ✓ PROFESSIONAL
- ✗ UNPROFESSIONAL

Youth Volunteers Say:

“Very good!”

“Strong example.”

“What makes this professional?”

Encourage laughter and fun while learning.

0:30–0:45 — ROLE PLAY: “THE JOB SITE”

Set up a pretend workshop area using available tools.

Two Teams:

- **Team A:** Good professionalism
- **Team B:** Unprofessional behavior

Give each team a role card:

Team A card:

“You arrive on time, greet the customer, explain the work, measure carefully, organize tools.”

Team B card:

“You arrive late, ignore customer, throw tools, talk loudly, leave a mess.”

Teams perform for 1–2 minutes.

Participants vote “Who would I hire?”

DEBRIEF QUESTIONS

Ask one at a time:

- “What behaviors made Team A professional?”
- “How did you feel watching Team B?”
- “What does this teach us about real work?”

Interpreter gathers answers.

0:45–0:55 — PERSONAL PROFESSIONALISM COMMITMENT

Participants write or draw one thing they want to improve.

Examples:

- ✓ “I will clean my workspace every day.”
- ✓ “I will communicate delays.”
- ✓ “I will measure carefully.”
- ✓ “I will start on time.”

Volunteers encourage and praise.

0:55–1:00 — CLOSING

Volunteer Script:

“A professional worker is respected, recommended, and remembered. You can build a strong business through professionalism.”

Interpreter closes session.

LESSON OUTCOME

Participants understand and demonstrate the 5 pillars of professionalism through sorting, role-play, and personal commitments.