

برنامج "كن حراً"  
Be-free Program



# Instilling Universal Knowledge

Academic-Life Linking Process



For Public and Private Schools

## **Instilling Universal Knowledge ...**

A pioneer project that assists educational institutions with its different levels in adopting innovative and creative methods to make the institutions a more desirable place for students. It increases their awareness, and moves them beyond learning to reach universal knowledge. It inspires them to transcend the limitations of self-centered life to aspire for building communities and painting their Humanistic mark on the world....

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## **Academic - Life Linking Process**

### **What is academic-life linking process?**

The academic and life linking process is the process of finding shared principles and areas of implementation that links a principal from a scientific material, or an educational information, or a mathematical process in the curriculum, which the teacher is trying to convey to the students, with life principles such as values, humanistic principles, principles of manners and basic life skills.

This linking process should be interesting and meaningful to the students and enables them to interact with it and see how the information concerns them and realize its implementation in their personality, and its relation with their age and interests. This linking enables the students to remember life principles as they remember the scientific information on one hand, and on the other hand, remembering the scientific information whenever they go through a situation that requires the implementation of life principles that was linked to that information. The sequence of the scientific information brings the student closer to understanding life principles, and the other way round.

### **How does academic-life linking process helps the teacher, the school and the educational process?**

Many teachers complain that, the students' understanding and interaction with the taught subject, do not match teachers' efforts. The students interact with the teacher, and the subject, for the sole reason of passing the tests and getting marks, and not for learning. Students don't appreciate knowledge and they might even think of it as a total waste of time, as a result they lack the motivation to study, to go to school, and to listen to the teacher. This has negative effect on the entire learning process, and on the teacher, thus the school is no more the place that helps students learn and develop, it might even turn into the place that weakens the creativity process.

The academic-life linking process has remarkable effects, such as:

- Students understand the educational subject, and its concepts in depth, by anchoring it with different images, and life situations.
- Develop creativity and innovation in class, and motivates students to think in areas that are not considered common-sense. The linking process depends greatly on the teacher's creativity of finding connections between things that are hard to link.

- Students Interact with the educational subject, and do not perceive it as an educational subject to memorize and recall in exams only, but rather it has its applications in their daily life, and touches their emotions, relations, problems, and desires.
- Build a strong relationship between the students and their teacher, as students realize that the information they get in class is related to their lives, and it develops the various skills they have, as well as their interest and not only academic information.
- The subject breaks out of routine, and becomes more fun, and interesting, because it's a human nature to get attracted to whatever related to his life, or interests him.
- Many Students complain that the information they study at school is useless in their lives. This process allows them to experience what they learn at school, in their daily life, and see how it is related and useful to them.
- Students spend most of their time at school, therefore learning about many life aspects along with the academic information, can positively influence their personality, decision making, and behavior. This process helps students develop a better understanding of life, and more mature personality, which affects their behavior, and decisions outside the school too.
- Students' respect and appreciation for their teachers and school increases, as they see the teacher a more interactive person who cares about them and their lives, and helps in their development, rather than being the typical teacher who only cares about the subject they teach. This teacher will touch the lives of his students, and remain in their memory, much bigger than just a teacher for an educational subject.
- Students grades will improve, and success rates increases as a result of better understanding of the subject and the availability of information in their memory. The human memory gets stimulated with interesting information, related to our lives.

## **What are the areas of academic-life linking process?**

Academic-life linking process can be done with different areas:

### **Universal Laws**

Universal laws are laws which govern the universe and cannot be changed or controlled in any way, it cannot be modified according to a person's wish, the following are examples of universal laws:

- For every action there is an equal and opposite reaction.
- Every person will sooner or later reap what he sow, and will see the result of his action whether it was good or bad.
- Those who care about the quality and cleanliness of their food will live a healthier life.
- People attract what they think of, whether they were optimistic or pessimistic. Whoever expect good or bad things to happen, often have a bigger chance of getting what they expected.
- Happiness is possessed by being satisfied with yourself and doing good to people not by having money and materialistic items.
- Those who do good get good.
- Those who love others , live in delight and those who hate others live in hatred.

### **The Human Psyche**

This part is related to everything that helps in understanding the human psyche, how to deal with it in a positive way ,how to protect it from everything that might harm it and how to develop it. The followings are some ways to do so:

- How can some abilities such as determination, persistence and intention can change the life of a person and gives him strength that he never imagined he could have?
- How can some negative aspects in a person such as arrogance, cheating, deceiving, and dodging, can mislead him to think that he is strong while in reality, these aspects are making him weak, and fragile.
- How could the following facts change the life of a human being:

- Love for others what you love for yourself.
- Do the thing you fear.
- Money that goes to charity never decreases our money.

### Humanitarian Aspects

Doing good because of humanitarian motives without taking into consideration kinship, personal interest, or rewards. The followings are some aspects that we can take in consideration:

- Helping others and its effects on ourselves and the entire society.
- Humanitarian love that includes everybody, and wishing good for all no matter who they are.
- Sharing.
- Cooperation.
- Helping others to develop materialistically and morally.
- Helping others in overcoming their problems with any action no matter how small, such as a motivating word, or action.

### Motivation to Apply the Humanistic Values

Humanistic values are the international values that no two persons disagrees with. They are engraved in human nature, and do not change with place, time, or country. Examples of these values: honesty, faithfulness, and tolerance.

### **Some Implementation Methods for the Linking Process:**

There are countless ways in which the teacher can use to achieve the academic-life linking process. Every teacher has his own personality, experiences, different ideas, and various unique mechanisms that he can blend together to create his own ways in linking the educational subject, he is teaching, with a life lesson. This will enable the teacher to teach two lessons at a time, one is scientific and inflexible, and the second is a life lesson, that is flexible and lively. So the student will carry with him the life lesson which he will live with and remember, along with the scientific concept that he will take root in him mind, linked with the teacher and life.

### **General guidelines to apply academic-life linking process:**

1. Explain the scientific concept
2. Extract a life concept out of the scientific concept
3. Give examples of the life concept that is related to the scientific concept

### **Other hints for academic-life linking process:**

The following points that follow are directive points which will make the connections more constructive and easier to do as well as interact with :

- Choose only one scientific information and link it with one area at a time, to make both the linking process and understanding it easier.
- Teachers can encourage students to do the linking process between the scientific subject, and their own life situations, and share it with other students.
- Teachers can choose interesting areas for students to link with (taking into consideration their age) to make it easier for the students to interact, understand and apply in their daily life.



## Points to consider when doing the linking process:

The goal of academic-life linking process is to create a more conscious and tolerant generation that respects life and has the ability to deal with others who are different, and with different situations. Thus, it is very important when creating the links to take into consideration the humanitarian sides which includes respect for all without exceptions. The following points are guidelines which could help in achieving the goal:

- The teacher must make sure that the concepts used for the linking process are not offensive in any way to any student, parent, religion , ethnic group or a certain job. Avoid anything that is harmful in any way to anyone.
- Choose links that do not make students feel blamed explicitly or implicitly, and avoid any hidden messages for some of one of the students.
- When discussing a negative aspect of life concepts, use general terms that do not refer to a certain person. For example: when talking about the problems that a person faces in life you could say: as human beings, we might tend to withdraw and isolate ourselves when facing problems, rather than saying: (so and so person) isolated himself when a he faced a problem.
- Choose interesting links, that are relevant to the student life and age, and realistic (not idealistic), so that students can interact with and apply it in their lives, without feeling that they are away from the right behavior, or its above their abilities.
- Avoid using words such as “must”, “should”, and replace it with phrases that motivates the students for positive behavior, and adopting the right concepts, while giving them the reasons behind it, such as: "what if?!" "How will the effects be positive if....?!" "How will it be different when we choose this behavior rather than that.....?!" .
- Be as far as possible from linking concepts that send hidden negative, painful, or unpleasant messages, or innuendo to students, directly or indirectly. This will link the concepts with negative emotions, and will not help in the educational process, or benefiting from the academic-life linking process. Instead, students might not like the subject or the teacher.

**Some Examples for  
Academic-Life Linking Process**

## Example: Physics

<b>Scientific information</b>	Mass cannot be destroyed, it only change form.
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<b>Linking the scientific information with a life concept</b>	What action a person does will end, and it might be forgotten, but it's effect will always be there and it can't be destroyed. The person will see the results of his action whether good or bad sooner or later.
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<b>Example of a life concept</b>	<p>When a person says an offensive or inappropriate word to others, he will get affected by it, and will stimulate the other person to reply with bad words, or harmful ways, which will create negative emotions and enmity between the two.</p> <p>Similarly, when a person takes the initiative to pick up the trash from the roads, he will feel the pleasure and satisfaction of doing good to others, as well as removing harm from the path of another person, and he gets the credit.</p>
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## Example: Science

<b>Scientific Information</b>	Stars colors look similar at first glance, but in reality they are different. The differences in colors reflects their temperatures. Red stars are colder than blue stars.
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<b>Linking the scientific information with a life concept</b>	Sometime the information that is common among people, is opposite the fact. Therefore, we need to validate the information we have before considering it correct. It is commonly known that red indicates heat, while blue indicates coldness.
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<b>Example of a life concept</b>	<p>In the flame of a fire, the blue part is hotter than the red.</p> <p>In water faucets, it is commonly referred to hot water by red, and cold water by blue color, while its untrue. therefore, not every common information is correct and based on sound facts.</p>
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## Example: Physics

<b>Scientific information</b>	Light-year is the distance that light travels in one year which is almost 9.5 trillion km. When you look at a galaxy which is millions of light years away from you, this means that the light you see at this moment from that galaxy started its journey millions of years ago .
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<b>Linking the scientific information with a life concept</b>	So many things that are happening now in our world , are a result of something that happened long back. Not every cause of what happens now happened now as well. Thus, when we think of the problems that we face and try to find solutions for it , we need to think of the things that caused the problem in the first place any try to solve it, if possible.
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<b>Example of a life concept</b>	The global warming that is affecting the earth now, and causing its temperature to increase, which in turn burns the forests and causes floods and disasters, has started years back when humans started polluting the environment. But now we see the results clearly.
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### Example: Colors(kindergarten)

<b>Scientific information</b>	There are many different colors.
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<b>Linking the scientific information with a life concept</b>	<p>All colors are different, beautiful , and important. No color is better than the other and if one crayon is missing from the crayon box, it won't be complete, and the painting will not be as nice if a color went missing.</p> <p>Colors are just like people ,they are different in the way they speak, the way they dress and even in their figures but each and every one of them is important and it is important to respect them all.</p>
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<b>Example on the life concept</b>	<p>You are all in one class, you play and learn together, yet everyone is different from the others. You look different, and the games you like to play are different. Some like to paint, some like to listen to stories, others like to play with toys. You are all different, just like the colors, but each one of you is important.</p>
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### Example: Mathematics

<b>Scientific information</b>	If we have a long obelisk that we can't measure its length, we can measure a shorter obelisk, and by knowing the ratio between them we can measure the longer one.
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<b>Linking the scientific information with a life concept</b>	<p>If a person wants to achieve a big success in one area, he can start working to achieve a smaller success in the same area. This success indicates that he has achieved the required ratio to achieve the bigger success.</p> <p>All he needs is to utilize his experience in achieving the small success, to achieve the bigger one.</p>
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<b>Example of a life concept</b>	If you have a task, and you don't know how long you will need to complete it, you can calculate the time by working continuously for half an hour for example, and see the amount of work done in that time. Then, you can calculate the ratio of work done to the entire work, was it 10% or 25%, ...etc. So you can calculate the required time to complete the task.
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### Example: Science

<b>Scientific information</b>	<p>In acidic rain, the small amount of acid reacts with the limestone and dissolves holes in the rocks forming limestone caves after hundreds of years.</p> <p>The caves ceiling is weak and can collapse when exposed to any kind of pressure.</p>
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<b>Linking the scientific information with a life concept</b>	<p>Bad relationships are just like the process of forming caves. Bad relationships which are not based on real friendship, and sincerity, but based on personal interests, fun, blackmailing or abusing, are like the acid in the rain, it leaks into the relationships and weakens it until it collapses. We can recognize bad relationships, if we are vigilant to some indicators from the other person's behaviors, that we know and feel that they are inappropriate. If we keep on overlooking these indicators, the problems will accumulate, and will eventually destroy the relationship and might harm the involved persons.</p>
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<b>Example of a life concept</b>	<p>It could be a bullying relationship, where one person gives conditions for the other to be his friend, and asks him to do things that he does not like to do such as hurting others, or breaking another relation, or acts in an inappropriate way. Or it could be a</p>
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	relationship based on making fun of each other, which could lead to embarrassment or problems. All of the above are examples of bad relationships where problems bottle up, and hurt the person without speaking about it or solving it.
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## Example: Science

<b>Scientific information</b>	Epicenter
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<b>Connecting the scientific information with a life aspect</b>	<p>We can imagine that all our potential energy that we have in us is epicenter, and an earthquake can be a good or a bad thing in this case. We are the ones who decide to use the positive energy .By using it our energy starts coming up to the surface and spreads just like the waves do. The surface is everything we say or do that has an influence on people .The influence might be so big ,that others get affected and they affect others as well ,thus the waves will spread wider.</p> <p>Richter magnitude scale is used to measure the energy released during an earthquakes. We can also have our own Richter magnitude scale to measure the positive or negative energy that we release. By doing that, we can monitor ourselves to strengthen the positive energy and weaken the negative energy, we can then make sure that we influence others positively by what we say and do ,moreover we can try to make our positive energy and its influence larger and larger every time.</p>
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<b>Example of a life concept</b>	When things that makes us angry happens over and over again without solving it , a negative epicenter is created in us. Then a word or a small action that irritates us will release
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that negative energy that will come out in the form of screaming, beating or hurting words. This might hurt others, it might even hurt people who are not directly involved. When this happens ,the effect might be too big that even apologizing can't undo it , and we'll have to do other things to fix the situation. Getting angry is an example for a negative epicenter, however a positive example can be trying to make others happy ,to give without asking for something in return ,to love everyone . The more positive epicenters we have the happier and more successful we will become.

## Example: Math

<b>Scientific information</b>	Parallel lines and the angles in between.
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<b>Connecting the scientific information with a life concept</b>	<p>People are just like parallel lines, each lives his own life, but there are things that intersect all peoples' lives just like when a straight line intersects the parallel lines together, such as sharing the same job, same country, class, home, friendship, activities and much more. This creates many angles we could explore, think about, and understand that others are important and we can learn from them, we can build relationships which are based on team work and cooperation.</p> <p>examples:</p> <ul style="list-style-type: none"><li>• Complementary angles: we can work together and make an alliance to accomplish our goals, succeed in achieving our goals , helping one another...</li><li>• Supplementary angles: the strength points in one person makes up for another person's weaknesses and vise versa .people can then work together and achieve their common goals.</li><li>• Alternate angles: the things that we differ in , our experience ,interest ,our strength points ,our</li></ul>
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	<p>weaknesses...</p> <ul style="list-style-type: none"> <li>• Corresponding angles: the things that we have in common , our personalities, our thoughts ...</li> </ul>
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<p><b>Example of a life concept</b></p>	<p>All students in class are like parallel lines, each has different hopes and dreams, but they share their desire to succeed and have fun at school. At the same time, there are who like to spend time with one group more than other groups, but if we think of the "angles " each student has something to share with one another to reach a common goal, and spend good time with each other, as they are different and they can listen and see things that are unusual to them, which is in itself a learning experience.</p> <p>(If time permits, the teacher can put the students in groups, and make sure that there are different personalities/ thoughts in each group, and then asks them to write down the angles that they can create, after that students can be asked to present it to the class.)</p>
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## **" Instilling Universal knowledge" Project Files**

**The project includes the following detailed files:**

1. Project fundamentals, and educational material.
- 2. Academic - life linking process.**
3. International days and school activities.
4. Impact measurement.
5. Booklet for parents whom children attend the schools that implement this project.
6. Trainer's guide for children's aged 6-8 years old workshops.
7. Trainer's guide for children's aged 9-12 years old workshops.
8. Trainer's guide for intermediate and secondary schools.
9. Trainer's guide for children with the following disabilities: minor mental disability, motor disability, hearing impairment and visual impairment.

All these files can be downloaded for free, for the schools that implement the project, from Be-Free Program website [www.befreepro.org](http://www.befreepro.org)