

برنامج "كن حراً"  
Be-free Program



# Instilling Universal Knowledge

International Days and School Activities



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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## **International Days and School Activities**

“Instilling Universal knowledge” Project encourages the participation and interaction of students with the International Days to strengthen the four pillars on which the project is based.

The project suggests that schools celebrates in two weeks the important days throughout the year. It also encourages having an extra week of celebration for International Day of Persons with Disability.

### **“Instilling Universal knowledge” Project encourages interaction with these Days for numerous reasons, most importantly:**

- To allow the students to know these Days and understand their concepts and the values they are trying to convey.
- For students to come out of the narrow circle of themselves, and to connect with the wider world.
- Increase their empathy and consideration for others.
- Broaden the school's areas of involvement to include the students' lives.
- Connect the students with world issues to help them understand and interact with it.
- Participation of school in International Days with the chance of collaborating with other related organizations.
- Broaden the students' horizon and help them see what goes on around them in the world and its problems and challenges.
- Develop the students' sense of leadership in a way that enables them to see that they can have a role in large humanistic issues.
- Increase their appreciation of life, and help them to be grateful for what they have.

## **The suggested International Days throughout the year:**

### **The first semester's occasions week:**

"Instilling Universal Knowledge" Project encourages the celebration of the following International Days in one week of **the first semester:**

- **World Day for Prevention of Child Abuse - 19th of November (Marking this day in "Instilling Universal Knowledge" Project includes two main issues: the protection while surfing the internet, and the protection against bullying.)**
- **Universal Children's Day on the 20th of November.**

Regarding the intermediate and secondary schools, they can concentrate more on the World Day for the Prevention of Child Abuse and focusing more on staying safe while surfing the internet, and protection from bullying.

"Instilling Universal Knowledge" Project encourages schools to arrange for activities to mark the International Days for the first semester at a date around the 20th of November or as close as possible to it. The followings are some of the goals that could be achieved by celebrating these International Days:

- The students feel a connection with children around the world, and come to know more about them.
- Students understand their basic rights, and appreciate what schools and parents do for them.
- Students acquire some of the protection skills and look for help from parents and teachers in difficult situations.
- Students consider themselves part of this world; can influence it and get influenced, and the school has a directing role in this process.
- Encouraging students to use their power and strengths in a positive way, such as helping others, and avoid bullying, which will get reflected in the way students deal with each other at school or outside it.
- Understand the Protection Concepts, and the children's and teens' right to live in an environment that is free from harm and abuse, which helps them protect themselves and their peers as well.
- Helps students to form an opinion in the different fields of the subject of protection and sharing those opinions with others to benefit from it. This will stimulate their thinking, and solutions finding.
- Students will experience discussing big issues through teamwork, which makes them more likely to interact with other schools in any joint event as well with their communities.



## **The International Day of Persons with Disabilities - 3rd of December**

The project encourages all schools and especially those who integrate students with disabilities in their schools to adopt the International Day of Persons with Disability and to arrange for some of the activities written in the section related to this Day. It is also possible to have this Day merged with the week of The Universal Children's Day and the World Day for the Prevention of Child Abuse occasions, or to have a separate day or a whole week to celebrate this Day on its own.

The celebration of this Day helps children with and without disabilities to:

- Believe in equality between children with and without disabilities.
- Appreciate the humanistic ability in children with disability.
- Motivate children with disability to explore their strengths and build a healthy personality.
- Increase the communities' awareness of the importance of the natural merging of children with disabilities with their peers and in the community.
- Building strong bonds between children with and without disabilities and help them both notice the things they share.
- Increase the awareness that children with disabilities have a role in life that is just as important as the role of all the other children.

## **International Days for the second semester of the school year**

The project encourages schools to celebrate the International Day for Cultural Diversity which is on the 21st of May in the second semester of the school year. The participation in this celebration should help students:

- Know some aspects of the cultural diversity amongst people, countries and nations.
- Broaden the students' horizon and help them get out of the narrow self centered view of the world and help them look at others in school and outside of it with humanity and empathy.
- Respect cultural diversity and deal with it in a positive manner, which will result in decreasing the possibilities of conflicts and problems between the peers.
- Think of ways to take advantage of the diversity, learn from it, and try to turn conflicts into differences and dealt with. Furthermore, see the areas of strengths in the differences, and how it could enrich the students' personalities and increase their respect to each other, school's administration, and to everyone in their community.

- Find the aspects that diversity could help in the development of their personality, academic achievements, and contribute in the development of the community.
- Appreciate family and societal cultures of the students, and appreciate the cultures of others which helps in decreasing bullying, mockery and belittlement of others inside and outside school.
- Building personalities that respect others and can deal with them despite all differences.
- The ability to find similarities between themselves and others and to build on them.

## **Some aspects to consider when choosing the International Days weeks' activities:**

The school can invent many ways to celebrate these International Days in any way it finds appropriate. The following are some aspects the project recommends to consider when choosing the activities:

- To be cost-effective and does not add extra burden or work on the school as much as possible.
- All students can participate in them.
- Easy, light and does not put an extra load on teachers or students.
- Fun, interactive, and students like to participating in them.
- Teachers finds them encouraging and would wish to take part in them.
- Encourages students to implement the learned concepts in school and outside of it.

## **Some practical suggestions for activities to mark the International Days:**

Dedicate a week to celebrate the Universal Children's Day and the World Day for the Prevention of Child Abuse, and to cover concepts related to the protection from bullying and safety upon surfing the internet:

### **Activity 1: The shared thinking**

In this activity the school asks the students one question per day during this week, and then asks them to think about it throughout the day. The question can be asked in the morning assembly or at homeroom. The students answers can be heard at the end of the same school day or sometime during the last class. The students present their answers in the form of one short sentence and hear each other's answers. Another option to receive the answers is to dedicate a corner in the class to hang the students' answers that they wrote on a piece of paper any time during the school day, and the answers can be reviewed at the end of the day.

The following are some examples of the questions that can be asked, which covers the above mentioned International Days, and the concepts to focus on.

A motto is created for each day of the week, to make it easy for the students to memorize the concepts and interact with it. Four questions will be presented here for each day, from which the school can choose one.

Note: Despite the fact that UN definition of children includes all those under 18 years old, most teenagers don't like to be called "children". So, preferably, it can be replaced for the intermediate and secondary schools with words such as "teenagers" or "youth" whichever is more suitable.

### **Mottos and questions for Universal Children's Day and World Day for the Prevention of Child Abuse (which includes the protection from bullying and safety upon surfing the internet):**

**First day:** The goal for this day is for students to have empathy with children of the world and to help them feel that they are part of a universal group.

Possible motto for this day: **"I love for children of the world what I love for myself"**

1. What can you contribute with to make it a better place for children?
2. How can you put the sentence "I love for children of the world what I love for myself" into practice in your life?



3. What can you do today to make another child feel happy?
4. What do you wish for the children of the world?

**Second day:** The goal is to direct the students' awareness towards the right of all children to feel safe from any type of harm.

Possible motto for this day: **"Inflicting harm on others is a non acceptable act at all times"**

1. How can children help each other to have a life free from harm?
2. In your opinion, what is the most important skill children need to protect themselves from harm?
3. What is your role to reduce harm on children?
4. In your opinion, why should harming others be refused at all times?

**Third day:** The goal is to encourage students to use the power of the mind in solving problems instead of resolving it by power of muscles, and to also see that the power of the mind helps them in life far more than owning any other materialistic thing.

Possible motto for this day: **"My mind is my strength"**

1. How to show that the power of the mind is bigger and more important than the power of muscles?
2. How can the human mind be the source of strength in one's life?
3. How can your mind give you the strength to get out of difficult situations?
4. What is your role in helping your mind grow to become your main source of strength?

**Fourth day:** The goal is protection and staying safe over the internet, and while using the smart devices.

Possible motto for this day: **"I encourage acting smartly while surfing the internet"**

1. What is the smart thing a child can do when someone asks him/her to do something that is wrong or inappropriate over the internet or smart phones?
2. What is the most important advice you can give your friend to help him protect himself from any harm while surfing the internet?
3. How can stop foul words or inappropriate conversations between children over the internet or while using the smart phones?

4. What is your role in encouraging children to act smartly while surfing the internet?

**Fifth day:** The goal is to encourage children to have a positive influence with other children.

Possible motto for this day: **"I am an influential and effective human being"**

1. What can you do every day to have a positive influence on your surrounding?
2. A leader is someone who makes a positive change no matter how small that change was. How can you be a leader every day?
3. How can you be an influential and effective human being through your attitude and actions with others?
4. How can every human being feel influential and effective in life?

## Mottos and questions for the International Day for Cultural Diversity

**First day:** The goal is for students to understand that the diversity and differences are the basis of life.

Possible motto for this day: "**Life is more beautiful with diversity and differences**"

1. What is different about you that you find it beautiful and would like others to know about?
2. How does diversity and differences add beauty to the world?
3. What would the world lose if all people were the same in how they look, think, their skin color, and life style?
4. What is your role in helping others realize that life is more beautiful with diversity and differences?

**Second day:** The goal is to instill the concept that every child deserves respect no matter how different that child was from us, whether this difference was in how he looks, religion, health, country, or any other differences. Respecting others reflects the person's self-respect. The more a person respects others, the more he respects himself. While if someone doesn't respect others he would be decreasing his own self-respect too. It is only as much as he sees others different from him that they see him different from them. If being different is a reason for not respecting others, then he is not respectable by others too.

Possible motto for this day: "**Because I am respectful, I respect others and their differences**"

1. What can I do today to show others that I respect them?
2. How would I like others to treat me even though I am different from them?
3. How is your self-respect related to your respect to others?
4. What is your role in encouraging a culture of respecting the different other?

**Third day:** The goal is to help students think of diversity as an important source of learning and development, and this diversity can be found in the lifestyle of others in the family, school, friends, society, and other nations, or it can be found in the way they think, etc.

Possible motto for this day: "**Diversity is an important source for learning and development**"

1. What is different about your country and you would like other people or cultures to know about?

2. What is the most beautiful thing you like about a different culture, or people?
3. What is the most important experience you had that helped you learn from the diversity?
4. What is your role in letting others know that diversity is an important source of learning and development?

**Fourth day:** The goal is to help students concentrate on the things that are shared between them and others, because no matter how different people are from each other, there will still be a lot of beautiful things they share, most important of all is their humanity, followed by many other things that are shared by people who seems so different at the first look.

Possible motto for this day: "**You and I share beautiful things**"

1. What is the most important thing that is shared by all people all over the world?
2. Think of a beautiful thing you share with someone you have just had a fight with.
3. How can you have the skill of finding beautiful similarities between you and others?
4. What is your role in helping others see that they have things they share with other people?

**Fifth day:** The goal is to help students understand that having different opinions is part of the cultural diversity and that respecting peoples' different opinions is part of respecting the cultural diversity.

Possible motto for this day: "Respecting opinions ... Respecting cultural diversity"

1. What kind of action would show that you respect the different opinions of other?
2. What can you do now to show that you respect an opinion you don't agree with?
3. What is the most important success story about respecting others' different opinion, you went through, or you have heard of and you would like others to learn from?
4. What is your role in encouraging others to respect each others' opinions?

## Mottos and questions for International Day of Persons with Disabilities

**First day:** The goal is for students to know that all people, disabled or not disabled, are equal in their humanistic worth and in their right in existence and in making use of life the best way they can.

Possible motto for this day: **"We are all are equal in humanity"**

1. What can you do today to put into practice the concept that the person with disability is equal with others in humanity?
2. What does it mean for a person with disability to be equal in humanity with the person with no disability?
3. In your opinion, what is the most important action that could help people see the equality in humanity between the disabled child and the non disabled child?
4. What is your role in encouraging others to deal with the person with disability on the basis of equal humanity?

**Second day:** The goal is to instill the concept that the person with disability is a human in the first place, and his human identity comes before his disability. Moreover, it should encourage students to look at the person with disability as a human who has no less value than anyone else, and then to look at the disability just the way they look at someone's color, country, looks, attire, etc.

Possible motto for this day: **"look first at the humanity of the person with disability and then at his disability"**

1. What difference would it make in a disabled person's life, if people look at him as a human first?
2. How would a community in which a disabled and non disabled persons are treated equally based on Humanity, look like?
3. What is the most important thing you will see in the person with disability when you look at his humanity first?
4. What is your role in encouraging people to look at the humanity of the disabled person before his disability?

**Third day:** The goal is to deal with the disabled person in daily life as someone with equal rights with everyone else. As his or her rights in a decent life, learning, health care, entertainment, caring, loving and so on, is not any less than anyone else's .

Possible motto for this day: **"The person with disability has equal rights with others"**

1. What is, in your opinion, the most important right for any human being whether disabled or not?

2. What right would you like person with disability and others to realize that they are equal in?
3. How will the person with disability's life be if he was given his rights?
4. How can you encourage that everyone learns that the person with disability has equal rights with others, including the person with disability himself or herself?

**Fourth day:** The goal is to encourage the students to realize their responsibility towards the person with disability, and help do whatever helps him in raising in every aspect of life.

Possible motto for this day: **"Everyone has a role in raising with the disabled person"**

1. What kind of words could help lift anyone including the person with disability?
2. A person with disability has many strengths, if he knew them it could help in lifting him up. Mention the most important strength in a disabled person you know.
3. What can you do today to help a person with disability see his strength and help in lifting him up?
4. What role can children have to help in lifting a disabled person up?

**Fifth day:** The goal is to encourage children deal with disabled people in a normal way with no boundaries of any kind, or any feelings of embarrassment or shame; on the contrary, to feel proud that they are practicing their human role and appreciating disabled people as much as they appreciate anyone else.

Possible motto for this day: **"I mingle proudly with disabled people"**

1. What does it mean to mingle with disabled person in daily life?
2. Imagine a child with disability you know, what can you do in order to let him know that you mingle with him and you are proud of it?
3. In your opinion, what is the most important thing children can do to mingle proudly with disabled people?
4. What is your role in encouraging others to mingle proudly with disabled people?

### **Activity 2 : Expressing their views**

The school can ask the students to express how they see these International Days. They can express their views in different ways, one way is to choose one of the previously mentioned mottos in the shared thinking activity and then ask the students



to express their views about it by painting, creating crafts, poetry, writing, music or any other way, and presenting it in class or in school yard, in anyway the school finds suitable. The expression and presentation can be in one of the following ways:

- Holding the expressing activity for students in one classroom or between the students of the same grade level, or for the students of the whole school.
- The school can arrange for an exhibition of the students' work for the International Day, and announce about it before the date of the International Day, to give the students enough time to prepare their work.
- The school can take the initiative of conducting a contest or an exhibition in collaboration with other schools.

### **Activity 3 : Class Projects**

Teachers can assign projects or homework related to the International Day during that week, to encourages students to build a relation with it.

### **Activity 4 : School Project**

Schools can offer students of every grade level, a bonus projects related to the International Day, where students can get extra marks by doing these projects. These projects can be about explaining more about the International Day, or applying one of the mottos in the shared thinking section, or finding solutions to a current community problem related to the International Day.

### **Activity 5 : Participation of parents**

Building a strong relationship between school and parents is always better for the student and the teaching process. These International Days are another chance to strengthen this connection, through the following ways:

- Choosing one day of the week in which the school will celebrate the International Day, to invite parents and perform a short program with the participation of the students to introduce parents to the International Day, and discuss the aspects through which students can improve.
- Sending a short message to parents related to one or some of the mottos that were mentioned in the shared thinking activity and encouraging them to discuss it with their children.
- Encouraging parents to do a shared expressive project with their children related to the International Day and sending it to school.
- Sending the following paragraph to parents which explains their role in these International Days, and which is also available in the parents' book of " Instilling Universal knowledge" Project:

**"How can you, as a parent, have a role with your children during the International Days:**

You can emphasize and share the basic concepts and goals of the celebrated International Day with your children, by different ways, such as:

- Discuss the International Day with your children and consider it an event that concerns you as a family.
- Interact with what is being given to them at school including activities and concepts that are related to the day.
- Try to do some light activities at home that help your children know more about this day.
- Encourage your children to adopt and implement the concepts of the day in their lives throughout the year.
- Propose with your children some ideas to help them spread these concepts to their friends, nuclear family and the extended family and help others understand the concepts and take them into consideration in their lives.

## **" 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)