

برنامج "كن حراً"
Be-free Program



Instilling Universal Knowledge

Booklet for the parents of students who attend
the schools that implement the project



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....

Be-Free Program of Bahrain Women Association -for Human Development

Tel: +973 17242415

Fax: +973 17234348

P.O box: 18562, Manama, Kingdom of Bahrain

Website: www.befreepro.org

E-mail: contact@befreepro.org

Instagram, facebook, twitter: [@befreeprogram](#)

Booklet for the parents of students who attend the schools that implement "Instilling Universal knowledge" Project

If you had received this booklet from your children's school, this means that your children's school is adopting "Instilling Universal knowledge" project as part of its educational program. This project is developed by Be-Free program which is part of Bahrain Women Association - for Human Development in the Kingdom of Bahrain. The project will have a profound positive effects on your children in different aspects.

This booklet tries to explain the project briefly and its various effects on the children, along with some suggestions on how to interact with this project as a parent which will benefit your children and brings you closer to them.

The school that adopts "Instilling Universal knowledge" project and put it into practice in a proper way can make a tremendous positive change on its' students. In addition, the school itself, its administration and the whole teaching process will get the support it needs from you which in turn will reflect positively on the level of education your children are getting, the school's reputation, and on the students' success and excellence.

What is the vision of "Instilling Universal knowledge" project and the main goal of implementing it by schools?

Towards schools that build a successful, responsible, influential, thoughtful, and giving Human Being .

What are the pillars on which "Instilling Universal knowledge" Project was built on?

There are 4 pillars on which "Instilling Universal knowledge" Project was built, and which contributes in building the Human Student who is motivated to succeed, to think right and wisely and to give to others:

1. Emotional balance
2. Sense of Humanity
3. The universal humanistic values
4. Leadership and the interaction with the universal environment

The following is a brief explanation for each of the four pillars and the aspects they reinforce in children:

The First Pillar - Emotional Balance:

The emotional balance can be defined as the person's ability to understand his own feelings, Empathy, Self motivation, emotional management and the ability to build balanced relationships with others. The emotional balance helps your children in 4 ways and each of those ways help improve the children in many aspects:

1. Self awareness, which helps your children:

- Have more self confidence.
- Understand the meaning of success, how to work for it, and achieve it.
- Create the ambition that turns failures into opportunities for development.
- Generate self-motivation to success.

2. The ability to control one's self and actions, which helps your children:

- Understand their feelings and deal with poise.
- Control their actions and reactions.
- Assume responsibility and take steps towards fixing problems.
- Practical perception of the essential skills that help them protect themselves from abuse and harm.
- Managing anger and negative feelings
- The ability to solve problems and learn from them to avoid them in future.

3. Social awareness and understanding others, which helps your children:

- Respect others no matter how different they were.
- Find different ways to deal with others who are different.
- Look at the differences as an opportunity to connect, learn and advance.
- Have empathy with others and try to understand their actions.
- Try to understand the human nature and deal with it with more understanding and flexibility.

4. Social intelligence, which helps your children:

- Deal with others in a humanistic way.

- strengthen the spirit of leadership in them and encourage them to assume important roles in life.
- Contribute in creating positive change in their communities.
- Strengthen the sense of giving and collaborating with others.
- Have the ability to communicate and connect with others.
- Have the ability to work as a team member, and to be an active member in it.

The Second Pillar- Sense of Humanity:

Every person has an amount of sense of humanity, which can be strengthened or weakened by many factors such as family, environment, and how he deals with life and different circumstances. The acquisition of a strong sense of humanity by your children would affect them in many different ways, and creates strong and loving personalities which would increase the possibility that others listening to them and get influenced by them. Strengthening the sense of humanity in your children can also can help them in the following aspects:

- Increase their feelings of inner peace
- Being sensitive to the needs of others
- Doing voluntary services with a positive spirit
- Take the initiative to help others
- Deal with others in a humanistic way
- Use humanistic standards as the basis of dealing with others
- Making sure not to do or say anything that might hurt others.
- Sensing the beauty and the desire to leave a beautiful touch in every work they do .

The Third Pillar - the Global Humanistic Values:

The global humanistic values are those values that no one would disagree with, and don't change over time or vary amongst different cultures; such as honesty, integrity, love for humankind, sincerity, precision, mercy, sharing and giving.

These global values help children in many aspects in their lives. The actions of those who carry these values inside of them would be more wise and based on robust grounds, and they would be more trustworthy. They would also participate in one way or the other in encouraging the community they live in and the people around them to behave according to what is humanistic and noble. Putting these humanistic values into practice also helps children in the following aspects:

- Implementing human values in difficult situations and not bargaining on any of them.
- Developing a critical thinking and understanding the multiple dimensions of a situation or a problem.
- Choosing words and actions that are based on human values and acting accordingly.
- Increase their self-respect.
- Others would aspire to be like them, especially their peers and colleagues.
- Living in a way that satisfies them and relieve their conscience.
- Increase the level of their emotional stability.

The Fourth Pillar - Leadership and Interaction with the Global Environment:

One of the most important definitions of leadership is the ability to make a positive change even if it was with a small act in a small field. When the meaning of leadership is absorbed by children their interaction with the world and the environment around them will be even bigger, and it will strengthen the following aspects in them:

- The initiative.
- Societal participation.
- Building different relations that contribute in making a change.
- Assuming responsibility in the family and community
- Awareness of what goes on around them and trying to understand it and take positive steps towards making a change.
- Viewing themselves as inseparable part of their communities and environment.
- Working to change the current situation into a better one even with small steps.
- Embracing a vision in life that is bigger than just the narrow range of themselves.
- Working on creating better conditions even if they were on their own.
- Learning to work with others towards finding mutual principles which they can build on to serve their families and the community.

Where can “Instilling Universal Knowledge” Project be implemented?

There are many areas in which the schools that adopted “Instilling Universal Knowledge” Project can implement it to accomplish its goals and help your children advance academically, scientifically, personally and socially. The following is a

summary of the most important areas, with a brief explanation of the aspects in which you can, as a parent, participate for your children's best interest.

Academic and 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.

You, as a parent, have a tremendous amount of experience that you can pass to your children, so they learn from your life experience, and the concepts you would like them to concentrate on and the ones you would like for them to stay away from for their own good. Children don't like direct advices, and sometimes they may have a negative reaction to a gentle caring advice from their parents, which increases your concerns about your children, and the tension in the relationship. This In turn will have a negative effect on you and your children and on the process of raising them up, which is the main job of parents towards their children that they do hoping to be doing it the best way they can, to push their children with it towards happiness and success on the personal, academic, emotional and social levels.

Your participation with your children in the academic and life linking process opens a doorway through which you can reach to your children in a delicate way to convey the essence of your experiences to them, so they take it into account as they go through their current and future practical lives. The followings are some important points to take into consideration in order for your contribution to your children to be successful:

- Keep a fun and enjoyable environment and avoid making the academic and life linking process at times when the situation is tense or angry.

- Work hard not to put yourself in a position where you praise yourself and your abilities and accomplishments, especially if it was conveying a message to your children that you were able to achieve things they couldn't do, or that they have disappointed you in a way, or that they are not the way you wished they would be. This would put them in a position of comparison or competition with you, and your conversations would convey negative messages that makes them feel disappointed and deficient instead of making them proud of your accomplishment and encouraged to learn from you or follow your example.
- When doing academic and life linking process, make your conversation interesting and do not offend or hurt them, this would encourage them to interact with you and increase their desire to listen to you without any fear, worry or annoyance.
- Encourage your children to do the academic and life linking process themselves and share their results and ideas with you, try to listen to them actively and urge them to continue sharing their results in correlating the academic information with the life principles they are practicing.
- You can even do the linking process in a reversible way, by linking a life situation with an academic information, and that information doesn't necessarily have to be related to what they are studying at school in the current year or related to their current curriculum. You can also encourage them to correlate the daily life situations with scientific information from what they learn in school or from their general knowledge in a positive encouraging environment, which is the part that no teacher or school can do, as their field of activity limits them to implementing the academic and life linking in one direction starting from the academic information and linking it with daily life situations.
- Make sure you are not conveying any hidden messages or pointing toward things that annoy your children or hurt them, as the hidden messages are some of the most annoying things to children and they have a major role in pushing them away from their parents and making them avoid talking to them and constantly trying not to be in the same place with their parents.
- Don't hurt, offend or belittle anyone or any nation or country as you attempt to link academic and life situations and discuss it with your children. This will help them stay in synergy with the concepts and principles you are trying to convey to them, without contradiction that can cause confusion.

International Days:

Schools mark many international days which helps students interact with these days and raise awareness about it. “Instilling Universal Knowledge” Project marks specific international days every year and encourages schools to celebrate them to achieve the following goals:

- The students become aware of these days and the principles and values they carry.
- Getting out of the narrow circle of themselves to connect to the wider world around them.
- Empathy with others and more sensitive to the way they feel.
- Develop students’ perception, awareness, and knowledge with information and issues that concern and affect them.
- Relate to bigger issues and trying to understand and interact with it.
- Developing their sense of leadership in a way that enables them to see a bigger role for themselves in the major issues of humanity.
- Increase their appreciation of life, and be aware of the aspects that they have which deserves to be grateful for.
- Know more about different cultures of people and appreciate the efforts of others.

“Instilling Universal Knowledge” Project marks International days by arranging for simple activities over two non-sequential weeks, one in each semester of the school year, and they are:

Days in the first semester of the school year:

The days marked in the first semester are:

- **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.**

The project encourages the schools to mark these two days, which are in the first semester of the school year, by conducting simple activities. It's unnecessary to celebrate these two days in the exact date, it could be a date close to it. The school can arrange for some simple age-appropriate activities in this week that helps them:

- Interact with children in the world and know them better.
- Know their rights as children and appreciate what their parents do for them.

- Know the importance of obtaining the protection skills and telling their parents about how they feel and what they think.
- Consider themselves part of the world, gets affected by what happens in it and can have an effect on it as well.
- Use their strength for good purposes, and helping others, and avoid bullying.
- Understand the protection skills and the children's right to live in an environment that is free from harm and abuse.
- Form an opinion regarding the protection concepts and share it with others.
- Experience teamwork in major issues.

International Day of Persons with Disabilities - 3rd of December

The project encourages all schools and especially schools that integrate students with disabilities to adopt the day of International Day of Persons with Disabilities and to conduct some of the activities written in the section related to celebrating that day. It is also possible to have this day merged with the week of Universal Children's Day and the World Day for the Prevention of Child Abuse, or to have a separate day or a whole week to celebrate the day on its own. Celebrating this day helps all children with or without disabilities in the following ways:

- Believe in equality between children with disabilities and the other children.
- Appreciate the humanistic ability in children with disabilities.
- Stimulate the strong sides that children with disabilities have and help them form healthy sound personalities.
- Increase the communities' awareness of the importance of the natural merging of children with disabilities with their peers and the community.
- Build strong bonds between children with disabilities and children without disabilities and help them both notice the things they share.
- Increase the awareness about the fact that children with disabilities have a role in life that is just as important as the role of all other children.

International Days in the Second Semester of the School Year:

World Day for Cultural Diversity is celebrated in the second semester of the school year. Celebrating this occasion helps children:

- Broaden their horizon and get them out of their narrow circle.
- Respect diversity and deal with it as something good and positive.
- Think of ways to invest in the diversity and learn from it.
- Find the aspects in which diversity can help with personal and societal development.
- Appreciating the different cultures and wishing to continue learning more about them.
- Building a personality that respects others and can deal with them.
- Being able to find the similar aspects between themselves and the different other.

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

You can participate with your children to emphasize the basic concepts and goals of the celebrated day in their lives in different ways, some of them:

- 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.

Non-Classroom Activities:

Schools conduct activities for many reasons, such as giving the student the opportunity to participate and interact with the material in their curriculum and with their school, and encourages getting involved in non conventional activities and being creative in them in a way that shows his or her own special touch through them. Moreover, the activities would help children work together and gain the skills of dealing with others through teamwork and working towards having a shared direction and goals and distributing work and coordinating it between them. The schools that adopt the “Instilling Universal Knowledge” Project will have additional goals that contribute in implementing the four pillars on which the project is based, which emphasizes your children's skills through each pillar.

You can as a parent help your children by interacting with them in what is given to them by the school through non-classroom activities, and help them come up with new ideas and suggestions and help them present and implement these ideas.

Workshops

Workshops are one of the most important ways to implement the “Instilling Universal Knowledge” Project. These workshops were thoroughly designed by experts in "Be Free" program. They work on delivering the important concepts to your children in a positive interactive environment, full of fun and joy. There are different workshops for each grade presented in different ways that suits each age group. The workshops' detailed instructions are available in the training manuals, the schools adopting this project will receive a copy of them. The following are some

of the workshops with a short explanation for each one of them and the areas it can help the children in:

Workshops for children aged between 6-8 years:

1. **I am strong and confident:** Builds sustainable feelings of self-confidence at all times and shows the importance of self-confidence for children in the different aspects of life and shows how to emphasize it and strengthen it.
2. **"Salem and the Smart Crayons" Story:** Develop children's ability in trusting their feelings, so they would recognize unsafe situations, and how to act smartly.
3. **I keep my personal information safe smartly:** Keep their personal information safe, and do not share information about their location or their company, with others over the internet, without their parents knowledge.
4. **My brain is my friend over the internet:** Encouraging children to think, as they surf the internet, of every step they take and base their actions on smart principles as they deal with others over the internet or choose their games.
5. **"We learn and have fun with our differences" Story:** Understand the meaning of differences, appreciate it, and help children see the beauty and the positive aspects in their differences and how to develop through them, and learn from them.
6. **I see what is beautiful in others:** Seeing the positive aspects in others no matter how different or diverse they are, and dealing with them based on these aspects, and starting with what is best about the other when speaking or dealing with each other.
7. **I love tolerance:** Establishing the meaning of tolerance and areas of its implementation, and encouraging children to practice it in their daily life.
8. **I enter the circle of strength:** Knowing the different aspects of strength, which would lead them to be self-confident, and knowing how to summon this confidence at times when they feel weak.
9. **I am respectful and I respect others:** Learning the concept of self-respect as a human being and respecting others no matter how different they were and no matter what country they come from.

10. **I am a strong, smart and safe child:** Learning the essential protection skills such as: I own my body, the difference between a good and a bad secret, the difference between a good touch and a bad touch, say no to strangers.
11. **I think with hopefulness and am proactive:** Positive thinking that is accompanied with hope and taking action in the difficult situations that children may go through in their lives.

Workshops for children aged between 9-12 years old:

1. **I am a smart, strong and safe child:** Training on the essential protection skills that helps children have critical thinking and act in a better way in situations where they don't feel safe.
2. **"Naser's courage" Story:** Knowing the kind of feelings they may feel at uncomfortable situations and how to deal with them and the smart thing to do in such situations.
3. **My brain is my friend over the internet:** Encourage thinking before taking any action over the internet, and understand the bases of choosing the people they deal with, or talk to or interact with as they use the internet.
4. **My opinion is respected and the opinions of others as well:** Respecting opinions no matter what they say, and encouraging children to form their own opinions and share it with others confidently, while listening to the others opinions at the same time and try to understand them and learn from them.
5. **You and I have a beautiful thing in common:** Seeing the beautiful aspects that are shared between them and others which can be based on humanistic, social or cultural aspects or anything else.
6. **I enter the circle of strength:** Help children realize their strengths and know them in a way that allows them to recall this strength at situations in which they feel weak or in need to boost their self confidence.
7. **I am respectful and I respect others:** Appreciating the humanistic aspects in children themselves and in others in a way that allows them to understand the importance of self-respect as human beings and respecting others as

human beings as well, because every human is respectful no matter how different he or she was.

8. **My self-confidence is the source of my strength:** emphasize the feeling of self-confidence at all times in children and help them know the aspects that strengthen it.
9. **I think then decide:** know the basic skills to make a decision which includes thinking of the different choices and their consequences and how to choose the best one among them.

Workshops for teenagers in the intermediate and secondary school:

1. **My existence in humankind is important:** To know the meaning of the humanistic existence and its importance in giving the children themselves a humanistic value that becomes the foundation for what they do in their daily lives and be a motivation for their successes.
2. **Tolerance is a value in my life:** Reinforcing the meaning of tolerance as an important humanistic value and the areas of its implementation in the daily life of the children and encouraging them to put it into practice in different situations in their lives.
3. **The internet and I:** Encouraging children to take responsibility for anything they do over the internet and thinking before every step they take, as well as concentrating on the standards of choosing the people they deal with online, and how to deal in a proper way with the various feelings they have while communicating with others online.
4. **The competition that improves me:** Defining the meaning of competition that aims to improve one's self and discover the areas of strength rather than concentrating on the other party's loss.
5. **Bullying is inhumane and unaccepted:** Defining bullying, its motives, how to prevent it, protect yourself from it, and the harm it causes to the victim and the bully.
6. **I am respectful and I respect others:** Appreciating the humanistic part in themselves and in others and the importance of respecting the different opinions to develop and learn from the differences.

7. **I enter the circle of strength:** The children know the different aspects of strength they have and help them feel that strength in a way that helps them recall it when they feel weak or in need to boost their self-confidence.
8. **I think with hopefulness and am proactive:** Stressing positive thinking that embraces hope for a better future, while at the same time, calls for taking action to do the necessary for change to happen.
9. **My feelings and I:** Understand the different types of feelings and how to deal with it in a way that encourages children to make better choices, that contribute in their personal, social and academic development.

Workshops for children with disabilities in primary schools:

Be-Free program has developed four training manual guides for the following four disabilities, so that each manual takes into consideration the needs of the children with disabilities and the best way to deliver the information to them in an interactive, fun, influential and attractive way. The titles of the workshops and their concepts are very similar to the workshops of children without disabilities, with a main difference, that is the way of delivering these concepts taking into consideration their needs.

- Visual impairment
- Speech impairment
- Motor disability
- Mild mental disability

The following are the workshops titles for children with disabilities:

1. **I enter the circle of strength:** Know the different aspects of their strengths, and help them feel it, and recall these feeling when they feel weak or in need to boost their self confidence.
2. **I think with hopefulness and am proactive:** To have a positive thinking that is accompanied with hope in the difficult situations that children might go through in their lives.
3. **My existence in humankind is important:** the importance of the humanistic presence of everyone is equal and there is no difference between one person and another wither with any type of disability or without it, and that every person adds something special to the world no one else can add except for himself or herself and that he or she has a role that no one else can play.

4. **Thinking is my friend wherever I go:** Thinking in the different situations and thinking constantly and knowing the basic skills of making a decision that includes thinking of the available choices and their consequences and choosing the best among them.
5. **I understand the message of my feelings and I act smartly:** Understand the messages that come with each feeling, whether it was a positive feeling or an alerting feeling, and training children how to act accordingly.
6. **I am respectful and I respect others:** Children appreciate the humanistic side in themselves and in others and the importance of respecting their own opinions and point of views as well as respecting the others opinions and points of views. As a person's worth is defined by his humanistic side richness.
7. **My special trait is my humanistic mark:** defining the humanistic mark and its relation to the students, and that every child has special qualities and traits that he or she can develop further, and find their humanistic influence in themselves and in those around them.
8. **My brain is my friend over the internet:** Encouraging children to think before they attempt to do anything over the internet, and understand the bases of choosing the people they deal with, or talk to or interact with as they use the internet..
9. **"Salem and the smart crayons" story:** Develop children's ability in trusting their feelings, so they would recognize unsafe situations, and how to act smartly.
10. **I see beauty in everything:** helping children see the positive and beautiful aspects in others no matter how different they are, in situations, in incidents, and in the various conditions, and investing these differences and building on them.

The voluntary work and the children's interaction with the social responsibility:

Your children's involvement in voluntary work wherever they are is a great gain for them. It increases their self confidence, shows them sides of themselves they haven't experienced before, and connects them to their society and to the humanistic side of themselves. "Instilling Universal knowledge" Project promotes

encouraging children to volunteer in any way, whether this voluntary work was arranged by the school or was suggested or carried out by the students themselves. You can, as a parent, have an important role in building the sense of volunteering in your children, in many aspects:

- Encouraging them to participate effectively in the voluntary work arranged by school.
- Working and sharing with them the voluntary work they do for school.
- Embracing the idea of volunteering in the family and society and encouraging it.
- Helping children suggest creative ideas, ways and methods to do voluntary work that school asks for, or those that are created by children themselves, or with their friends.
- Give the achievement of voluntary work a great value, importance and worth.

" 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 guide for children's aged 6-8 years old workshops.
7. Trainer guide for children's aged 9-12 years old workshops.
8. Trainer guide for intermediate and secondary schools.
9. Trainer 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