



Instilling Universal Knowledge

Project Fundamentals and Essential Information



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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Project Fundamentals and Essential Information for Instilling “Universal Knowledge” Project

Dream of every school...

Every school has dreams that it strives to achieve in many different ways and methods. One of the most important dreams is to achieve excellence and accomplish the main goals of the school which helps it in earning good reputation among its students, parents, and other related governmental and nongovernmental organizations.

Gaining this respectable status and reputation in the short run when the current students are still going to school and maintaining it on the long run even after the graduation of the students and initiating their career and social life, and they can return thanks for part of their excellence, success, and strong confident characters to the school and its faculty members.

This project **Instilling Universal Knowledge** clearly outlines specific direct and indirect goals:

Direct goals:

- Achieving high percentage of success by the students.
- Achieving high percentage of academically excellent and outstanding students.
- Superiority of the school in areas of competition and participations.
- To have well committed teachers and faculty members who love to be at work every day, and give their best.
- Gaining Parents satisfaction of the school and its faculty members.
- Achieving strong respect among other schools and organizations.

Indirect goals:

- Graduating effective and influential students to the society.
- School students are outstanding in their academic and practical life with their own remarkable touch.
- Long list of reputable, and creative teachers, and special students who would like to join the school.

- Growing strong confident students with balanced personality, that do not get into trouble with others or with law, and are helpful to their peers.
- Having a positive influence in the lives of graduating students and giving them lasting memories and a good solid foundation.

“Instilling Universal Knowledge” project contributes in achieving the previously mentioned goals by focusing on different elements and factors.

High levels of success and academic excellence achieved by the students...

- Students take full responsibility to achieve success, are proactive in facing their problems, and do not blame others for the results they get.
- Provide a safe environment for the students to ensure concentration on understanding the curriculum through a bullying-free school yard or classrooms.
- Raise students’ self-esteem, and strengthen their feelings of their ability to achieve, and do the necessary to ensure a high level of success in different aspects.
- Students create their own clear vision of what they want to be, and have the will to achieve it.
- Students develop the ability of self-motivation without parents’ pressure.

School gains good reputation with outstanding participations in inner and outer activities...

- School is marked with other specialties along with the academic field, so it pays attention to other unique activities which are important for the students, and can sharpen their talents, and build their personalities, in fun and interactive ways.
- Create an environment that encourages students to realize their potentials and talents in new, innovative and different areas.
- Students realize and appreciate the meaning of creativity, and are encouraged to think about it and implement it in different school areas.
- Build students confidence and courage in their ability to formulate ideas, create new and different applications, and present them. These ideas could be related to school, or other social areas.
- Emphasize on healthy, and motivating competition, and choose it based on student’s strengths to nurture and develop it.

Parents’ satisfaction with the school and what their children learn at it...

- Strengthen students’ character and build it.
- Students long for school and consider it their second home.

- Rise in the students' academic success percentage and the ability to fathom the curriculum in a better way.
- Student's development in important areas other than the academic areas.
- Positive changes in the students' characters that are noticeable and appreciated by their parents.
- More effective communication between the school and the parents for the students own good.

Teachers who are fond of the school and serve their best...

- Give teachers enough space to unleash their creativity and appreciate their efforts.
- Teachers are engaged in humanistic and extracurricular activities in addition to the academic performance.
- Helping the teachers to develop constantly.
- Create a healthy environment that contributes in development, and cut off unhealthy relations between teachers such as envy, opportunism, and other inhumane acts.

Long list of creative and special students and teachers who would like to join the school...

- Leave a humanistic, creative, and academic mark that can be noticed by others, and they would like to be part of it.
- Clear and genuine influence in the current and graduated students that shows in their work, universities and other fields in life.
- Create and establish humane, creative, and original methods and tools to find creativity and excellence through unfamiliar means.

The vision of the project...

Looking forward to schools that build a successful..responsible.. influential.. and giving human...

The Pillars that “Instilling Universal Knowledge” is based on to create the successful humanistic student

“Instilling Universal Knowledge” is based on four essential pillars that form the main base for the content of the project including the activities, exercises, concepts, workshops, events, etc.

The First Pillar: Emotional Balance

The Second Pillar: Sense of Humanity

The Third Pillar: Humanistic Values

The Fourth Pillar: Leadership and Interaction with Universal Environment.

Each and every one of those four pillars that “Instilling Universal Knowledge” project was based on contains elements that includes many concepts, and skills which the project attempts to address and instill in students.

The following are the most important elements of each pillar:

The First Pillar: Emotional Balance

Emotional Balance contributes in shaping a moderate stable relationship for the student with himself and with others, without having one thing on the expense other. The most important elements are:

- Self-Knowledge and appreciation.
- The ability to comprehend emotions and deal with them, and trust the feelings.
- High self-esteem and build a culture of pride.
- Empathy with others.
- The ability of self-motivation.
- Understanding others and the ability to deal with them, and social intelligence.
- Understanding and practicing the basic life skills and its concepts.
- Understanding and practicing the concepts and skills of protection.

The elements of emotional balance help the students to ...

- **Achieve emotional balance:**

When students understand their emotions and where it comes from, they become more capable of dealing with it on rationally. It involves lots of issues the students do, and might hurt themselves such as laziness, carelessness, helplessness, underachievement, rebellion, low self esteem, negativity. In addition they might hurt others too by being reckless, angry, and not being able to differentiate between good relationships and bad relations, etc.

- **Understand what motivates them and how to motivate themselves:**

Every person has different ways to motivate oneself, which stems from his personality, his living conditions, his priorities, and the important things to him. So when students understand the things that motivate them, it'll be easier for them to focus on it, develop it, summon it when needed, deal with it positively to bring enthusiasm, and strengthen their will. As well as avoid the things that can weaken their motivation and will.

- **Make success an important part of their personal ambition and try to achieve it through different ways:**

Many students do not care about success for themselves, and do not believe in its significance for them to work hard and continuously achieve it, instead they want to succeed for their parents' sake, or their families, or to look socially acceptable, or to be better than someone else, etc.

So when the students' motives are based on personal ambitions that through it they want to build a better future, achieve their dreams, live a life they like, and practice the career they desire, then they will work hard to make their dream come true, and will find solutions to obstacles that might be blocking the path.

- **Have high ambitions so they can turn failure into development opportunities:**

It is very rare that a person would not go through failure throughout his life, especially if he aims high.

Students go through failure points in many areas of their life, and not only academically. Because the more the student aims high, and work hard, the more experiences he will go through and in many areas, and therefore the possibility of failure increases. When dealing with failure emotions take a big and direct part and emotional balance would help the student balance things, and seeing the learning opportunities, and give himself an invaluable life experience that would eventually protect him from what might become a bigger failure in the future. While, if emotions

are unbalanced it might thrust the student into negative issues such as low self-esteem, carelessness and the fear of attempting second trail.

- **Students understand their emotions and become capable of controlling anger and or other negative emotions.**

It is possible that emotions like anger and depression, sadness can get the students into a very bad mood that would make them do hurtful actions or behaviors towards themselves or others. They might miss many chances of developing academically, lose their friendships and relationships, and suffer from problems between themselves and others. Most of these problems could be avoided if students pose a percentage of emotional balance to help them not to be dragged by negative emotions and drowned in it, and do not unleash it through violence and reckless reactions that would mostly bring bad consequences. Emotional Balance helps students control their negative emotions by pondering the reactions and think it thoroughly, which will be reflected positively on the students' personality, will minimize the problems that result from agitations, and be able to deal with its consequences such as losing focus, and distractions.

- **Dealing with others and colleagues in a proper manner.**

Students who suffer from unstable emotions and lack of balance tend to be engaged in a lot of mischief with others within the circle of contacts like family members, friends, and colleagues for many reasons such as proving themselves, taking control over the situation, attracting attention, and protecting themselves against real or delusional dangers that might go through their minds making them believe that some people might be a real threat to them. Emotional balance helps students resist provocations by controlling themselves and not be easily provoked or threatened by other peoples actions or what might they think their intentions of hurting or demeaning which makes them react defensively.

- **Taking responsibility and repairing their mistakes.**

There is no doubt that every student as any other human would make various mistakes whether it is in school, family, relations, friendships, or in hobbies and other activities. And since students would rather distance themselves from the consequences resulting to their mistakes even rather than take responsible for them, a lot choose the easiest approach which is to cast blame on others for the mistake and the consequences of it such as parents, teachers, colleagues and others that the story of the mistake can be interpreted and framed in a way that it is their responsibility, and they should bear the consequences.

In this case the energies and thoughts of the students are spent in thinking of a way to escaping the responsibility and casting it over others, instead of setting things right, learning from the mistake and taking whatever cautions for it to never be repeated again next time. Emotional balance helps students to trust themselves so they push away

intimidation and to have the nerve to think sensibly in finding the reasons that led to that mistake and take responsibility of any lack in concentrating, appreciation and negligence on the students part that led to that result. Because emotional balance helps students not to value themselves according to the mistake but rather on the way they dealt with the mistake and the steps they took to rectify what is rectifiable first, learning the lessons of that mistake, developing their personality through it, and thinking of how to avoid that mistake next time.

- **Cooperative, with team spirit, and learn from others and effect them positively.**

Emotional balance enables students to look at themselves in the mirror with respect, potential, and equality in humanity with others, which can result in different potentials and skills in social intelligence, interacting and corresponding with others without restrictions of feeling inferior, weak or condescend. And believe that they have something to add to others and to humanity at large that can benefit and learn from, and others have something to add to them and to the humanity, whether it was an opinion, contribution, a good deed, or any positive thing. This will make it easier to fit in among others in social activities and helps students to build stable relationships based on respect and appreciation and that can open up their mind and heart to accept others and learn from them.

- **Empathize with others**

Students who can empathize with others can feel and appreciate other people's feelings without having to comprehend it or agree with it.

So when a student sees a colleague for example acts in an unusual way, such as feeling sad, lonely, angry, or any other feeling, the student would understand that a situation might have led his colleague to feel this way, so he respects his colleague's privacy and at the same time respect without allowing his imagination to guess things that would offend him, his family or his friends. As well as not to tell others about it, if it is a secret. The student should support his colleague without imposing his opinion, or belittling him, or making fun of him, or pressuring him to act in a certain way, or behave in a way that would annoy his colleague. The more emotionally balanced the student, the more he is able to separate his feelings from others and do not cast it over them, as he would know that others have different feelings and reactions towards one subject. So what might affect one person to do or react in a certain way might not be convincing or reasonable to the student, but might be very reasonable and convincing to this person.

- **Students have the ability to face problems and fix them rather than escaping them.**

Problems of all sizes are a part of the students daily life, in which some are quick to solve and move on with, without it being a burden on the student, and some are large and harsh enough to occupy the students' mind and hinder their education, social

relationships and their interaction with school, teacher and other students. In most cases, fixing the problem requires extra effort, unexpected or unpleasant work, or to sacrifice with time, rest or pleasure. When students' emotional balance is weak, they would live in conflict within themselves, that would often escalate the problem instead of fixing it, because it is hard for the students to decide to sacrifice what is pleasant and comforting to them, even if it was the best for that situation.

Second Pillar: Sense of Humanity

Every person has to some extent a sense of humanity, that differs from one person to another, and it decreases or increases while dealing with life's circumstances, the meaning this person gives to it, and his ability to find harmony within himself and his humanity in himself and in others.

Some of the most important elements that contribute in it are..

- Sensing other people's needs.
- Doing philanthropic work with a positive spirit.
- Proactive in helping others.

Sense of Humanity elements contributes in..

- **Dealing humanly with others**

The more the Humane Sense grows within students, the more their ability would grow to perceive any other person as a human being no matter how different he is in his thinking, beliefs, interests, and so on. There are calls for categorizing people, in which the similar people are more humane and deserving of respect, appreciation and humanitarian interaction, while the different are considered in a lower class, and don't deserve respect, appreciation and humanitarian interaction, which would justify hurting, disrespecting and belittling them. Since life is based on differences, students will be meet and interact with different people in class, school and outside school.

- **Making humanity standards as a principle in dealing with others.**

Nice people deal with others in a decent way in normal situations, but it is possible that they would behave in an inhumane way when they perceive others as a threat, danger, or can cause loss to them. The humane sense helps students to respect themselves, and deal with others properly, and according to humanity standards which are based on respect, rights, honoring others dignity and pride, even if the other human being is uncomfortable for the students, for real reasons, or illusions resulting from wrong interpretation. So students would treat others the way they like to be treated and cautious in treating others the way they don't want to be treated.

- **Students make sure not to hurt anyone with their words or actions.**

The Humane sense helps students in taking other person's feelings into consideration when dealing with him, he might be a family member, a relative, a colleague, a friend or any other person or group of people, in any place. So students would think of their intended actions, words, and hints beforehand and imagine its potential impact on others, and makes sure not be the reason in hurting anyone in any way, and do not do or say what implicitly humiliate, or disrespect others, or encourage someone to do what is hurtful. On the other hand, students would strengthen their ability to use positive words and actions in dealing and communicating with others. This would help the students' relationships amongst each students to be more stable and less violent, and would lessen the fights and

conflicts, and would increase the percentage of strong bonds among the students and with others as well.

- **Students sense the beauty and would like to incorporate it with what they do.**

Sense of Humanity does not only affect students' interaction with others, but it also affects how they perceive themselves as human beings and appreciate it. And realize that they have beautiful humanistic qualities which would encourage them to apply beauty on every word, action and attitude they do and it would gradually be part of their identity. This would help in bringing students closer together at school and outside school, and boost their self-esteem, self-worth, and emphasizes some of the leadership qualities, as they can recognize the beauty in others as well.

- **Respecting others for their humanity, despite any other factors .**

It is rare to find two people on earth that are similar in the way they look, their cultural backgrounds, race, manners, thoughts, beliefs and so on. Some students rank people based on their beliefs and misconceptions handed down from family and society, in which they consider that there are other people, groups and races better than others, and worth more than others, and so they deserve respect more than others.

The sense of humanity helps students to perceive people including their colleagues and other students as equal to them in humanity no matter how different they are in color, country, social status, religion, sector, physical ability, mental ability and so on. It all doesn't affect the human value of any human being.

- **Sensing the needs of others.**

One of the highest human qualities that creates harmony within the human being and among his society or with all people, is his ability to sense other people's needs in all its forms materially or emotionally. Because the sense of humanity helps students in sensing other people's needs and accordingly would be more interactive and harmonious with them. In addition it would boost their trust in themselves and would occupy their mind and emotions in good supporting aspects, and would be less occupied with other negative unbeneficial matters.

- **Being proactive in helping and supporting others.**

Being proactive can start with a skill for the student to practice and excel at it until it becomes a normal habit.

Because the sense of humanity moves the positive humanistic emotions within the students and encourages them to be proactive to transfer those emotions into actions to help others, taking into account that these actions should be within their ability. And do not wait for others to ask them, instead they sense the need and ask themselves what they can do, and do it. Being proactive, does not necessarily mean

doing a big thing, or fix the existing problem, but a valuable action, no matter how small and appears to be unimportant. What is important is the student's contribution in influencing their reality, and making it better, however small this influence. In addition this increases the students' ability to be proactive, and weave it to be part of his personality. Moreover, it helps them in other life aspects, and in the academic performance as well. Proactive students move automatically away from laziness and dependence on others to push them to do their chores and homework. And would fully depend on themselves in seizing chances that would help them evolve and do what is expected from them, in addition to the ability of spotting other chances that would help in academic, personal and humanistic growth.

- **Taking humanistic responsibility towards the environment and creatures that share life with the student on earth.**

When someone is being called "A true human being" it often indicates qualities that reflect caring, and open-hearted towards others outside his own self circle, it also includes others and other creatures that shares this planet with him as animals and plants and so on. The sense of humanity helps students to realize the meaning and value of other creatures and feel responsible towards it, therefore they respect it and reserve its right in life, and do whatever they can to encourage others to respect it and reserve its right too.

- **Accepting others and try to understand the commonality between them.**

It is possible that the student would respect others who are different, because he is compelled to tolerance and coexist with them, but really wishing that he did not exist with them.

The form of respect is entirely different when the student respects his fellow student as they are, this would be an additional transcending step, because the student understood the right of others to be different just as he has the right to be different than others.

And to develop the ability to find commonalities with others that has humanistic values, then to build on, and consider it a starting point in building the relationship between the student and others in dealing with them.

As no matter how big differences are between people, the similarities are bigger. Most people share a lot of logical, humanistic values, emotions and what is considered appropriate or inappropriate words, actions, or thoughts. There are a lot in common between any two people or any two groups or more in all previous aspects, or at least in some. And when a student sees the shared aspects, and build on them, it reliefs any bad feelings, fear, or threat the student might have. This would clear the floor to accept the other who is different, and build common ground for acceptance, understanding, bonding, and shared work.

- **Love for humankind despite their differences and varieties.**

The sense of humanity helps in establishing the love for humankind in students, in which they always wish good for others just because others are part of the humankind. Even if they are strangers to students and have no direct or indirect connections with them. So they wish for people to live in peace, and their actions would reap good for others no matter how different they are. The more we instill the love for humankind in students, the bigger the role they could take in creating peace between themselves and others, and among people as well.

Third Pillar: Humanistic Values

Humanistic values are those on which two people wouldn't disagree with one another, and are promoted by all religions. These values do not change over centuries, and do not vary with cultures. Values include personality traits such as honesty, love for humankind, devotion, dedication, sympathy, sharing, giving, mercy, bonding, and so on. Promoting these values among students would widen student character that would reflect on themselves, their family, school, peers, and every action they do and anywhere they go. The most important aspects that help in achieving this, are for example:

- Applying humanistic values in difficult situations.
- Critical thinking.
- Taking decision based on those humanistic values.
- Implementing actions, making decisions and dealing with others based on these humanistic values.

The elements of Humanistic Values would help students to be...

- **Trust worthy and reliable humans**

Students who hold humanistic values in their childhood and teenage, are like fully developed adults of which actions and words are well studied and not random. These students with humanistic values, are more respectful to their promises, honest, accountable, and becomes trust worthy to others. They stay away from anything that violates humanistic values such as cheating, deceiving, misleading, lying, and insincere in dealing with others.

They don't practice humanistic values to be seen and praised by people, but they choose to practice it privately without anybody knowing whether it was based on Humanistic values or the contradiction of it. Moreover, when they violate these values, they know that what they did is wrong, and inappropriate, and work on rectifying it, while doing whatever is needed to avoid this violation from happening again. The more the students who practice these humanistic values the more tranquil

and peaceful the school become, and less fights and conflicts among students. This will help teachers and school faculty to focus on the academic development of the students, as well as the development of other aspects, and promote the school.

- **Behave in balanced well behaved manners**

Humanistic values call students to have balanced emotions and actions that would affect their psychological status and relationships with others.

So when something happens that makes him get angry, the student gives himself the time and chance to think of the reaction before reacting randomly and emotionally. The student will balance what he feels and what teases him and provoke negative feelings on one hand, with his decisions in reacting in a way that is based on humanistic values, in which he tries to stay away from being extremism , acting inappropriately, and acting in a way that can embarrass or hurt him or others, on the other hand. So, even though his feelings of anger or any other negative emotions are strong, he has the ability to control and evaluate those feelings on the scale of humanistic values.

- **Increase respect towards themselves**

Humanistic values are well respected among all people and those who practice them are more respected than those who don't or who violate them. Because even those who cheat others admit that cheating is a wrong thing and being honest is a good thing, but they justify it to themselves and call their actions something else other than cheating.

So when a student does something according to the humanistic values, it increases his respect toward himself. In the process of thinking and deciding and working according to the humanistic values the student will grow more respectful especially if holding on to those humanistic values will cost him facing a challenging situation, and might risk losing something he cherishes.

Students that respect themselves are able to respect others too, and grow more confident with every action. The result is often noticeable by others who are close to the student such teachers, peers, friends, and caregivers.

- **Contributes in transcending the environment in which he lives with whatever is humanistic**

Usually students who practice humanistic values would love to see others practice it too and see its effects around them.

So the student that chooses honesty over lying wish that others are honest and deal honestly with him, and the student who is sincere would like to see others sincere in dealing with each other too, and so on with all the rest of the humanistic values

The student becomes an example that others like to follow, because they saw the beauty of these values, when they saw it in action, and motivates them to practice it

too. Whether the student decided to be the catalyst for humanistic values or not, his practices will talk for him and attract others to try them. Therefore he contributes in adding whatever is humanistic in his environment, and when deciding to take a part and be a leader to get those values across to others and encourages them to follow with kindness and love, he will be more positively effective his surrounding environment.

Fourth Pillar: Leadership and Interaction with Universal Environment.

Universal environment include each person and his surrounding of materials, animals, plants, everything that earth carries, and everything that can affect life on earth currently or in future in any way possible.

Strengthening students ability to have leadership, and responsibility is one of the most important skills of which teachers take pride of being able to instill it in students and develop it. Leadership here in its general definition is the ability to do any positive change no matter how small and simple, the motivation to make a positive change, and the contribution in creating a suitable flexible positive change acceptance environment in any aspect of life.

“Instilling Universal Knowledge” Project pays particular attention to the definition of leadership and its skills. It works with students to identify their strength areas, and motivating them to bring out the other positive aspects in their personality, which will help them in identifying the areas of positive change, taking responsibly towards it, and do what they can in order to be influential in creating a positive difference in the world. And to be a leader not just on a macro level, but on the scale of their family, school, surrounding, the universal environment they live in, and the world.

The most important elements that help are ..

- Being proactive in creating positive change and motivating others.
- Social Participation.
- Build relationships to achieve noble goals that would be in the best interest of everyone.
- Teamwork and utilizing it in driving into change happen.
- Appreciate differences, learn from the best of it, and build on it.
- Take responsibility at home, school, and any other place the student belongs to in society.

Leadership and interaction with universal environment helps the student to be..

- **Sensitive to what is going on around him.**
It is normal that the person’s feelings and emotions are more vigilant in matters that concern and interest him. The student that views himself as an influential element is more sensitive and understanding towards what goes on around him, which brings him out of the carelessness state, and encourages him to look around with interest and concern. This includes the matters and situations that surround him, and extends to peoples as well. This would positively reflect on the student’s relationships at home, school, with his peers, and others. A lot of issues in the students’ life and in the relationships between the students can be better by doing simple things, and avoiding others. When the student’s ability to sense what is going on around him increases, he become aware of these simple things, and do it to maintain better

relations. This helps to create positive relationships on one hand, and contributes in creating positive situations among others too. In addition it affects outside the school which doesn't include individuals only, but rather the entire universal environment with all its elements.

- **Sees himself connected to everything**

The presence of universal interaction spirit within the student, helps him realize that he is connected to everything, so everything that happens affect others in a way or another. For example the burning forests somewhere in the world affect negatively the air and the environment in other places as well. So everything is connected to one another, not on this large scale only but on a daily smaller scale as well. For example, angry people negatively affect their surroundings and might pass on their anger to other people as well as affect other people negatively. This connection exists in everything in the universe which includes people, animals, and other creatures. So students who admit to themselves that they are part of the universe, connected to it and with all that is happening in it, interact more with the universe and feel as they are not alone but a part of a bigger system that they can react with and react back. This helps them to stay away from the feelings of loneliness and depression and gives more meaning and bigger chances to apply leadership in their life through the interaction with the universal environment that includes what is close to their life and what it is even further than that.

- **Proactive in creating positive change**

The spirit of leadership gives the student the confidence that he can be influential even with simple things, and gives his existence a bigger meaning beyond himself. Therefore the student is confident enough to be proactive when spotting things or situations that can be made better than its current status, with some positive changes. And knows that he can do this not because he has skills others don't have, but because he has determination and willingness from his spirit of leadership and interaction with what is around him more than others who do not take a role. His initiatives carry patience and contentment that whatever is done towards creating positive change in the world will eventually reap, even if it takes awhile. This in itself builds a strong personality for the student that makes him believe in his potentials to do what was once thought of as a really hard thing to be done, or what his peers thought of as too hard to be achieved whether it has to do with personality aspects or different life aspects.

- **Has a sense of responsibility..**

The sense of responsibility is one of the most important elements of leadership. It is not limited to homework and chores assigned by family or school, and what is expected from the student by the teachers, but it also includes the responsibilities

that the student assign for himself resulting from his interaction with the universal environment and his leadership spirit. The student that has a sense of responsibility removes the burden from himself and from the shoulders of his teachers and helps in lifting a huge weight off from other students too by encouraging them to do so as well. Because the student takes responsibility of not only his success, actions, and words but its consequences as well. Taking into consideration the consequences before any action, and thinking about it, comes from taking responsibility and not throwing on others, so it is all on the students shoulders to fix the consequences and rectify it when it is not right.

- **Transforms reality into something more positive**

Leadership and interaction with the universal environment helps the student think about his reality, and turns a grumpy person that focuses on just mistakes and what is not right, to someone who can think of a way to make reality better through thinking of what can be done in a better way and assessing his intentional and unintentional actions and behaviors, that contributes to the unwanted reality. Accordingly, he thinks and decides the way he can react and behave towards the desired reality, or the one he thinks is better than the current. As the definition of leadership gives the student the confidence needed to start the change, and starts with developing and changing himself and its reality to a better one.

- **Has a vision bigger than himself, and his interests**

Lots of students during childhood and teenage tend to revolve around themselves, and sometimes it reaches an extent where they think of themselves as the pivot of everything. Students in this case, tend to focus on themselves and what they want only, and the main factor concerning them is for them to get what they desire regardless of the pain and depression it might cause others. These students can't to be helpful for their peers and surroundings. And the problems they might fall into get exaggerated in a way that exhaust and trap them within.

The interaction with the universal environment helps students in noticing what other students, who are only concerned with themselves, might not notice. The students' interaction with universal environment helps them to have a bigger vision than themselves and their personal gains, and the change of interests from enjoyable beneficial things to themselves only, to what is beneficial to others and to themselves.

So the students in this case can see their problems and difficulties in a bigger frame and find ways to solutions through a wider horizon of thinking and vision because they are involved in a world bigger than themselves.

- **Work on finding a better situation even if he is on his own**

The student that has the spirit of leadership has high self-esteem and knows the value of the human being because he knows the value of himself.

And through that he knows the value of others, as well, no matter how different they are, and seeks to include them and create alliances with them, and encourage teamwork that establishes positive change, but at the same time will not stop doing what makes change happens if he is alone with no support from others as he knows that he has the ability to carry on even if the result would be bigger with others, but he on his own can make change, knowing that he is a capable effective individual who can make continuous small changes that accumulate to create bigger changes. So the student does the needed steps without stopping, and with continuous investment in opportunities that can encourage others to work together to achieve a desired change.

- **Learns to work with others to find common principals and social benefits**

One of the most important things that attract people to work together is having common goals they want to reach, but the obstacle is the existence of differences among them that could turn into conflicts and can be sharp at times. But despite these differences, there are certainly common principles and interests that can be defined to be the foundation for cooperation and teamwork. The more the student interacts with the universal environment the stronger the leadership spirit he gains, and persistence to find and encourage working with common principles and social interests that is agreed upon by all others to be beneficial in small communities such as classrooms, school, home, or in bigger community such as entire society, so it becomes the foundation to build on the teamwork and moving towards it.