

برنامج "كن حراً"  
Be-free Program



# Instilling Universal Knowledge

Trainer's guide for children with the following disabilities: minor mental disability, motor disability, hearing impairment and visual impairment



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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## **Trainer's Guide**

### **for “Instilling Universal Knowledge” Project Workshops**

The trainer's guide manual for “Instilling Universal Knowledge” project is a complete guide that contains detailed training workshops that help deliver the goals of the project to children with disability (Visual Impairment, Hearing Impairment, Motor Disability, or Mild Mental Disability ) in grades 4-6, .

The guiding manual contains nine training workshops, each carries a different idea that doesn't depend on the other workshops in the training guide. The trainer can deliver the workshops in the same order presented in the guide or can choose the order according to what is more appropriate to the students.



## **Important Points to Take into Consideration When Implementing This Guide**

### **Trainer**

In addition to the skill of dealing with children with disability (Visual, Hearing, Motor, or Mild Mental Disability) that the trainer needs, when attempting to present any kind of programs to them, it is important for the trainer to take the following points into consideration:

- To be aware of the ways to deal with children with disability in primary school.
- The trainer should read the supporting material including the booklets and educational material related to the workshop that can be downloaded from Be-Free website: **[www.befreepro.prg](http://www.befreepro.prg)** to have a deeper understanding of the concepts that the workshop is trying to convey.
- The trainer need to be flexible and cheerful during the workshop and encourages all student to participate
- Make sure not to comment on the students' opinions during the workshop in any way that contains humiliation, scolding, or belittlement of them in any way (directly, indirectly, or implicitly). Moreover, the trainer shouldn't allow students to comment on what another student's answer in an offensive or inappropriate way either.
- Try to keep the workshop's environment fun until the end, and work on encouraging self-confidence and respecting others throughout the workshop.

**Note:** the trainer may be referred to as a female in this manual because females are mostly the ones that deal with this age group of children.

## Implementation of the workshops

- It is preferred that the place where the workshop will be held is a spacious place so that students can move easily, with good ventilation, and lighting.
- It is better if students are seated in a way that they can see each other, the trainer, and the front panel clearly. If that's not possible the students can be seated in a way that they can see the trainer and whatever the students or the trainer are presenting clearly.
- It is preferred that the trainer determine the order of students' participation before starting the exercise, so they can get ready. Example: starting with the participant from the right to left or the opposite.
- Most of the exercises consists of activities, thus the trainer can give the students their work to take it with them home, or to hang it in class if possible.
- During the exercises, it is important that the trainer makes sure that all the students understood what she is required during the explanation, or when they are engaged in the activity.
- It is important that the trainer makes sure that the required materials of papers, pens, colors , etc, are enough for all the students.
- Some of the activities need a board to hang the student's work on it, if not available, the trainer can use a rope and pins to hang their work, or students can stick it on the wall with any appropriate adhesive tape. This applies to any other materials used in the activities as well, if not available, the trainer can replace it with something similar that fits the purpose.

## **Workshops' Structure**

Training workshops consist of:

1. Brief introduction about the objectives of the workshop and its concepts.
2. An introductory exercise that aims at energizing the students, and creating a fun atmosphere through delivering a concept that serves the workshop objectives.
3. Main exercise to deliver the fundamental concepts of the workshop through an activity where all the students participate in, and sharing their work by presenting it to class for example.
4. Group discussion that aims at giving the students the space to share their thoughts, by asking them questions. It is recommended that the trainer encourages students to give examples to explain their thoughts and ideas whenever possible.
5. A special section with some tips that will help the trainer apply the workshop based on the different kinds of disabilities. There will also be some tips that will help in facilitating the workshops for some special kinds of disabilities mentioned in the workshop details.

## Workshop 1

### I Enter the Strength Circle

#### Workshop objectives:

This workshop seeks to help students realize that their strength is the strength that comes from within and that their disabilities, no matter how intense, can't decrease that strength. Moreover, thinking about the beautiful aspects of their personalities and lives , that can help in summoning their strength and feel it especially when needed in some difficult situations where they might feel weak.

#### Materials needed:

##### Materials for the introductory exercise :

- None.

##### Materials for the main exercise:

- The workshop slogan "I enter the strength circle" written clearly on a big paper (A4 or bigger) and hanged in a place where all students can see it from their places.
- Round paper plates ( if not available papers cut into circles can be used instead – not bigger than A4 size-).
- Coloring pencils or crayons.
- A circle drawn on the ground using chalk or adhesive tape in a place where the students can move easily to in, and enter it. If there is any difficulties in the students movement to the circle, the circle can be cut out on a cardboard to move it freely.



## Introductory Exercise

### “My Strength”

#### Exercise Objective:

This exercise seeks to introduce the students to the concept that strength is not physical only, but there are many other aspects within them that can give them strength and that will always stay with them. Their inner strength is much bigger than the physical strength.

#### Duration:

15-20 minutes.

#### Implementation Steps:

- The trainer sits with the students in a way that they can see her and interact with her.
- The trainer asks the following question, and emphasizes with her voice tone on the second part that shows the real strength (e.g.: In the next paragraph the mental strength is much more stronger than the physical strength), while maintaining a fun atmosphere when asking the questions and listening to the answers.

**“Who is stronger, the person who depends on the physical strength or the one who depends on the mental strength?”**. The trainer listens to their answers then repeats three times with a musical tone: **“My Strength Is in My Mind”**. She can ask the students to repeat the phrase with a fun gesture, like banging on the table, clapping, or any other fun way.

- The trainer repeats the same steps for the following questions.
  - **“Who is stronger, the person who wants people to respect him because he has toys and so many things or who wants people to respect him because of his attitude and behavior with others?”**. After listening to the answers the trainer repeats with a musical tune: **“My Strength Is in My Respect for Others”**.

- **“Who is stronger, the person whom people are afraid of and don’t want to be with or the one who loves people and they love being with him?”**. After listening to the answers the trainer repeats with a musical tune: **“My Strength Is in My Love”**.
  - **“ Who is stronger, the person who doesn’t know anything and doesn’t like to learn or who likes to learn and understand?”**. After listening to the answers the trainer repeats with a musical tune: **“My Strength Is in My Knowledge”**.
  - **“Who is stronger, the person who does bad things or who does good things and chooses nice words when speaking with others?”**. After listening to the answers the trainer repeats with a musical tune: **“My Strength Is in the Beautiful Things I Do”**.
- After completing the previous steps the trainer repeats with the students the following words in a musical tune ( for students with hearing impairment the words are repeated with a fun movements and gestures like clapping or banging on the table) :  
**“My Strength Is in My Mind..my Respect for Others..my Love..my Knowledge.. And in the Beautiful Things That I Do”**

## Main Exercise

### I Enter the Strength Circle

#### Exercise Objective:

This exercise seeks to help students feel their strength through:

- The beautiful characteristics they have.
- The good things that they do especially that that includes helping others.
- People who love them and care about them especially their family.
- Their actions, thoughts and beautiful words.

#### Duration:

40-45 minutes.

#### Implementation Steps:

- Students sit in such a way that they can draw and work comfortably.
- The trainer distributes the paper plates and the crayons to students.
- The trainer explains that she is going to discuss with them some beautiful things and will ask them some questions, and they write the answers on their paper plate. She asks the students to express their answers in a beautiful way using the crayons, and they need to make it small to make enough space for the rest of the beautiful things they will right about while answering the rest of the questions.
- The trainer starts by presenting the questions one by one, as explained below, and gives the students two minutes approximately to discuss each question, before moving to the expressing step that follows the discussion, and encourages them to feel strong while writing their answers, and expressing it.
- The trainer asks: **“What are the beautiful characteristics of children that can be noticed in the things they do when they interact with others and the words they use?”**. The trainer listens to the answers and makes sure that it is directed towards humanistic values like respecting others, taking initiative to help others, loving others, working together, sharing, being cheerful, having good manners, etc.

After discussing the answers with the students the trainer asks the students: **“There is strength in the beautiful characteristics that we**

**have and each one of you has so many beautiful characteristics, choose three of your most beautiful characteristics, write and express about it on your paper plate**". The trainer gives 2-3 minutes for this step.

- The trainer asks: **"What are the things that children can do to help those who are in need for help?"** The trainer listens to their answers and makes sure that the examples are not difficult, and focuses on simple things that can be done easily, like helping their parents, helping poor people, contributing in chores, helping their friend at school, helping a friend in something, helping someone find a solution for a problem, etc.

After discussing the answers with the students the trainer asks the student the following: **"There is strength in helping others and each one of you can help others. Choose one thing that you helped others in, and express it on your paper plate"**. The trainer gives 2-3 minutes for this step.

- The trainer asks: **"Who are the persons that are usually part of the child's life and love him?"** The trainer listens to the answers and makes sure that the list includes the essential persons in his life, such as family members like father, mother, grandparents, etc.

After discussing the answers with the students the trainer asks the student the following: **"There is strength in loving others. Choose two of the most important persons in your life that love and care about you, then write their names or express about them on your paper plate"**. The trainer gives 2-3 minutes for this step.

The trainer explains : **"There is strength in all the beautiful things that we do, in each beautiful thought we think of, and each beautiful word that we say. Express anything beautiful that you do, any beautiful thoughts that you have, or any beautiful words that you say in your paper plate"**. The trainer gives 2-3 minutes for this step.

- The trainer asks the students to decorate their paper plates in any way they like using the coloring pencils. The trainer gives 2-3 minutes for this step.
- After completing the previous step, the trainer explains that their paper plates only shows few aspects of the real strength that you have, while your strength is much bigger. You can remember the strengths that you've expressed in the paper plate anytime you want and you will feel much stronger then. Every time you remember a strength that you've got add it to your plate or even make new paper plates and keep it in your mind to remember it every time you need it.
- The trainer asks each students to come forward one by one and stand inside the circle drawn on the floor and raise his paper plate, then take

a moment to feel their strength from all what he wrote and expressed in the paper plate, and say with a loud voice : **"I enter the strength circle"**. The trainer makes sure everyone participated and then asks the students to give themselves a round of applause.

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

If some of the student are using wheel chair the trainer can choose one of the following ways to substitute standing in the circle of strength:

- The trainer encourages the students to enter the circle using the wheel chair or the walking stick, if possible.
- The trainer sketches the circle near the student or cuts off a circle from a card board and moves it near each student and asks him to go inside as possible.

### **Visual Impairment:**

The trainer can substitute expressing on the paper plate with imagination, and using clay or any other sensed material that can help in expressing their inner strength that they've discussed with the trainer.

### **Hearing Impairment:**

The trainer interacts with the students by conveying the feelings of strength and fun in all the steps. When they enter the circle they can put their plates on the ground and express with signs that "I enter the strength circle", the trainer can also ask them to say it in their hearts and feel it.

### **Mild Mental Disability:**

The trainer can simplify the questions and the words she uses. She can also repeat explaining the questions and the steps as many times as needed.



## Workshop 2

### I'm a Special Person with My Beautiful Characteristics

#### Workshop Objectives:

This workshop seeks to convey the following concepts to students:

- Help students think about their beautiful characteristics and traits.
- Encourage students to adopt and acquire new beautiful characteristics, and traits.
- Connect the beautiful characteristics with their human identity.
- Help the students realize the importance of applying their beautiful characteristics in their daily lives to add to their Humanitarian Excellence.
- Encourage students to help their peers and others to acquire and adopt beautiful characteristics, and traits.

#### Materials Needed:

##### **Materials for the introductory exercise :**

- 10×10 cm cards, one for each student, with one punch at the top of it and a tape or thread tied into that punch in a way that the students can wear it in their necks. The trainer can either tie the thread and make the cards look like necklaces or she can give the students the thread and the cards to do it themselves. If 10×10 cm cards and threads are not available, the trainer can replace it with 10×10 cm papers.
- Coloring pencils or crayons.

##### **Materials for the main exercise:**

- Hand puppets of a duck and a squirrel. If not possible the trainer can use a picture of a duck and a squirrel instead.
- A4 papers, one for each student.
- Coloring pencils or crayons.

## Introductory Exercise

### I Choose the Characteristic That I Love

#### Exercise Objectives:

This exercise seeks to introduce the students to the wide range of beautiful characteristics that they can adopt, acquire and feel it's importance. It will also help them to choose the characteristics they love the most and connect it to them and their personalities.

#### Duration:

15-20 minutes.

#### Implementation Steps:

- The trainer sits with the students in a way that they can see her and interact with her.
- The trainer explains: **“There are many characteristics that can be part of a person's personality and can manifest to others through the person's words and deeds. For example: when others say this person is brave, strong, cooperative, kind, creative and loving”**.
- The trainer asks: **“What are the other characteristics that people can notice through a person's deeds and words that I didn't mention?”** The trainer listens to the students' answers for few minutes then adds other characteristics, if they did not mention it, such as: honest, active, loyal, compassionate, forgiving, polite, smart, cheerful, etc. The trainer makes sure that the characteristics mentioned are related to the person's personality and not to his physical strength, outer beauty, position, etc.
- The trainer asks: **“What are the three most important characteristics that you want to have so that whenever your family and friends remember you they also remember those characteristics?”**. The trainer explains that the students can choose characteristics that they already have or characteristics that they want to develop. She asks the students to think about their answers while she distributes the cards.
- The trainer distributes the cards, threads, and the coloring pencils to the students.
- The trainer asks the students to write a clear sentence in the following form: “I'm a ... child", they write the three characteristics in the space

above. E.g.: if someone chose brave, creative and generous, the sentence will be : I'm a brave, creative, generous child. The trainer gives 2-3 minutes for this step, and provide assistance to the students who needs it.

- After completing the previous step, the trainer asks the students to enter the tape through the punch and tie it, if not done previously, then she asks them to wear it throughout the workshop. If tapes are not available, the trainer asks the student to keep the card safely with them throughout the workshop. The trainer gives few minutes for this step.
- The trainer asks the students to come forward one at a time and read what they wrote on their cards. E.g.: I'm a brave, creative, generous child . the trainer encourages the students to give each student a round of applause, after completing his sentence. She can encourage them to take the card back home and remember what they wrote on it.

## Main Exercise

### My Beautiful Characteristics Distinguish Me

#### Exercise Objective:

This exercise seeks to help the students:

- Understand the connection between the beautiful characteristics and the human excellence.
- Adopt beautiful characteristics and apply it in their daily lives.
- Encourage their peers and others to adopt beautiful characteristics.

#### Duration:

40-45 minutes.

#### Implementation Steps:

- The trainer sits with the students in such a way that they can see her and interact with her.
- The trainer wears the duck puppet in her hand or holds the duck picture.
- The trainer narrates the first paragraph of the story: **“The duck SimSim is very small in size smaller than all her other friends and her color is different too. But she has something that makes special among the rest of the ducks. She cares about all the ducks, even if they aren’t her friends, when they go to swim in the pond, she always starts thinking about how she can help the ducks who are having some difficulties in getting to the pond”.**
- The trainer asks: **“What beautiful characteristics does the duck SimSim have?”** She listens to the students’ answers for 2 minutes, then explains that the most beautiful thing in the duck SimSim is that she sees herself as an important duck, and can have a beautiful characteristic to apply in her life even if her size and colors are different.
- The trainer asks: **“SimSim is a brave duck and has beautiful characteristics too. Do you like what SimSim does?”**.the trainer listens to the answers for a few seconds (the answers is usually short “Yes”).
- The trainer asks: **“Do you think that other ducks like SimSim’s characteristics and want to have beautiful characteristics like her?”**.

The trainer listens to the answers for a few seconds, (the answers is usually short “ yes”).

- The trainer explains: when a person has a beautiful characteristic and he does good things, it encourages other people to do the same. They might not do it right away, but that makes them think about it. A smart child like you, always chooses to have beautiful characteristics and always does good things. Those beautiful characteristics and deeds encourage others, even if they didn't tell us that it encouraged them, they liked this characteristic in us, and the work we did.
- The trainer says: **“Let's tell the duck SimSim what we learned from her and her beautiful characteristics”**. The trainer listens to the students and gives enough time to all the students to participate as much as possible, even if it was with a word, or a phrase from each student.
- The trainer encourages the students to give themselves and the duck SimSim a round of applause.
- The trainer wears the squirrel puppet in her hand or holds the its picture.
- The trainer narrates the second story: **“Squary the squirrel lives in the forest, and although there are bigger and stronger squirrels in the forest, he looks at himself as a very important squirrel. He likes to help other squirrels who don't know how to find food and how to dig the ground to store the nuts they have, he teaches them a clever way to find food and store it. He is very active, works hard to get his food. Nevertheless, he is very generous and happily gives small, hungry squirrels from his food”**.
- The trainer asks: **“What beautiful characteristics does Squary the squirrel have?”** She listens to the students answers for 2 minutes, then explains that Squary has many beautiful characteristics like seeing himself as a very important squirrel despite the fact that there are bigger and stronger squirrels, he likes to teach others everything he knows and he is active, generous and helps with joy.
- The trainer asks: **“Squary is a brave squirrel and has other beautiful characteristics too. Do you like what Squary does?”**. The trainer listens to the answers for a few seconds.( the answers is usually short-“yes”).
- The trainer asks: **“Do you think that other squirrels like the characteristics of Squary and want to have beautiful characteristics like him?”** The trainer listens to the answers for a few seconds.( the answers is usually short “yes”).
- The trainer explains the same idea again: when a person has a beautiful characteristic and he does good things, it encourages other people to do the same. They might not do it right away, but that makes them think about it. A smart child like you, always chooses to have beautiful characteristics

and always does good things. Those beautiful characteristics and deeds encourage others even if they didn't tell him that they liked it and it encouraged them.

- The trainer says: **“Let's tell Squary the squirrel anything we want, we can tell him what we learned from him, what characteristic he has that we liked the most or just thank him”**. The trainer asks them to come forward one by one and wear the puppet or hold the picture of the squirrel, then say what they want to say. She makes sure that all the students participated and encourages those who don't want to participate kindly to say something or just thank the squirrel.
- The trainer encourages the student to give themselves and Squary the squirrel a round of applause.
- The trainer distributes the papers and coloring pencils to the students.
- The trainer explains: We saw how SimSim the duck and Squary the squirrel applied the beautiful characteristic they have in their daily lives. You are smart children, think how you can apply the 3 characteristics you choose in the previous exercise and any other characteristics you like in your daily lives and while interacting with others.
- The trainer asks the students to express their answer by drawing or writing on their paper to have a beautiful and special human personality. The trainer gives approximately 10-15 minutes for this step.
- If time permits, the trainer asks the students to present what they want to apply in front of others. She encourages the students to give each student a round of applause after presenting.



## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

The trainer encourages the students to come forward to express their opinion. However, if it is not possible the students can say their opinions while sitting in their places, with a loud and clear voice.

### **Visual Impairment:**

- Writing on the cards can be replaced with any other way the trainer finds suitable for the students' abilities. Alternatively, the trainer can write what the students dictate her of their three beautiful characteristics.
- It is possible to replace drawing in the last step with clay or any other expressive way can be used.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the questions and the used words. She can also repeat explaining the questions and the steps as many times as needed.

## Workshop 3

### My Humanistic Existence Is Important

#### Workshop Objectives:

This workshop seeks to convey the following concepts to the students:

- Introduce the aspects of Human Excellence.
- Every child is complete in his humanity.
- Any type of disability, no matter how severe, is not connected with the humanity of the child, and does not affect it in any way.
- Connecting the child with the concept of his existence in humanity, and to realize his importance.

#### Materials Needed:

##### Materials needed for the introductory exercise:

A rope long enough for all the students to hold while standing or sitting in a circle.

##### Materials needed for the main exercise:

- A4 paper for every student.
- Coloring pencils or crayons.
- Simple and small decorating materials ( it could be: buttons, ribbons, paper scraps, shells, shells of nuts, etc..).
- Glue ( to stick the materials mentioned above).

## **Introductory Exercise**

### **Uniqueness of Human Being**

#### **Exercise Objective:**

This exercise seeks to introduce the students to:

- The aspects that make human beings unique.
- Humanity is a gift from God to all human beings and is not connected with any person's body or shape.

#### **Duration:**

15-20 minutes.

#### **Implementation Steps:**

1. The trainer sits with the students in a circle.
2. The trainer asks: **“What differentiate the human beings from all the other creatures ( animals-fish-insects)”**? The trainer listens to the students’ answers and adds the following in case the students didn’t mention it : mind, thinking, emotions, ability to choose what to say and do, the ability to express their opinion through drawing-writing-talking or poetry, the ability to learn from previous experiences.
3. The trainer gives one end of the rope to either the student on her right or left then explains that the student will hold part of the rope and will say (using one or few words) what he likes the most about the uniqueness of human beings, they can choose from the answers in the previous step or any new things. Then, the second student will hold the part of the rope which is near the first student and say the same thing. This step will be repeated until all the students hold the rope and express what they like the most. At the end the other the trainer will hold the other end of the rope .( in case of hearing disabilities, the students can first express their ideas using their hands then hold the rope).
4. The trainer explains that as concluded from the exercise, the aspects that distinguish humans from other creatures has nothing to do with their body or problems. Humanity is a gift from God to each and every person, and disabilities doesn’t affect a person’s humanity. Every child's existence in humanity is important.

5. The trainer repeats the following with the children in a nice and fun tune:

I'm a human being...my existence in humanity is important

My humanity is perfect... my existence in humanity is important

My humanity makes me beautiful... my existence in humanity is important

I'm proud about my humanity... my existence in humanity is important

## **Main Exercise**

### **I'm an Important Human Being**

#### **Exercise Objective:**

This exercise seeks to help students to explore the beautiful aspects of humanity within themselves, and to keep in their minds that no matter how their body is, it will not affect their strong and beautiful humanity, as well as realizing that their human existence is important and they have to focus on that and remember it always.

#### **Duration:**

40-45 minutes.

#### **Implementation Steps:**

- Students sit in a way that they can draw and work comfortably.
- The trainer distributes the papers, the coloring pencils and the materials to the students.
- The trainer explains that each student here is a complete human being regardless of his disability. Because, as concluded from the previous exercise the human existence is not connected to the body or its shape. All the students are created by God and given a very important role in this life.
- The trainer explains that each student will create a card using the paper they have. They will express in their cards their complete humanity, and everything is beautiful in him as a human and the importance of his existence in humanity. The trainer tells the students that they have the freedom in expressing their ideas in any way they want using the colors and the materials provided. The trainer gives 15 minutes approximately for this step, and continuously encourages the students as a group and individually throughout the activity by showing them the beautiful aspects they have, and minimizing their attention on their disabilities, and challenges.
- After completing the previous step, the trainer explains that what each student expressed shows only a small part of the beautiful humanity they have and their importance as a human, and what is within each one of them is much more bigger.

- The trainer explains that the next step would be that each student will come forward to present his card using two to three sentences, (if moving is difficult, it is possible to present from their places). The trainer will call each student's name, e.g.: the trainer will call Ahmed, and while Ahmed is coming forward all the students will say together : "Ahmed, your existence in humanity is important". Then Ahmed will stand in front of the students to present his card with two to three sentences, and conclude by saying: "I'm Ahmed and my existence in humanity is important". Ahmed goes back to his place and the trainer calls another student and so on until all the students participate. It is important that the trainer encourages and helps the students who have difficulties in expressing about themselves, she helps them realize the beautiful aspects in themselves, so no student is left without expressing about himself.
- After the participation of all the students, the trainer encourages the students to keep the card and always remember the importance of their existence in humanity.
- It is recommended that the trainer writes the following sentence on a big card and hangs it in class permanently: "My Existence in Humanity is Important".
- If time permits, the trainer repeats the following (from the previous exercise) with the children using a nice and fun tune:

I'm a human being...my existence in humanity is important

My humanity is perfect... my existence in humanity is important

My humanity makes me beautiful... my existence in humanity is important

I'm proud about my humanity... my existence in humanity is important



## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

The students can express their ideas in the main exercise using other ways like clay or any other suitable way.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can ask the students to express one or two specific aspects in the card like : his ability to think, and his ability to love others and to care about them.

## Workshop 4

### “Reema and the Smart Wooden Pieces” Story

#### Workshop Objectives:

This workshop seeks to convey the following concepts to the students:

- The meaning of smart behavior.
- The meaning of trusting your feelings.
- The role of trusting your feelings in protection from harm.

#### Materials Needed

##### Materials needed for the Introductory exercise:

- A5 paper for each student.
- Coloring pencils or crayons.

##### Materials needed for the main exercise:

- The story characters ( Reema, wooden pieces) made out of felt fabric or normal paper laminated to be used when narrating the story. In the case of visual impairment a toy and some wooden piece ( either wooden or made of plastic) can be used instead.
- A board, or a large paper to hang the characters on it, and present the story .
- A bell or anything that can makes noise and can be used as an alarm to the concept of feelings.
- Pens and coloring pencils or crayons.
- A large paper with the following slogan: **“I'm a strong, smart and safe child...So I trust my feelings”** .

## Introductory Exercise

### Thinking Is the Base of Smart Action

#### Exercise Objective:

This exercise seeks to help the students realize the importance of thinking, and that it is an important factor in taking a smart action.

#### Duration:

15-20 minutes approximately.

#### Implementation Steps:

- Students sit in a way that they can draw and work comfortably.
- The trainer explains: **“Rabi the rabbit likes to play in the jungle and meet new friends. He saw a group of rabbits playing together and he wanted to play with them”**.
- The trainer asks: **“If Rabi the rabbit decided to go play with the rabbits without informing his mom or dad and without taking their permission, is this action considered smart?”**. The trainer listens to the answers of the students.
- The trainer explains that any child who goes somewhere or does something without informing his parents is not acting smartly, because by doing that, the child could get hurt or his parents might get upset because of what he did.
- The trainer distributes the papers, pens, and crayons to the students.
- The trainer explains that Rabi the rabbit doesn't do anything before thinking of it carefully because he is a smart rabbit. Now, he is thinking and thinking and trying to know what is the best thing to do.
- The trainer asks the students to express by drawing, writing, or drawing and writing what smart thing can Rabi the rabbit do. The trainer gives 5-7 minutes for this step.
- The trainer asks the students to come forward one at a time to say what Rabi the rabbit can do in one sentence. She clarifies that it is alright if they wrote similar things and encourages the rest of the class to give a round of applause for the student after he says his answer. If it is not possible to

come to the front of the class, the students can say their answers while sitting in their places and the trainer can add a twist to it which will create a fun atmosphere like knocking on the table twice before saying the answer.

- After all the students participated, the trainer explains to the students that thinking helps us in acting smartly and she repeats the following with the students with a fun tune:

**“I think and think to act smartly... I think and think to act smartly”**

## **Main Exercise**

### **My Feelings and My Smart Actions**

#### **Exercise Objective:**

This exercise seeks to introduce the students to some of the skills that can help in protecting them from harm:

- Trusting the feelings.
- Thinking about the situation.
- Thinking before acting.

#### **Duration:**

40-45 minutes approximately.

#### **Implementation Steps:**

- The trainer sits with the students in a way that they can see her and interact with her easily.
- The trainer brings the board and hangs the character on it then starts narrating the story while moving the characters and changing her voice tone as the characters change ( it helps in attracting the students and keeping them focused). In the case of visual impairment the trainer can use a toy and wooden pieces instead, she can pass them to the students to feel the toy and the wooden pieces before starting the story.
- The trainer explains that she is going to narrate Reema's story and discuss it with them.
- The trainer starts narrating the story, and between the paragraphs she stops to discuss it, as clarified below.

#### **Paragraph One:**

**Reema is a child that can explore life around her with multiple other ways than only using her sight. She loves her life and the people around her especially her friends and family. Reema doesn't have a private bedroom for herself because her house is too small, so she puts her box**

**which contains colorful geometrical wooden pieces in one corner of the living room.**

**One day, Reema came back from her school happily and took her wooden pieces and spread it in front of her, then she started to talk with the wooden pieces:**

**Reema:** Hello my wooden pieces!

**The wooden pieces all together:** Hello Reema our friend!

**The circle wooden piece:** What happened Reema, you seem very happy today?

**Reema:** Yes my friend, today I feel that I'm a strong child.

**Wooden pieces all together:** What made you feel strong? Tell us, we are eager to know.

**Reema:** I'll tell you what happened with me today. I was waiting for my mom to come so that we can walk back to home and a stranger came and talked to me, he told me that I have to go with him because my mom will be late, he also said that he will take me home using his car rather than walking in this hot weather and that he will take me to the store to buy some ice cream.

**The square wooden piece:** did you go with him?

### **First Group Discussion:**

- The trainer explains the **concept of feelings** first by saying that God gave us all feelings that can help us in determining what's wrong and what's right. Our feelings are like a voice inside us that warns us.
- The trainer holds the bell in her hand and explains that she is going to use the bell as an alarm to explain the concept of our feelings. In the case of hearing impairment the trainer can use a sign or a gesture as an alternative.
- The trainer explains the meaning of "smart action" by saying that it is doing what our feelings says that is right and not doing what our feelings say that it is wrong. If a person asks us to do something that we don't feel comfortable towards and we know is wrong, we don't do it and we tell our parents about it.
- The trainer explains that every time she is going to talk about feelings she will ring the bell, and every time she will talk about an action she will clap once then opens her hands.



- The trainer rings the bell then asks: **“What do you think Reema's feelings told her when the stranger asked Reema to go with him in his car rather than walking in the hot weather? Do you think that her feelings told her it is the right? or wrong?”**. The trainer listens to the answers of the students.
- The trainer claps once and opens her hands then asks: **“Reema knew that it is wrong to go with the stranger, her feelings told her so. Will Reema go with the stranger to the store?”**. The trainer asks the students to clap once and say all at once : No!
- The trainer explains that Reema acted smartly, and we will know how now:

The trainer continues what Reema said:

**Reema:** No, I didn't go with him and I told him "No" loudly! He is a stranger and I don't know him. Because I'm strong, smart and safe child, I don't go with strangers. If there are students with hearing impairment the trainer can show them how to express "No" strongly.

The trainer encourages the children to clap for Reema and repeats the following sentence with them:

**“Thank you! Thank you! My feelings...you help me to act smartly”**

### **Paragraph Two:**

**Rectangular wooden piece:** “Reema! Didn't you want to go with him when he told you that he will buy an ice cream for you? don't you love ice cream?”

### **Second Group Discussion:**

- The trainer explains that every time she is going to talk about the feelings she will ring the bell and every time she will talk about an action she will clap once and then open her hands.
- The trainer rings the bell then asks about the feelings: **“What do you think Reema's feelings told her when the stranger told Reema that he will buy an ice cream for her? Do you think that her feelings told her that what the man is saying is wrong or right?”**. The trainer listens to the answers of the students.
- The trainer claps once and opens her hands then asks: **“Reema knew that it is wrong to accept ice creams from a stranger, her feelings told her so. Reema loves ice creams but she is a smart**

**child. Will she go with the stranger and take the ice cream because she likes it?”**. The trainer asks the students to clap once and say all at once their answers.

- The trainer says: Reema acted smartly, and we will know how now when we continue the story.
- After the discussion, the trainer continues the story, and the dialogue between Reema and the wooden pieces to explain her smart action.

**Reema:** “yes... I do like ice creams, but I don’t accept anything from strangers even if he is going to give me something that I love”.

The trainer encourages the children to give Reema a round of applause and repeats the following sentence with them:

Thank you! thank you! my feelings...you help me to act smartly

### **Paragraph Three:**

**The circle wooden piece:** did he leave you and go?

**Reema:** Yes he did, but first he told me that what he said is a secret between me and him, and I shouldn’t tell anyone about.

**Rectangular wooden piece:** What did you feel when he told you don’t tell anyone?

### **Third Group Discussion:**

- The trainer explains that every time she is going to talk about feelings she will ring the bell and every time she will talk about an action she will clap once then open her hands.
- The trainer rings the bell then asks: **“When the stranger told Reema not to tell anyone about what happened, what do you think her feelings told her? Is it a good secret that Reema feel comfortable with? or is it a bad secret that causes uneasiness?”** The trainer listens to the students answers.
- The trainer claps once and opens her hands then asks: **“Reema knew that this secret is a bad secret because she felt uncomfortable when she heard it, she knows that she shouldn’t keep bad secrets to herself and that she must tell one of her parents or older siblings about it. Will Reema tell somebody about this bad secret?”** The trainer asks the children

to clap once then open their hands and say their answer all together.

- The trainer clarifies that Reema acted smartly, and we will know how now, after completing the story.
- After the discussion, the trainer continues the story, and the dialogue between Reema and the wooden pieces to explain her smart action.

**Reema:** “I didn’t feel comfortable, it is like a voice inside me was talking to me and telling me that it is wrong and that’s why the man asked me not to tell to anyone. But I was brave and told my parents about it”.

All the coloring pencils started jumping happily, they gave Reema a paper and told her to write down using the colors what she learned in a nice slogan, then they asked her to hang the paper anywhere appropriate in her house.

Reema: “alright...my slogan is: **‘Because I’m a strong, smart and safe child... I trust my feelings’**”.

Reema wrote down her slogan on a piece of paper and all the wooden pieces started jumping and dancing joyfully while repeating: **“Because I’m a strong, smart and safe child... I trust my feelings”**.

Reema became so happy and hanged her slogan in her house after asking her parents if she can. She always tells her parents what happens to her. She is a really strong, smart and safe child that trusts her feelings.

- The trainer repeats with the students loudly: **“Because I’m a strong, smart and safe child... I trust my feelings”**

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

None.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the story, and the discussion for the students, and repeat the concepts as many times as she finds suitable.

## Workshop 5

### I Think with Hopefulness and I'm Proactive

#### Workshop Objectives:

This workshop seeks to convey the following concepts to the students:

- The concept of hope and the feelings associated with it.
- The feelings of a child living without hope.
- The importance of hope in life.
- The relationship between hope and:
  - Positive thinking.
  - Overcoming the difficult situations that a child might face in life and which are out of his control or choice.
  - Encouraging any action that might make the situation better.

#### Materials Needed:

##### Materials needed for the introductory exercise:

None.

##### Materials needed for the main exercise:

- A picture or model of a seed, silkworm, butterfly and a mulberry tree.
- A picture of a seed life cycle: seed, seed with stem, seed with root, tree. The trainer can make it from cardboard or any other suitable material.
- A picture of a silkworm life cycle: silk worm..silkworm inside a chrysalis..butterfly. The trainer can make it from cardboard or any other suitable material.
- Various pictures of different characters like: a farmer, mulberry tree and a watering can.

## Introductory Exercise

### I Identify the Feelings of Hope

#### Exercise Objective:

This exercise seeks to introduce the students to the following concepts:

- The meaning of hope and its importance.
- The feelings that are associated with hope.
- The feelings that are associated with despair.

#### Duration:

15-20 minutes approximately.

#### Implementation Steps:

- The students sit in semicircle so that they can see the trainer and interact with her easily. If not possible the trainer can start the exercise while the students are sitting in their places.
- The trainer starts narrating the following story while making sure that she changes her voice tone with every character of the story to attract the children:

“Ramroma and Farfora are two best friends gazelles. They like playing in the woods. Since birth, Farfora can't move her back legs, and therefore, she can't run as fast as Ramroma. In one rainy day, the two gazelles were playing together and they accidentally fell in a deep hole and their feet got stuck in the mud. Ramroma started crying and saying that they will never be able to get out of the hole they fell in, so she didn't even try in any way to get herself out of it, although she could use her 4 legs properly, while Farfora was moving her front legs and trying to get out from the mud. After a while Farfora succeeded and she got out from the hole while Ramroma remained stuck.”

- The trainer asks the students: **“How do you think did Ramroma feel when she thought that she couldn't get out of the hole?”**. After listening to the students' answers, the trainer confirms that Ramroma didn't feel good at all because she didn't have any hope of getting out of the hole.

- The trainer asks the students: **“In your opinion, how did Farfora feel when she thought that she is going to get out of the hole?”**. After listening to the students’ answers, the trainer confirms that Farfora felt good because she had hope of getting out of the hole.
- The trainer asks the students to stand in their places, if not possible, the trainer continues the exercise while the students are sitting in their places.
- The trainer asks the students to imagine that they are Ramroma the gazelle and that their feet are stuck in the mud. They don’t feel good at all because they have no hope of getting out of the whole.
- The trainer asks the students: **“How will Ramroma the gazelle who does not have hope look like?”**. The trainer encourages the students to act like an introverted and despaired gazelle that does not try to save herself.
- The trainer then asks the students to imagine that they are Farfora the gazelle that has hope in getting out of the hole.
- The trainer asks: **“What will Ramroma the gazelle that has hope look like?”**. The trainer encourages the students to act like a determined gazelle that can save herself and that is trying to get out of the hole.
- The trainer asks the students the following questions and listens to the answers of the first question before moving to the next one:
  - **“Which gazelle is the smartest and strongest? Farfora that has hope or Ramroma that has no hope?”**.
  - **“When you fall in a problem, do you like to be like Farfora who has hope or Ramroma who has no hope?”**.
- The trainer explains that children are also the these gazelles. Those who have no hope feel bad and can't think about a solution to solve their problem, while those who have hope feel good and can do things that will help them in their problem. A child who has no hope and who doesn’t work is a weak child in comparison with that who has hope and works towards his goal. A strong child is the one who has hope and works without laziness and boredom.
- The trainer repeats with the children: **“We love hope”**.

## Main Exercise

### I Think with Hopefulness and I'm Proactive

#### Exercise Objective:

This exercise seeks to inform the students that hope:

- Helps in thinking positively.
- Helps in overcoming the difficult situations that a child might face in life and that he can't control.
- Encourages any action that might make the situation better.

#### Duration:

40-45 minutes approximately.

#### Implementation Steps:

- The students sit in a semi-circle so that they can see the trainer and interact with her easily.
- The trainer explains that hope is the most beautiful thing in this world. It makes everything in life much more beautiful.
- The trainer explains that she is going to tell the students the life cycle of two things and then she and the students will see how hope transformed them from something small and not beautiful into something big and beautiful.
- The trainer holds up the seed picture or model and then asks the children: **“What is this?”**. She listens to the answers for few minutes then explains that it's a seed! In the case of visual impairment the trainer passes around the seed model and allows the students to feel it, so they can interact with it.
- The trainer narrates the life cycle of a seed using the pictures or the model of the seed's life cycle phases. She stops in any part she chooses to explain more and asks the students questions to grab their attention and increases their interaction.

**“This seed was alone in a place thinking and talking to herself: I don't want to stay a seed until I die, I want to be a tree.**



**The farmer planted the seed in the soil, but she didn't like the place and started telling herself: I'm alone in this dark place, how can I become a tree while I'm stuck under the ground and all the other trees are above the ground.**

**The seed was sad at first, but then hanged on to hope and eliminated her sadness quickly and said: I know I can become a tree, that's why I have hope in becoming a tree no matter what the situation is now. I know that every problem has a solution. I'll be strong and grow up so that my stem will find its way up to the surface of the ground and starts interacting with the people and life.**

**After few days, a small stem started appearing on the surface of the ground. She was so happy and started waiting for the farmer to give her some water every day.**

**One day the farmer forgot to give her some water, the seed was sad at first, but then hanged on to hope and eliminated her sadness quickly and said: I know that every problem has a solution.**

**She started thinking, then said: I know that every tree has roots, I have to work hard so that my roots will grow and become big and I'll be able to search for water from under the ground. Her roots grew.**

**If the seed haven't hung on to hope she wouldn't become a tree. With hope, thoughts and hard work the seed became a big and beautiful tree. Now, she spends her day happy, and people, sky and the sun enjoy seeing her everyday".**

- **The trainer asks the students to stand and she stands with them, she then asks them to imagine that they are this tree that has hope and has became big and beautiful. In the case of physical disability she can continue the exercise while sitting and doing anything that adds fun to the atmosphere.**
- **The trainer asks the students to give themselves a round of applause and repeat the following poem with a musical tone:**

**I love hope.. I live with hope**

**I cast out grief.. I live with hope**

**I was sad... now I'm happy**

**I think with hopefulness.. I work with hope**

## **I love hope.. I live with hope**

- The trainer asks the students to sit in a semicircle shape and clarifies that she is going to narrate the story of the hope of the silkworm.
- The trainer holds up the silkworm picture or model and then asks the children: **“What is this?”**. She listens to the answers for few minutes then says: it’s a silkworm! In the case of visual impairment the trainer passes around the silkworm model and allows the students to feel it and interact with it.
- The trainer narrates the life cycle of a silkworm using the pictures or the model of the silkworm's life cycle levels. She stops at any part she chooses to explain more and ask the students questions to increase their interaction.

**“Once upon a time, there lived a lonely silkworm on a mulberry tree. She was thinking, then she spoke to herself: I don’t want to stay a silkworm forever. I know that I can be something else, something beautiful and colorful.**

**The silkworm was sad for sometime but then she decided to think with hopefulness and she did! She hanged on to hope, eliminated her sadness and said: I know I can be a beautiful butterfly, that's why I have hope in becoming a butterfly no matter how hard it might be. I know that every problem has a solution and I'll be strong in order to become a butterfly.**

**The silkworm knew that she had to eat in order to grow up into a butterfly, so she started eating and eating until she slowly grew into a chrysalis. At first the silkworm was so sad and said: now I'm trapped in the chrysalis and even the sun light can't reach me, how am I going to become a butterfly?!**

**She hanged on to hope, eliminated her sadness immediately and said: there is definitely a solution .**

**After few days the chrysalis started splitting up and the silkworm turned into a beautiful butterfly that can fly. She then discovered that she had no ears and became so sad but, she hanged on to the hope, eliminated her sadness and said: there is definitely a solution. Then she said: it's true that I don’t have ears, but I can get to know the world and communicate with others using other techniques.**

**The more the butterfly hanged on to hope the more she worked and focused on the strength inside her. She wanted to learn and**

**to do her work in the best way possible and work, work and work without getting bored or tiered.**

**She became a happy butterfly that does not care about not having ears, and only cares about doing her best everyday and developing herself, she always hangs on to hope and keeps on working hard!”**

- The trainer asks the students to stand and she stands with them, she then asks them to imagine that they are the butterfly that has hope and has become colorful and beautiful despite the fact that she doesn't have ears. They must imagine that they decided to be happy, focus on their strength, work and learn new things without getting bored or tiered just like the butterfly in the story. In the case of motor disability she can continue the exercise while sitting and doing anything that make it more fun.

- The trainer asks the students to give themselves a round of applause and repeat the following sentences with a musical tone:

**I love hope.. I live with hope**

**I cast away grief.. I live with hope**

**I was sad... now I'm happy**

**I think with hopefulness .. I work with hope**

**I love hope.. I live with hope**

- The trainer explains to the students that they are smart children, therefore they have always to remember to have hope even in the hard times or the times where they face a problem! They need to think of solutions and remember that there is a solution for everything and that everything will be better.

- The trainer asks the children to repeat the following sentences and remember it every time they face a problem or a difficulty:

**I love hope.. I live with hope**

**I cast away grief.. I live with hope**

**I was sad... now I'm happy**

**I think with hopefulness .. I work with hope**

**I love hope.. I live with hope**

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

None.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the questions and the words she uses. She can also explain the questions and the steps as many time as needed.

## **Workshop6**

### **I See and Trust the Beauty in Myself**

#### **Workshop Objectives:**

This workshop seeks to convey the following concepts to the students:

- Find out the main strength sources in themselves.
- Trust that they have strength and beauty within.
- Believe that if someone looked at them in a negative way it doesn't affect the truth that they have beauty and strength within them.
- They own the decisions that increase the trust they have in themselves and make their lives better.

#### **Materials Needed:**

##### **Materials needed for the introductory exercise:**

Hand puppets or a picture of a silkworm, a bunny, a bird, and an ant.

##### **Materials needed for the main exercise:**

- A4 paper for each student, divided into 4 equal parts using a pen. In the case of visual impairment, the trainer can use any other suitable way.
- Coloring pencils or crayons.

## Introductory Exercise

### I Trust My Abilities

#### Exercise Objective:

This exercise seeks to inform the students that sometimes others don't realize the abilities of a person or the beauty that can be found within him, and sometimes they don't appreciate the beautiful or strong aspects within that person, but that doesn't change the fact that the person has strength and beauty within himself. Moreover, it is very smart of a person to trust his strength and beauty even if others didn't appreciate it and said that he doesn't have any strength or beauty inside.

#### Duration:

15-20 minutes.

#### Implementation Steps:

- The students sit in any appropriate way that will make it easy for them to see the trainer and interact with her.
- The trainer asks the following questions using the corresponding picture or puppet, and makes sure that the students understand the question's concept:
  - **“If all the animals in the woods thought that the silkworm is only a worm and will always stay a worm for the rest of her life and can never be a butterfly, will that change that fact that she can become a butterfly?”.**
  - The trainer asks: **“The silkworm knows that she has strength and beauty within her. She is smart, will she believe what the animals are saying that (she will never become a butterfly) and give up or will she trust her abilities and prove for herself and for the animals that she can become a butterfly?.** The trainer listens to the students' answers.
  - The trainer encourages the students to repeat the following in a musical tone: **“Oh silkworm.. you are so smart .. trust your abilities .. prove your capabilities”.** The trainer can do it in a way that adds fun, such as: the students can stand and say it while banging on the floor with their feet, they can knock on the table, clap, jump, or any other way.

- **“If the lazy bunny decide to be active one day and do everything his mom tells him to do in a good and tidy way, but all his friends thought that he can't , will that change the ability of the bunny to do what his mom tells him?”**
- The trainer asks: **“The bunny knows that he has strength and beauty within him. He is smart, will he believe what his friends are saying that he will always be lazy and will never do what his mom asks him to do, or will he trust himself and trust his abilities and prove for himself and for others that he can become active and tidy bunny?”**. The trainer listens for the students’ answers.
- The trainer encourages the students to repeat the following in a musical tone: **“Oh bunny.. you are so smart .. trust your abilities .. prove your capabilities.”** The trainer can do it in a way that adds fun, such as: the students can stand and say it while banging on the floor with their feet, they can knock on the table, clap, jump, or any other way.
- **“If the bird said that while she was standing on the tree, she saw an ant carrying a grain of wheat which is larger than her and took it to her house. The bird was honest but other birds didn’t believe her, does that change the fact that the ant can carry a grain of wheat larger than her? Does that change the fact that the bird saw the ant carrying a grain of wheat which is larger than her?”**.
- The trainer asks: **“The bird knows that she has strength and beauty with him. She is smart, will she get upset because other birds didn’t believe her, or will she trust herself and know that she is honest even if others didn’t believe her?”**. The trainer listens for the students’ answers.
- The trainer encourages the students to repeat the following in a musical tone: **“Oh bird.. you are so smart .. trust your abilities .. prove your capabilities”**. The trainer can do it in a way that adds fun, such as: the students can stand and say it while banging on the floor with their feet, they can knock on the table, clap, jump, or any other way.
- The trainer asks: **“The ant knows that she has strength and beauty within her. She is smart, will she believe what the birds are saying that she can't carry a grain of wheat which is larger than her? or will she trust her abilities and prove it for herself and for the other birds?** The trainer listens for the students’ answers.
- The trainer encourages the students to repeat the following in a musical tone: **“Oh ant.. you are so smart .. trust your abilities .. prove your capabilities.** The trainer can do it in a way that adds fun, such as: the students can stand and say it while banging on the floor with their feet, they can knock on the table, clap, jump, or any other way.

## **Main Exercise**

### **I See and Trust the Beauty inside Me**

#### **Exercise Objective:**

This exercise seeks to help the students:

- See and trust the beauty inside them and use it in their lives.
- Be sure that the beauty and strength within them doesn't change if others see them in a negative way.
- Understand that they own the decisions that increase their confidence in their beauty and strength within, and make their lives better.

#### **Duration:**

40-45 minutes.

#### **Implementation Steps:**

- The students sit in any appropriate way that will make it easy for them to see the trainer and interact with her.
- The trainer distributes the coloring pencils and the papers to the students.
- The trainer explains to the students that she is going to tell them different situations any person can face. The required from them is to express about themselves, and their confidence, and how they do not allow the opinion of other to change the fact that inside them they are strong and beautiful. They can express it in writing or drawing ( in the case of visual impairment, the trainer can choose any other suitable way).
- The trainer explains that she is going to give details about 4 aspects which indicate strength and beauty inside the students, they will have to express by writing or drawing each aspect in one of the sections that they have in the paper.
- The trainer reads and explains the following sentence: **"I'm a child with complete humanity, I don't lack anything just like any other child in this world, and if anyone thinks the opposite it doesn't**



**affect or change that fact at all.** The trainer gives the students 4-5 minutes to express that in one of the sections.

- Next, she reads and explains the following sentence: **“I can decide to be successful, to work hard, to learn, to care about my studies and to be better than what I was and if anyone thinks the opposite it doesn’t affect or change that fact at all”**. The trainer gives the students 4-5 minutes to express that in one of the sections.
- Next, she reads and explains the following sentence: **“I can choose to be happy in my life, look at good and beautiful things inside me and in my life and have hope and if anyone thinks the opposite it doesn’t affect or change that fact at all”**. The trainer gives the students 4-5 minutes to express that in one of the sections.
- Next, she reads and explains the following sentence: **“I love myself, I love others, I wish good things to others, I help my family, friends or anyone that needs help that I can do, because I’m strong, capable and important child and if anyone thinks the opposite it doesn’t affect or change that fact at all”**. The trainer gives the students 4-5 minutes to express that in one of the sections.
- The trainer explains that each of the students will come to the front of the class and say a sentence or two about his strength, the beautiful things in him that he decided to trust. He knows that this fact will not get affected or change if another person thought otherwise. He believes and knows that he is a capable child. In case the students can’t come forward they can do the step while sitting in their place and doing something that will bring all the other students’ attention to them.
- The trainer asks the students to come forward one by one, in any order she finds suitable, and encourages those who have difficulty in expressing to try to express about themselves with ease and strength. The trainer then asks the students to give a round of applause for each student.
- At the end, the trainer explains that each one of you has strength and beauty within. It is smart to know that others have strength and beauty within them too and when we look at them we remember that they might have something beautiful inside that we don’t know about.

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

None.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the questions and the words she uses. She can also explain the questions and the steps as many time as needed.

## Workshop 7

### My Mind Is My Friend over the Internet

#### Workshop Objectives:

This workshop seeks to encourage the students to think of every step they're going to do over the internet before doing it. Moreover it helps children to adopt some criteria that will contribute in protecting them when communicating with other people, and when choosing the electronic games (through the smart devices, computers, or laptops).

#### Materials Needed:

##### Materials needed for the introductory exercise:

None.

##### Materials needed for the main exercise:

- 2 puppets for the characters used in the story "Samar and Hamdoon". If not possible, the trainer can use pictures printed on a cardboard.
- A model of a computer made out of cardboard box ( the screen can be made of clear paper/ the keyboard buttons can be made of cork or any other appropriate material).
- A small table to put the model on it, in a way that all students can see it clearly.
- A large paper or a board which is divided into two sections, on the top of the first section write "**games that make me happy**" and on the top of the second section "**games that hurt me**". In the case of visual impairment two bowls can be used instead, one made of metal and one made of plastic so that each bowl makes a different sound when the wooden or plastic pieces are thrown in it.
- 6 hearts made of paper, in bright colors, and hanged near the "games that make me happy" section. 6 dark colored hearts made of paper and hanged near the "games that hurt me" section. In the case of visual impairment, metal-wooden- plastic pieces can be used instead, on 6 of them, the trainer can draw or stick bright colored hearts and on the other 6 of them, the trainer can draw or stick dark colored hearts.
- The slogan of the workshop "**I love the games that make me happy**" written on a large paper or on the board in a way that all the students

can see it clearly from their places. In the case of visual impairment the trainer can repeat the slogan instead.

## Introductory Exercise

### My Feelings

#### **Exercise Objective:**

This exercise seeks to help students to pay attention to their feelings in their daily life and to distinguish between comfortable and uncomfortable feelings.

#### **Duration:**

15-20 minutes.

#### **Implementation Steps:**

- The trainer stands, or if not possible sits with the students in a circle.
- The trainer explains that she will tell them some situations, some of these situation will give them comfortable feelings and others will not. When they feel comfortable they open their arms and say: "comfortable feeling", if not they close their hand and say: "uncomfortable feeling". The trainer illustrates by opening and closing her arms. In the case of hearing disability the students can jump and open their legs for comfortable feeling and jump and close their legs for uncomfortable feelings.
- The trainer starts by saying the following situations, she then gives the students a chance to open their arms and say "comfortable feeling" if it was comfortable, or close it and say: "uncomfortable feeling" if it was uncomfortable. Then she moves on to the next situation. In the following sentences, there are the words hear or see. For visual impairment she can use the word "hear", and for hearing impairment she can use the word "see".
  - You see or hear children playing happily.
  - You saw or heard children fighting.
  - You helped someone.
  - You didn't do what your mom or dad asked you to.
  - You saw or heard a new born baby.
  - You saw or heard a child breaking a stem of a tree on the road.

- Next, the trainer explains that our feelings are very important and can help us in knowing what's good and makes us happy, and what is bad for us and makes us unhappy.

## Main Exercise

### “Games That Make Me Happy and Games That Hurts Me”

#### Exercise Objective:

This exercise seeks to introduce the students to the criteria that will help them in choosing good games over the internet.

#### Duration:

40-45 minutes.

#### Implementation Steps:

- The trainer sits with the students in a semicircle so that they can see her clearly. if not possible the trainer can continue the exercise while the students are sitting in their places.
- The trainer move Hamdoon the puppet in a way that it seems like he is playing over the internet and says: this is Hamdoon and he is playing over the internet.
- The trainer holds Samar the puppet and says: Hamdoon likes to play over the internet. Then asks: **“Do you like to play over the internet?”**. The trainer listens to the students’ answers.
- The puppet Samar starts discussing with the students: **“What are the games that children like to play over the internet?”**. The trainer listens to the answers of the students.
- The trainer moves to the second part of the exercise and makes sure that the large paper with two sections, that the students are going to stick the hearts on is in a place where all the students can see it clearly. In the case of visual impairment the trainer uses two bowls one metal and the other plastic and makes sure that the students can hear the sound of the bowl once a piece is thrown in it. The trainer clarifies before beginning the exercise that there will be two bowls, one that we will throw in it the pieces with bright colored hearts when we choose “games that make me happy” and in the other we will throw in it the pieces with dark colored hearts, when we choose “games that hurt me”. Then the trainer throws a piece inside each bowel so the students can recognize the different sounds.

- The trainer explains that Hamdoon is going to tell us about the content of each game, if it is good you are going to stand up and clap three times and I will stick one of the bright colored hearts in the “games that make me happy” section. If not the students will not do anything and the trainer will stick a dark colored heart in the “games that hurt me” section. In the case of motor disability the students can do the previous steps while sitting in their places. In the case of visual impairment the trainer will throw the pieces inside the relevant bowl instead of sticking the hearts on the board.
- Hamdoon starts talking about the content of the games and asks the students to help him choose the games. The trainer (pretending to be Hamdoon) says the first content of the game and then asks the students if that game gives them a good feeling and makes them happy or is it a game that gives them not good feelings, and annoys them. as explained above. After completing the content of the first game and sticking the hearts, she moves to the next game and so on. All the games that have something good in it is a good game and gives good feelings and all the games that have something bad in it is a bad game and gives annoying feelings.
  - Games that has cooperation.
  - Games that has steeling.
  - Games that has love to friends.
  - Games that has beating and killing.
  - Games that has helping others.
  - Games that has hurting others.
  - Games that has doing something that will make others happy.
  - Games that has doing something that will make others sad.
  - Games that has good words.
  - Games that has bad words.
  - Games that has mocking others.
  - Games that has respecting others.
- After that, the puppet Samar points at the paper with two sections, and explains that good games gives us a nice and comfortable feeling just like the bright hearts in the paper, while the bad games gives us bad and uncomfortable feelings just like the dark hearts on the paper. In the case of visual impairment the trainer moves the metal bowls to make some noise for the comfortable feeling and moves the plastic bowl to make some noise for the uncomfortable feelings.
- The trainer makes sure that everyone participated and then encourages them to give themselves a round of applause.
- The trainer repeats with the students: **“I love the games that make me happy”**.



### **Group Discussion:**

The trainer discusses the following concepts and questions with the students using the puppets Samar or Hamdoon. She asks the first question and listens to the answers, and makes sure that she delivers the concept from the workshop, then moves on to the next question:

- ★ **You are a smart child and you always choose good games to play. How do you know that the game you chose is a good game?**

The trainer listens to the answers and stresses on the criteria discussed in the workshop:

A good game is a game that has good things, and doesn't contain bad or hurting, for example it doesn't contain stealing, beating, killing, hurting someone, doing something that makes others sad, a game that contains bad words, mocking others or disrespecting them. A good game is a game that has cooperation, loving friends and others, requires helping others, has good and respectful words.

The trainer can discuss the following concepts with the students if there is enough time, she asks the questions, listens to the answers and encourages them to choose the good games:

- ★ **You are a smart child. Are you going to think before choosing the game that you are going to play over the internet?**
- ★ **How can you help your friend to think smartly like you before playing or choosing a game over the internet?**

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

None.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the questions and the words she uses. She can also explain the questions and the steps as many time as needed.

## Workshop 8

### I Think... and Thinking Is My Choice

#### Workshop Objectives:

This workshop contributes in stressing the following aspects:

- Encourage the students to pay attention to what they are thinking of.
- The ability to differentiate between good and bad thoughts.
- To keep thinking of good thoughts, cut the bad thoughts, and discontinue it .
- To know the damage that might happen when a person decides without thinking.
- To know the positive and good things that might happen when a person thinks carefully before deciding.

#### Materials Needed:

##### Materials needed for the introductory exercise:

None.

##### Materials needed for the main exercise:

- Two large papers on which the trainer will draw the sea and a big fish called 'Soso' , and written on the top of one of the papers “The Smart Fish” , this paper must be hanged in a place where all the students can see it clearly and interact with it. This can be done on the board instead, where the board is divided into two sections, drawing the sea and the fish on each section, and writing “The Smart Fish” on one of the sections. For visual impairment any other interactive way can be used instead.
- 2 small papers for each student.
- Coloring pencils or crayons.
- Adhesive tape to stick the small papers on the large paper.

## **Introductory Exercise**

### **“I Choose My Thoughts”**

#### **Exercise Objective:**

This exercise seeks to convey the following concepts to the students:

- The brain thinks all the time, but we are not aware of it .
- Encourage the students to pay attention to what they are thinking of and evaluate their thoughts to categorize them as either good or bad.
- To put a mechanism that can help the students to keep thinking of the good thoughts and cutting the bad thoughts, and choosing another good thought instead.

#### **Duration:**

15-20 minutes.

#### **Implementation Steps:**

- The trainer asks the students to stand in a line (side by side). If the place is tight, they can stand in a big circle instead. In the case of motor disability the students can sit in the line or circle, or if not possible they can sit in their places.
- The trainer explains that we think all the time, and some of our thoughts are so beautiful and it would be smart to continue thinking of it, while other thoughts are bad and it would be smart to stop thinking of it.
- The trainer explains that she will say some thoughts that the children in this world might think of. If it is a good thought the students will step few steps forward and say " **Good thought ... I'll continue I'll continue** ". If the thought was a bad thought the students will bang on the ground with their feet and say "**Bad thought .. I'll cut it I'll cut it**". In the case of visual or motor disability the trainer can use any other appropriate way like clapping for good thoughts and saying "**Good thought ... I'll continue I'll continue**" and knock on the table once for bad thoughts and say "**Bad thought .. I'll cut it I'll cut it**". The following are some thoughts:

- I think of doing something that makes my parents happy.
  - My friend said something that made me angry and I'm thinking of doing something that will hurt him.
  - I focus my thoughts on the good things that God gave me.
  - I focus my thoughts on the things that I don't like and that makes me sad.
  - I think of what I can do to become successful.
  - I think of the things that I didn't do well and tell myself that I can't succeed.
  - I think of animals, how animals live and what makes each animal special.
  - I think of a way to catch the cat that lives near my house and lock it up.
  - I'm thinking of new things to learn and do.
- After completing the previous step, the trainer clarifies that the smart child like yourselves always pay attention to what they think of all the time. If it is a good thought , they keep thinking of it . but if the thought is a bad one that might hurt someone or make him sad, they cut it right away and choose another good thought.



## Main Exercise

### I Think Smartly before Making Decisions

#### Exercise Objective:

This exercise seeks to help the students to understand:

- The damages that might happen when a person decides without thinking first.
- The good aspects and benefits that might happen when a person thinks before deciding.
- The importance of thinking before taking any decision in his life.

#### Duration:

40-45 minutes.

#### Implementation Steps:

- The students sits in a way that they can see and interact with the trainer easily and clearly.
- The trainer explains that she is going to tell the students short stories about the animals and she will discuss it with them.
- The trainer narrates the following story: **“Goffi the giraffe was hungry, she saw some other animals chasing some insects and eating them, so she also decided to chase some insects and eat them”**.
- The trainer asks: **“Did Goffi the giraffe think before deciding to chase the insects and eating them?”**. The trainer listens to the students answers about the aspects that the giraffe didn't think of, then adds the following in case the students didn't mention them: the giraffe didn't think of the nature of the giraffes and that they only eat plants and not insects, the giraffe didn't think that her neck is too long to eat what is on the trees and that she can't eat small things on the ground, the giraffe didn't take her parents' permission before she decides, and that not all what other animals do is suitable for her.
- The trainer narrates the following story: **“While the pelican and the goose where playing together, the pelican told the goose that their friend the duck was saying some bad things about her and**

**that she told all the other animals that the goose is lazy, dirty, and a liar. The pelican also told the goose that the duck made fun of her in front of everyone. The goose became very angry and decided to go and fight with the duck and to say bad things about her to all the animals”.**

- The trainer asks: **“Did the goose think before deciding to go and fight with the duck and say bad things?”**. The trainer listens to the students’ answers about the aspects that the goose didn’t think of then adds the following in case the students didn’t mention it: the goose didn’t put a possibility that what the pelican said might be not right, or that the pelican might misunderstood the duck, the goose didn’t ask the duck if she really said those things or not before fighting with her, the goose didn’t wait until she calms down then decides what she wants to do.
- The trainer narrates the following: **“Frogi the frog was speaking with her friends near the pond when she saw a butterfly and decided to follow it and catch it. So she interrupted her friends’ talk and started following the butterfly without paying attention to her friends. She accidently pushed one of them and she fell and her hands were hurt”**.
- The trainer asks: **“Did Frogi the frog think before deciding to chase the butterfly?”**. The trainer listens to the students’ answers about the aspects that the frog didn’t think of, then adds the following in case they didn’t mention it: Frogi didn’t think about her friend who was talking, and that she should respect her, and it is impolite to leave her talking and go away, she didn’t think about her parents and that they don’t know about it, Frogi didn’t think that she has to pay attention to what she does so that she doesn’t hurt anybody, she didn’t think that the butterfly might fly and go some places that Frogi shouldn’t go to if she followed her.
- The trainer explains that the more a person thinks the better his decisions become, the less the mistakes he does, the more successful he becomes and the better his life will be.
- The trainer repeats with the students: **“I think and thinking is my choice”**.
- The trainer starts the second part of the exercise by distributing the colors and a small paper to each student.
- The trainer points at the large paper that does not have “the smart fish” written on it and says: This fish in this sea is Soso, she always decides to do things without thinking first. In the case of visual disability the trainer can exchange the paper with any other items that can be touched.



- The trainer asks: **“What are the dangers that might occur to Soso because she decides without thinking? What are the beautiful opportunities that she might miss because she does not think before deciding?”**. The trainer listens to the answers of the students and encourages them to imagine the dangers and express about it freely.
- The trainer asks the students to write on the small paper one of the most dangerous things that might occur to Soso because she decides without thinking, or one of the biggest opportunities that she might miss because. The trainer gives 2-3 minutes for this step.
  - In the case of visual impairment, each student can say his answer out loud while doing something fun like clapping once before saying the answer. The trainer makes sure that all the student participated
- The trainer asks each student to stick his paper on the large paper, if it is hard, the trainer can do it for them. The result will be a large paper with a sea , a fish and small papers as many as the students that either has the danger that might happen to the fish Soso, or the opportunities the fish might miss when she decides without thinking.
- The trainer points at the large paper and explains deciding before thinking involves many dangers and losses, and they are smart and can help Soso to think before deciding.
- The trainer distributes the second small paper to the students.
- The trainer points at the second large paper that has "the smart fish" written on it and explains: **“The fish in the sea is the same fish Soso. You are here to tell her how her decisions and life will be better, and she becomes a successful and happy fish when she thinks before deciding to do anything”**. In the case of visual disability the trainer can change the paper with any other item that can be touched.
- The trainer asks the students: **“What are the benefits that Soso will gain if she thinks before deciding to do anything?”**. The trainer listens to the students’ answers and encourages them to imagine and express freely any benefits they thought of.
- The trainer asks the students to write on the paper one of the most beneficial things that Soso can get when she thinks before deciding. The trainer gives 2-3 minutes for this step.
  - In the case of visual impairment each student can say it out loud while doing something fun like clapping once before saying their answer. The trainer makes sure that all the students participated.

- The trainer asks the students to stick their papers on the large paper that has “The Smart Fish” written on it. If it is hard for the students to stick it, the trainer does the sticking for the students. The result is a large paper with a sea, a fish and small papers as many as the students that has the benefits that Soso will get when she thinks before deciding.
- The trainer points at the large paper and explains that thinking before making any decision has a lot of benefits and can help the fish in becoming successful and happy, and since the students are smart and helped Soso, they will always remember to think before deciding in their life too.
- The trainer encourages the students to give themselves a round of applause.
- The trainer repeats with the students: **“I think and thinking is my choice”**.

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

None.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the questions and the words she uses. She can also explain the questions and the steps as many time as needed.

## Workshop 9

### Me and My Feelings

#### Workshop Objectives:

This workshop seeks to introduce the students to the following concepts:

- The names of the feelings and the differences between them.
- The causes of some feelings.
- The two concepts of "feelings that make me happy" and "feelings that alert me", the differences between them, and some feelings that are under each one of them.
- The importance of "feelings that alert me even though it might not feel good".

#### Materials Needed:

##### Materials needed for the introductory exercise:

None

##### Materials needed for the main exercise:

- A4 paper for each student.
- Coloring pencils.

## Introductory Exercise

### I Understand My Feelings

#### Exercise Objective:

This exercise seeks to help the students to identify the names of different feelings that a person may get, how feelings can change the look and facial expressions of a person and the cause of those feelings.

#### Duration:

15-20 minutes.

#### Implementation Steps:

- The trainer stands with the students in a circle. In the case of motor disability the students can sit in a circle and if not possible the trainer can continue the exercise while the students are sitting in any way that enables them to see each other clearly.
- The trainer explains that she is going to talk with them about Teddy the bear and will discuss his feelings with them.
- The trainer asks the following questions and listens to the answers of each question before moving to the next question. Each question has three parts. The first part is the feelings of Teddy the bear, the second part is the facial expression of Teddy when he gets those feelings, and the third part is the factors that can cause those feelings to Teddy. The second and third part of the question is an interactive part thus, it is very important that the trainer tries to create a fun atmosphere.
- The trainer asks: **Teddy feels happy, how will he look like when he feels happy?**. The trainer asks the students to try to imitate what Teddy will look like with their bodies and faces.
- The trainer asks: **What do you think might be the cause of Teddy's happiness?**. The trainer listens to the students' answers and encourages them to use their imagination and express their ideas freely.
- The trainer asks: **Teddy feels sad, how will he look like when he feels sad?**. The trainer asks the students to try to imitate what Teddy will look like with their bodies and faces.

- The trainer asks: “**What do you think might be the cause of Teddy's sadness?**”. The trainer listens to the students answers and encourages them to use their imagination and express their ideas freely.
- The trainer repeats the previous steps for the following feelings: fear, safe, active, boredom, love, peace and frustration.
- Lastly, the trainer asks the students to give themselves a round of applause.

## Main Exercise

### The Feelings That Warns Me

#### Exercise Objective:

This exercise seeks to convey the following concepts to the students:

- The feelings that a person does not like are good feelings. They alert and urge him to do something good and nice.
- The feelings that alert a person doesn't make him feel happy but helps him in doing something that will make him happy.
- All children are smart, they can know what the alerting feelings wants to tell them and what they have to do.
- The feelings that alert us deserve to be thanked because it reminds us to do good things that makes us happy.

#### Duration:

40-45 minutes.

#### Implementation Steps:

- The trainer sits with the students in semicircle so that they can see her and interact with her clearly and easily.
- The trainer asks: **“Do you feel happier, when you are feeling joyful or sad?”**. The trainer listens to the answers which will most probably be "joyful".

The trainer explains: joy is one of the feelings that causes happiness. Then she repeats with them: **“Joy is one of the feelings that makes me happy”**.

- Then she explains that sadness is not one of the feelings that makes us happy but it alert us to do something good and beautiful in order to become happy. That's why it is one of the alerting feelings. Then she repeats with them: **“Sadness is one of the feelings that alert me”**.
- The trainer asks: **“When do you feel happier, when you are feeling bored or active?”**. The trainer listens to the answers which will most probably be "active".

The trainer explains that activeness is one of the feelings that makes us happy. Then she repeats with them: **“Activeness is one of the feelings that makes me happy”**.

Then she explains that boredom doesn't make us happy but is one of the feelings that alert us. It urges us to do something good and beautiful in order to become happy. That's why it is one of the alerting feelings. Then she repeats with them: **“Boredom is one of the feelings that alerts me”**.

- The trainer asks: **“When do you feel happy, when you are feeling safe or afraid?”**. The trainer listens to the answers which will most probably be "safe".

The trainer explains that feeling safe is one of the feelings that makes us happy. Then she repeats with them: **“Feeling safe is one of the feelings that makes me feel happy”**.

Then she explains that fear doesn't make us feel happy but it alert and urge us to do something good and beautiful in order to become happy. That's why it is one of the alerting feelings. Then she repeats with them: **“Fear is one of the feelings that alerts me”**.

- The trainer explains that she will tell them few short stories, and in every short story there is one of the alerting feelings, and they will help the child in the story to know what is the beautiful thing that the alerting feeling wants him to pay his attention to it.
- The trainer narrates the following short story: **“Ahmed always feels bored, he usually sits at home after coming back from school. Boredom is telling Ahmed that he can do something beautiful. Your mind likes to be stimulated and busy thinking and doing all sorts of things. You can do something beautiful to keep your mind and time busy while sitting at home. Ahmed is a smart child, he understood what boredom wanted to tell him. You are smart children too, can one tell Ahmed what he can do to keep his mind and time busy while sitting at home?”.** The trainer listens to the students' answers then add the following in case they didn't mention it: Hobbies, drawing or writing, learning something new, taking care of the plants at home, helping his parents in doing home chores, or helping his younger sibling in his studies.
- After the discussion the trainer repeats with the students: **“Thank you our alerting feelings!”**.
- The trainer narrates the following short case: **“Noha's grades in mathematics are not good, she tried few times to make them better but she couldn't, so she started feeling frustrated. Frustration is telling Noha that she can do something good and beautiful, and that this is not her standard she can score higher marks. Noha is a smart child, she understood what frustration**



wanted to tell her. You are smart children too, come help Noha and tell her what to do to learn mathematics in a better way, and raise her marks?”. The trainer listens to the students' answers then adds the following in case they didn't mention it: she can practice more by solving more mathematical problems, she can ask her parents or friends to help her understand math more, she can concentrate more during the class time and ask the teacher if she has any questions.

- After the discussion the trainer repeats with the students: **“Thank you our alerting feelings!”**
- The trainer narrates the following: **“Husam fought with his friend Majed, and Majed told that he is stupid. Husam felt angry from Majed. Anger is telling him that he can do something good and beautiful and that what Majed said isn't true because he is not stupid and children must not say bad and hurting words to each other. What happened is wrong. Husam is a smart child, he understood what anger wanted to tell him. You are smart children too, come and tell Husam what he can do to make Majed realize that calling Husam 'stupid' is wrong and that Husam will not accept it. Because Husam is a smart child he won't talk with Majed the same way he spoke with him, and will not use any disrespecting or hurting words”**. The trainer listens to the students' answers then adds some ideas such as: Husam can tell Majed that he is smart and not stupid, and it is inappropriate to say these words. I don't like it when you say the word stupid when you speak to me.
- After the discussion the trainer repeats with the students: **“Thank you our alerting feelings!”**
- The trainer explains that we love the feelings that makes us happy, and that the feelings that alerts us doesn't make us feel happy but helps us in doing good and beautiful things that will make us happy. Those feelings only come to tell us that we have to do a beautiful thing and it disappears. Only the beautiful things will remain and this will transform the alerting feelings into happy feelings.
- After the discussion the trainer repeats with the students: **“Thank you our alerting feelings!”**
- The trainer distributes the papers and the coloring pencils to the students and ask them to express by writing or drawing the feelings that alerts us and its importance. In the case of visual impairment, students can express in any other appropriate way.
- After completing the expressing step, the trainer encourages the students to listen to what their alerting feelings want to tell them, and because they are smart, they will know what is the beautiful thing that the alerting feeling wants them to do to feel happy.

- The trainer encourages the students to give themselves around of applause.

## **Supporting Notes for Workshop Implementation Based on the Type of Disability**

### **Motor Disability:**

None.

### **Visual Impairment:**

None.

### **Hearing Impairment:**

None.

### **Mild Mental Disability:**

The trainer can simplify the questions and the words she uses. She can also explain the questions and the steps as many time as needed.

## **"Instilling Universal knowledge" Project Files**

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

- Project fundamentals, and informational material.
- Academic - life linking process.
- International days and school activities.
- Impact measurement.
- Booklet for parents whom children attend the schools that implement this project.
- Trainer's guide for children's aged 6-8 years old workshops.
- Trainer's guide for children's aged 9-12 years old workshops.
- Trainer's guide for intermediate and secondary schools.
- **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)