

برنامج "كن حراً"
Be-free Program



Instilling Universal Knowledge

Trainer's Guide for Children's Workshops
ages 6-8



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 the children aged 6-8 years old. It is possible to use this guide with children at the age of 5 years old with some simplification according to the trainer's estimation.

The guiding manual contains eleven 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 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 aged between 6-8 years.
- 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 to know the concepts that the workshop is trying to convey better.
- 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 in is a spacious place so that students can move freely, and has 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: from right participant 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 explaining.
- It is important that the trainer makes sure the required materials of papers, pens, colors , etc, are enough for all the students.
- Most of the activities require a board to hang the student's work on it, if that is not possible, the trainer can use a rope to hang on 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 they are 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 share their work, by presenting it to them 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. Assessment activity to promote reflection and key concept repetition.

The First Workshop

I Am Strong and Confident

Workshop Objectives:

The workshop tries to deliver the following concepts to the students:

- How to feel self-confident and recognize its importance.
- Teach the students the required skills for dealing with people that tell them words that make them feel uncomfortable or lower their self-esteem.
- The skills and the ways that increase the student's self-confidence.

Materials Needed:

Materials for the introductory exercise

- A triangle that is taped on the floor or by drawing it using chalk in a way that allows all children to see it, and a child to stand inside it.
- Two pieces of cardboard cut in the form of two steps in an approximate size to a child's feet. The two steps are taped to the floor next to each other and in front of the triangle approximately one and a half meter away so that a child can stand on them and walk from them to the triangle afterwards.
- Cards made out of cardboard or cardboard paper sheets that are the same number as the children, arranged to make a necklace. The cards contain a hole at the top through which a ribbon or a thread of wool is passed so that it can be hanged on the student's neck.
- An open cardboard box that is put in the center of the triangle and the necklaces are put in it.

Materials for the main exercise:

- Three puppets that the trainer can wear as gloves on her hands, one character is a boy named Amer, and two other female characters named

Hana and Eman. In case puppets are not available they can be replaced with characters made out of cardboard, those characters have a stick stuck on the back of them to move them during the presentation.

- Card board cut on the shape of a shield the same size as the puppet (similar to an armor shield).
- A large paper that has a drawing of a shield on it. The shield has a circle in the middle with the slogan of the workshop written on it "I am strong and confident". The remaining area between the shield and the circle is divided into three sections.
- Blank coloured papers (A4 sized) that can be replaced with white papers if not available, and has the following slogans written on them:
 - " I don't allow the harmful words to enter my heart"
 - "I am strong and confident"
- Various materials like colourful pieces of papers, buttons, beads, small straws and all these are in different sizes that the students can use to decorate the armor.
- A glue that is easy to use for sticking the different materials.
- Pens the same number as the children.
- Colouring pencils or crayons.

Introductory Exercise

I Learn the Meaning of Self-Confidence

Exercise Objective:

This exercise aims to help the child know what it means to be confident, and help him or her feel it and know its importance.

Duration:

10-15 minutes approx.

Implementation Steps:

- The trainer sits with the children in semicircle, In a way that all children can see the triangle and the two steps.
- The trainer explains that every child including those present in the workshop is a strong, capable and a confident human being. The trainer walks with a firm straight back to show how confident children should walk, and the students follow. In the case of the presence of a child who can't stand or has some motor disability, she explains that sitting with the back straight and the head held high gives the same feeling and impression.
- The trainer explains the exercise to the children whilst doing it herself. She tells them that every child will stand on the two cardboard footsteps while his back is straight, and will walk with a straight back until he gets into the triangle, taking one of the necklaces from inside the cardboard and wearing it, than standing confidently and saying, "I am strong and confident".

- After finishing the exercise the trainer holds up the paper that carries the slogan so that all children can see it, she points on the slogan and they all repeat, " I am strong and confident".

Main Exercise

I Am Strong and Confident

Exercise Objective:

This exercise aims at helping children:

- Teach the students the required skills for them to prevent the negative impact of bad words that can affect their self-esteem and confidence.
- Some of the skills that help students feel confident:
 - Something special they can do.
 - Something good and useful they like doing.
 - Learn something new.

Duration:

45 – 50 minutes.

Implementation Steps:

This exercise is divided into two main parts, each has its own slogan:

The first slogan "I don't allow the harmful words into my heart"

The trainer sits with the children in semicircle so that they can all see her and the characters of the story clearly.

The trainer uses the puppets and moves them around and changes her voice during the story to attract the children's attention. She starts with Hana and Amer:

"Hana was sitting in the kindergarten with a big frown on her face."

Amer approaches her and says: Hello, Hana

Hana: Hello, Amer.

Amer: what's wrong Hana? Why do you look sad?

Hana: Today, my friend Mariam told me that I am stupid, dumb and I don't know how to color properly, and Salma is way better than me.

- The trainer wears the puppet Eman, instead of Amer and says:
“I am Hana's friend and I need you to help Hana.”
So she asks them the following questions, waiting for them to answer each question before she moves on to the next one:
 - **Why is Hana sad?**
 - **Are the words that Mariam told Hana like: “stupid, dumb, and can't colour properly” are good or bad words?**
 - **How can we help Hana not to allow those bad words into her heart?**

The trainer gives the students about five minutes to answer.

- Eman explains that the bad words that Mariam had said to Hana had entered Hana's heart and annoyed her, and that all children will help Hana abandon the bad words next time.
- Eman holds the shield in front of Hana as if it was stuck to her chest. The trainer makes sure that all children can see Hana and the shield clearly.
- Eman continues: Hana is a smart child, she will always imagine this shield in front of her and will never allow the bad words into her heart. So if Mariam told her that she is stupid and doesn't understand anything, she wouldn't allow the bad words to enter her heart. That's because she knows that she is smart and she also knows that all children are smart, she can tell Mariam that she is smart and not stupid.
- After finishing, the trainer holds up the paper that carry the slogan in a way that allows all the children to see it and repeats the slogan with the children **"I don't allow the bad words into my heart"**.

The second slogan "I am strong and confident"

- The children sit in any way that allows them to see the drawings and the trainer clearly.
- The trainer distributes the drawing of the shield to the children.
- The trainer explains that they are going to create a strong shield that helps us prevent the bad words from entering our hearts, and helps us see the beautiful things that we've got, and that helps us have more confidence in ourselves.
- The trainer explains that each child can do a good thing, no matter how small that thing was. Everything that a child does and tries to be better at is important. Whenever children try to concentrate and pay attention to what they are doing while enjoying it, it would give them more strength.
- The trainer asks the children to draw or write anything they can do very well, or would like to work on getting better at on the first section of the shield. The trainer can help the children recognize that anything, even if it is a small thing, is important. Even if it was helping their mother in the kitchen, bringing a glass of water, cleaning the room, taking care of their younger siblings, it's still important. The trainer gives enough time for this exercise.
- The trainer explains that each child can do useful things even if those things were very small. Everything useful a child does can add to his strength and confidence. The trainer can give examples of some of those things, like: helping, doing something that'll make another person happy, teaching another child something he doesn't know, playing with the kids that are bullied and neglected by others, ...

- The trainer asks the children to draw or write in the second section of the shield anything useful they do or like doing. The trainer gives enough time for this step.
- The trainer explains that learning is a very important thing and gives great strength to children, because every information a child learns gives him strength, and the more children love learning the stronger they become.
- The trainer asks children to draw or write in the third section of the shield anything they have learned or would like to learn. The trainer gives enough time for this step.
- The trainer asks the children to step forward, one by one. Each child holds his or her shield up and says the slogan, "I am strong and confident", the trainer encourages the children to applause every child after he finishes. In case the trainer was in short of time, she can ask all children to stand at the same time, hold their shields above their heads, and say the slogan together at the same time.
- The trainer explains that smart, strong, and confident children, like them, concentrate on doing something good and useful every day, and learn new things. This way they become strong and confident.
- The trainer tells the children to imagine the shield every time they hear harmful words from someone, and every time they want to feel more confident.
- The trainer holds the paper with the slogan up high so that all the children can see it, or point at the board if the slogan was written on it, and repeats the slogan with them **"I am strong and confident"**

Evaluation Activity

The trainer chooses an assistive activity that increases the understanding of the concept whether by drawing or using craft materials or any other way she finds appropriate.

The Second Workshop

"Salem and the Smart Crayons" Story

Workshop Objectives:

This workshop aims at introducing the following concepts to children:

- What does it mean to act smart.
- What does self confidence mean.
- The importance of self confidence in protection from harm.

Materials Needed:

Materials for the introductory exercise:

- A line drawn with an adhesive tape or a pen or chalk on the floor where all children can see it.

Materials for the main exercise:

- The characters of the story (The boy Salem and the characters of the crayons according to the colours in the story) made out of felt fabric, or regular papers, to be used to tell the story.
- A felt board or a white/black board or a large paper to hang the characters on for displaying them.
- A bell or anything that rings or makes a noise to be used as an alarm to the concept of feelings.
- Pencils and crayons.
- A large paper with the slogan written on it **"because I am a strong, smart, and a safe child ... I trust my feelings"**

Introductory Exercise

The Smart Action

Exercise Objective:

This exercise aims at explaining the concept of acting smart to the children.

Duration:

15 - 20 minutes.

Implementation Steps:

- The children sit in a way that enables them to see the trainer.
- The trainer tells the following section of the story "Ahmed wants to go to his friends house to play with them."
- Then the trainer asks the children "Ahmed is a smart boy that thinks before doing anything, what would he do in your opinion?"
- The trainer explains that each child will come to the front of the room, stand on the line drawn, face the children and say the smart thing that he thinks Ahmed would do. The trainer can encourage the children to start their sentence by saying "Because Ahmed is a smart boy ..." before they say what Ahmed would do. For example "Because Ahmed is a smart boy, he asks his parents for permission".
- The trainer makes sure that all children are participating and encourages whoever is reluctant to participate.

- After all children are done, the trainer concludes that we all can act in a smart way when we think before we do anything, because thinking helps us to know the smart thing to do, and the good from bad.
- The trainer repeats with all the children the following sentence and tries to melodize it, so it sticks it in their minds:

"I think, and think to act smartly .. I think, and think to act smartly"

Main Exercise

My Feelings and My Smart Action

Exercise Objective:

This exercise aims at introducing to the children some of the skills that help protect them from abuse and harm:

- Self confidence.
- Thinking in situations.
- Thinking before acting.

Duration:

45-50 minutes.

Implementation Steps:

- The children sit in any way that enables them to colour and see the trainer clearly.
- The trainer brings a felt board and sticks the characters of the story on it. The trainer moves them according to the events of the story, as she tries to change the tone of her voice as much as possible for each character; to get the children excited and attentive during the presentation.
- The trainer starts telling the story and shows the board and characters to the children along with playing their roles between one paragraph and the next, as shown below:

"Salem and the Smart Crayons" story

The first paragraph:

"On a nice day, the crayons were all cheerful and excited as they were getting ready to see their friend Salem. After a while, Salem came into his room happy and glad to see the crayons he loves, and likes meeting, he greeted them and started talking to them.

Salem: "Hello crayons."

"Hello Salem, come and sit with us." **the crayons replied.**

Salem sat near his friends the crayons while looking very happy.

"What's up Salem? You look very happy today." **The green crayon said.**

"Yes my friend, today I feel that I am a strong child" **Salem said**

The crayons all jumped together and said:"What made you feel strong? Tell us, we are very excited to know!"

"I will tell you what happened to me today." **Salem said** "On my way home after I left school, a stranger spoke to me and asked me if I needed a ride home instead of walking in the hot weather, and he was going to take me to the store to buy me ice cream."

"And did you go with him?" **asked the blue crayon.**

The First discussion:

- The trainer explains **the meaning of feelings** first, by saying that God has given each one of us feelings, and that we all have them to help us know what is good and what is not. Feelings are just like an inner voice that alerts us about what is right and what is wrong.
- She tells them that she is going to use the bell as a physical alarm for the concept of feelings.

- The trainer explains the concept of **acting smart**, and that it is to do what our feelings tell us that it is good to do, and not to do what our feelings tell us that it is bad to do. For example, when someone asks us to do something that we feel uncomfortable with, knowing that its wrong, we refuse to do it and speak to our parents about it.
- The trainer explains that whenever she speaks about feelings she is going to ring the bell, and that when she speaks about the action taken she is going to clap once.
- The trainer rings the bell once and asks the children afterwards about the feelings: "**When the stranger told Salem: Come into the car I will drive you instead of walking in this hot weather, what do you think Salem's feelings told him? Did they tell Salem that what the stranger is asking for is right or wrong?**" the trainer listens to the children's answers.
- The trainer claps once and asks the children: "**Salem knew it was wrong to go with the stranger and his feelings also told him that this is wrong. So, does Salem go with the stranger to get ice cream from the supermarket?**" the trainer asks the children to clap once and then say their answers at the same time.
- The trainer explains that Salem has acted smart and that they are going to know what his smart action was when she finishes the story.
The trainer continues with what Salem said:

Salem: "No, I didn't go with him. I said 'No' in a very loud voice because he is a stranger, I don't know him, and because I am a smart, strong, and a safe child, I don't go with strangers".

The children applause Salem and the trainer repeats with the children the following sentence:

"Thank you, thank you my feelings ... You help me act smart"

The Second Paragraph:

Red Crayon: "Didn't you want to go with him, Salem, when he told you he was going to buy you ice cream? Don't you like ice cream?"

The Second Discussion:

- The trainer explains to the children that whenever she speaks about feelings she is going to ring the bell. And whenever she speaks about the action she is going to clap once.
- The trainer rings the bell and asks the children about feelings: "**When the man told Salem he was going to buy him ice cream, what do you think Salem's feelings told him? Did they tell him that it was a good thing or a bad thing?**" the trainer listens to the children's answers.
- The trainer claps once then asks the children: "**Even though Salem loves ice cream, Salem knew it was wrong to take ice cream from a stranger and his feelings told him that it was wrong too. Salem is a smart child, so would he go with the strange man to get the ice cream just because he loves it?**" the trainer asks the children to clap once all together and say their answer at the same time.
- The trainer explains that Salem acted smart and that we will know what he did when we finish the story.
- After the discussion the trainer continues the story and the dialogue between Salem and his crayons to explain Salem's smart action:
Salem: "Yes, I do love ice cream but I don't take anything from strangers, and I don't accept gifts from strangers even if they offered something I like".
All children applaud Salem and the trainer repeats with the children:

"Thank you, thank you my feelings .. You help me act smart"

The Third Paragraph:

Yellow Crayon: "And did he leave after that?".

Salem :"Yes, he left, but before he left he said, "This is a secret between me and you. So don't tell anyone what I told you."

Green Crayon: "What did you feel, Salem, when he told you not to tell anyone?".

- The trainer explains again to the children that whenever she speaks about feelings she is going to ring the bell, and whenever she speaks about actions she is going to clap once.
- The trainer rings the bell once and then asks the children about feelings: When the man asked Salem not to tell anyone what he had just told him, what did Salem's feelings tell him? Is it a good secret that would make Salem feel good, or a bad secret which would make Salem have an unpleasant feeling? The trainer listens to the children's answers.
- The trainer claps once and asks the children: **"Salem knew it was a bad secret because he felt uncomfortable and annoyed. He knows that he shouldn't keep bad secrets untold to one of his parents or older siblings. So would Salem tell that secret to any person?"** the trainer asks the children to clap together once and then say their answers at the same time.
- The trainer explains that Salem acted smart and that we are going to know what that smart action was, when we continue the story.
- After the discussion the trainer continues with the story and the dialogue between Salem and his crayons:

Salem: "I felt uncomfortable, as if there was an inside voice telling me that what that man asked me to do was wrong and because he knows that too, he asked me not to tell anyone. But I told my father about it."

All the crayons jumped happily and cheerfully on Salem's table and brought him a paper and asked him to write what he had learnt today in the form of a beautiful slogan using crayons, then hanging it on his room's wall.

Salem: "Ok then my slogan will be '**Because I am a strong, smart, and safe child ... I trust my feelings**'".

Salem wrote the slogan with the help of the crayons, then they danced and jumped and repeated along with Salem: "**Because I am a strong, smart, and safe child ... I trust my feelings**".

Salem was happy with the slogan and hung it on the wall of his room. He always wanted to remember it, and continue telling his parents about everything that happens to him, because he really is a strong, smart, and safe child that trusts his feelings.

- The trainer repeats the slogan in a loud voice with the children: "**Because I am a strong, smart and a safe child ... I trust my feelings**"

Evaluative exercise

If time allows, it is a good idea to give the children an evaluative exercise. She can choose one of the following exercises or any exercise that she finds more appropriate.

- Print the story characters (non coloured) on a white paper and asks them to colour it.
- Print "Because I am a strong, smart, and a safe child ... I trust my feelings" slogan, in a way that allows them to colour inside the empty letters.
- The children can express any part of the story by drawing it.

The Third Workshop

I Keep My Information Safe Smartly

Workshop Objectives:

This workshop aims at:

- Encouraging children to tell their parents about what they go through in their lives especially the things that make them worried or scared.
- Helping children in understanding the meaning of personal information they might give over the internet through smart devices like smart phones or ipads and tablets, or through a computer or a laptop.
- Encouraging children to keep their personal and families information smartly over the internet and not to give it to anyone without the permission of their parents or someone older in their family.
- Encouraging children to tell their parents about anything that scares them or annoys them over the internet.

Materials Needed:

Materials for the introductory exercise:

- A puppet of an animal character, and the trainer can give it a name that appeals to children, like: Horsey for a horse, or Bunny for a rabbit. If puppets are unavailable they can be replaced with a character made out of cardboard with a stick stuck on its back to ease moving it.
- Draw a line on the floor with an adhesive tape or using chalk or anything else, that the children can jump over it easily and make sure that all children can see that line easily.
- The slogan "I always tell my mom and dad " written on a large paper or a white board, that the children can see easily from their place.

Materials for the main exercise:

- A computer made out of cardboard, the screen is made of strong transparent paper, and the keyboard is made of small polystyrene foam squares or any other material.
- A small puppet of a man, can be made of paper or cardboard (its size should be appropriate for the size of the screen).
- A small table on which the trainer can put the cardboard computer so that all children can see it clearly.
- A puppet of a child that is sitting in front of the computer and preferably if it was the kind of puppet that is worn as a glove to move it, or made of paper or cardboard and can be given the name "Samar" for example.
- Two cards that are the same size of the computer screen written on it clearly: "Hello, what is your name?" , "Send me your picture".
- A card that is the same size of the computer screen with a picture of something educational to the children like learning to draw or learning how to write with a neat handwriting or anything that children can understand and connect it to education and learning.
- The workshop's slogan "I keep my personal information safe smartly" written on a large paper or a white board so that all children can see it.

Introductory Exercise

I Always Tell My Mom and Dad about What Happens to Me

Exercise Objective:

This exercise aims at encouraging children to tell their parents about everything that happens to them, especially if it was something that makes them feel scared, uncomfortable, uneasy or perplexed.

Duration:

10-15 minutes.

Implementation Steps:

- The trainer sit's with the children in a way that enables all of them to see her clearly.
- The trainer explains to children that every smart child tells his parents or any older person in the family about anything that happens to him or her.
- The trainer asks the children: **what are the things that children should tell their parents or an elderly in the family about?** The trainer listens to their answers without commenting on them.
- The trainer holds the animal puppet (Feelo, for example) and concentrates with them on these important points to emphasize it, and the trainer can add what she thinks is appropriate to the children:
 - I tell my mom and dad or an elderly in the family about everything that I think is important.

- I tell my mom and dad or an elderly in the family when a stranger speaks to me.
 - I tell my mom and dad or an elderly in the family when someone asks me to do something that my feelings are telling me is wrong.
 - I tell my mom and dad or an elderly in the family if I was scared or feeling uneasy.
 - I tell my mom and dad or an elderly in the family when someone asks me to give him or her something.
-
- The trainer explains to the children that the second step is to have every child jump over the line drawn on the floor, and say in a loud voice: **"I always tell my mom and dad"**.
 - The children start jumping and the trainer makes sure that all children have participated in the jumping in an environment full of joy and fun.
 - After all children participated in jumping, the trainer asks them to give themselves a round of applause.
 - The trainer lefts a paper that carries the slogan in a way that all children can see it and repeats with them: **"I always tell my mom and dad"**.

Main Exercise

I Keep My Personal Information Safe Smartly

Exercise Objective:

- The children understand what does personal information mean on the internet when using smart devices like ipads or computers and laptops.
- Encourage children to keep their personal and families information and not give them to anyone else without their parents' permission.
- Encourage children to tell their parents or an elderly in the family about anything that scares them or annoys them over the internet.

Duration:

45-50 minutes.

Implementation Steps:

- The trainer puts the cardboard computer on the table in a way that allows all children to see it.
- Children sit in a semicircle so that all of them can see the cardboard computer.
- The trainer holds a puppet of a girl and explains to the children that the puppet's name is Samar and she would like us to join her while she surfs the internet.
- Samar greets the children and tells them that she will go on the internet, and play some fun games. The trainer explains to the children that Samar plays online and she is very happy about it.

- Meanwhile, the trainer takes a puppet of a man and puts it behind the computer screen (as the man who is speaking and interacting with Samar).
- The trainer tells the children that Samar does not know that person and he wants to speak to her. Samar can't see him but she can only see what is written on the screen and the picture he is displaying of himself which may not be real.
- The trainer puts a card on the screen, written on it "Hello, What's your name?" to look like if it was being displayed on the computer's screen.
- The trainer explains that what is written and the picture seems like that person who is speaking to summer is a child when, in fact, he is an old man and he wants to speak to Samar.
- Samar reads the sentence loud enough for all the children to hear her "Hello, what's your name?"
- Samar looks like she is thinking. "Who is this person? I don't know him! Why would he ask about my name? Should I answer him?" Samar asks herself, she looks perplexed and thinking.
- Samar asks the children: "Children, I am a strong, smart and safe child. I don't know that person, should I answer his question and tell him my name?"
- Samar listens to the children's answers carefully and then she thanks them for their answers.
- Samar tells the children: "You are right, because I am a strong, smart and safe child. I will not give my name to anyone who asks me for it over

the internet. It is part of my personal information. Everything that is related to me and to my family is part of my personal information."

- Samar asks the children: "My name is part of my personal information. What else do you think is also considered part of my personal information?"
- Samar listens to the children's answers, then she gives examples for the personal information, such as: home address, phone number, parents' mobile numbers or anyone else in the family, mother's or father's work address, any information about my home and who is home with me, school's name, school's address, age, or siblings age or number of siblings and so on ...
- Samar asks the children to repeat together the personal information in a fun way and makes sure they understood the meaning of personal information, the examples, and stresses that they shouldn't give their personal information to anyone over the internet without one of their parents' knowledge even if they knew the person they are speaking to.
- Samar says to the children: "Children, thank you for helping me. I am a strong, safe and smart child, and I will not answer that person or give him my name."
- The trainer asks the children to clap for Samar because she thought smartly and because she didn't answer that person's question and didn't give him her name or her personal information."
- Samar sits again in front of the computer screen and the trainer puts the second card that is written on it: "Send me your picture".

- Samar reads the card and thinks a little bit then she faces the children and asks them: "My friends, I am a smart, strong and safe child, what do you think I should do, should I send him my picture?"
- Samar listens to the children's answers then asks another question "Is my picture part of my personal things?" and listens to the answers.
- Samar says to the children: "Yes, I am a strong smart and safe child. I know that my picture is part of my personal things and a smart child does not send personal things to anyone over the internet without his or her parents' permission. I won't send him my picture."
- The trainer asks the children: "Now, what do you think of Samar's decision not to send her picture. Is it a smart decision?" the trainer listens to the children's answers.
- The trainer asks the children to give Samar a round of applause because she thought smartly and decided not to send anything personal over the internet.
- Samar says: " Children, I will tell you what is the next smart step I am going to do now. The next smart step is to close this window and get out of this program (the window that appears on the computer screen for each program) and go to another window.
 - The trainer switches the card and puts on an educational card to imply that Samar went to a different useful educational site.
 - Samar asks the following questions and listens to the children's answers which the trainer encourages to be "yes" in a loud voice. She says: "Children, you are smart, tell me ..
 - You are smart, so do you close the window immediately if there was something bad in it?
 - You are smart, so do you close the window immediately when someone asks for personal information about you or your family?

- You are smart, so do you close the window immediately if there were bad pictures?
- Samar asks the children "What are the bad pictures?"
- Samar listens to the children's opinions then explains that bad pictures are the pictures that make us feel embarrassed or ashamed. A bad picture is a picture which we don't want anyone, such as our parents, to know about or see. A bad picture is a picture that makes us feel that it contains something not good or impolite. A bad picture is a picture that scares us or annoys us.
- Samar explains to the children "I am a strong, smart and safe child, so I tell my mother, father or any adult in my family about anything bad or annoying I face on the internet. I will tell my mother or father about what has happened today while I was on the internet, when someone asked me about my name and asked me to send him my picture.
- Samar asks the children : " You are smart children, when something bad or annoying happens to you over the internet, or when someone asks you for personal information about you or your family, Would you tell someone like your mother, your father, an adult in your family or your teacher about it?"
- The trainer listens to the children's answers and encourages all of them to say "Yes" in a loud voice.
- Samar thanks the children and tells them: I have really learnt a lot from you, thank you for helping me to think smartly and to take a smart decision. You also taught me to keep my personal information smartly, not to give it to anyone without my parents' permission, and to take a smart decisions. You are all smart.

- The trainer holds up the paper with the slogan so that all children can see it and Samar repeats with the children "I keep my personal information safe smartly".

Evaluation Exercise

The trainer asks the children to do any of the following evaluation exercises to make sure they have understood the concepts in the workshop. The trainer can also choose any other exercise that she finds more suitable:

- Children are asked to draw the smart child who keeps his or her information smartly over the internet.
- Children are given different craft materials and encouraged to express the way that smart children acted over the internet.
- Children are encouraged to draw freely to express anything they have learnt in the workshop.

The Fourth Workshop

My brain is my friend over the internet

Workshop Objectives:

This workshop aims to encourage children to think before everything they attempt to do over the internet, and sets standards that help protect them when dealing with people or choosing games on their smart devices, such as Smartphone, tabs, iPads, or on computers and laptops.

Materials Needed:

Materials for the introductory exercise:

None

Materials for the main exercise:

- Puppets for children characters "Samar and Hamdoon" and it is possible to make the characters out of paper with a straw stuck on the back to make them easy to move.
- A computer made out of cardboard with its screen made of transparent paper while the keys on the keyboard are made of Styrofoam or any other suitable material.
- A small table on which the trainer can put the cardboard computer in a way that all children can see it clearly.
- A large paper or a white/black board that is divided into two parts, on the top of the first part the sentence "The games that make me happy" is written, while on the top of the second part the sentence "The games that harm me" is written.
- 6 hearts in a bright colour made out of paper or drawn on papers and hung at the side of "The games that make me happy". 6 other hearts that are dark in colour made out of paper or drawn on papers and hung on the side of "The games that harm me" section.
- The workshop slogan "I love the games that make me happy" written on a big paper or on the board so that all children can see it from their place.
- Pencils and colouring pencils or crayons.

Introductory Exercise

My Feelings

Exercise Objective:

This exercise aims at helping children pay attention to their feelings in the various situations they go through in life and to differentiate between the comfortable and the uncomfortable feelings.

Duration:

15 – 20 minutes approx.

Implementation Steps:

- The trainer stands with the children in a circle.
- The trainer explains to children that they will play a game, in which she will be telling them different situations, some of these situations make us feel comfortable, while the others make us feel uncomfortable. So if she tells a situation that makes them feel comfortable and gives them a good feeling they should open their arms and say "Comfortable feeling". But when she tells a situation that makes them feel uncomfortable or gives them a bad feeling they should bring their arms to their chests and say together "Uncomfortable feeling". The trainer acts the two actions of opening her arms and closing them so children can see it practically.
- The trainer starts mentioning each situation and gives the children enough time to open their arms and say "Comfortable feeling" together, or bring them to their chests and say together "Uncomfortable feeling", then she moves on to the next situation:
 - You saw some children playing happily.
 - You saw some children fighting.
 - You helped someone.
 - You didn't do what your mother asked you to do properly.
 - You saw a newborn baby.
 - You saw someone breaking a twig of a tree in the street.

Main Exercise

Games That Make Me Happy .. And Games That Harm Me

Exercise Objective:

This exercise aims at introducing children to the standards they need to know to choose good games on the internet.

Duration:

40-45 minutes approx.

Implementation Steps:

- The trainer sets with the children in semicircle so that they can all see her clearly.
- The trainer makes the puppet Hamdoon appear to be playing computer games online on the computer, and explains it to the children at the same time by saying: This is Hamdoon and he is playing some computer games online.
- The trainer holds the puppet Samar and speaks as if Samar is speaking: Hamdoon likes to play games online. Then asks the children: "Do you like playing games online?" then listens to their answers.
- Samar asks the children the following question and listens to their answers: "What are the games that children like to play over the internet?".
- The trainer moves on to the second part of the exercise. The trainer makes sure that the divided paper on which the hearts will be stuck on is in a place that all children can see.
- The trainer explains to the children that Hamdoon will talk about the content of each game. So if the game was good the children stand and clap three times and the trainer sticks a coloured heart in the section of "the games that make me happy". If the games content was not good

they remain seated and the trainer sticks a dark heart in the section of "the games that harm me".

- Hamdoon starts talking about the content of each game and asks the children to help him choose the right games. Hamdoon starts talking about the content of the first game and then asks the children if this game gives them a good feeling and makes them happy or if it gives them a bad feeling and makes them uncomfortable. After the children answer Hamdoon's question the trainer sticks a heart in the appropriate section and then she can move on to the next question. So every game that contains something good gives a good feeling and every game that contains something bad gives a bad and an uncomfortable feeling.
 - The games that contain cooperation and helping each other.
 - The games that contain stealing.
 - The games that contain loving friends.
 - The games that contain hitting and killing.
 - The games in which we help others.
 - The games in which there is harm to others.
 - The games in which there is an act that makes others happy.
 - The games that contain something that makes others sad.
 - The games that contain nice and appropriate words.
 - The games that contain inappropriate or not so nice words.
 - The games that contain something that makes fun of another or ridicules others.
 - The games that contain respecting others.
- After finishing this activity, the trainer uses Samar to point at the divided paper or the board and explain that the good games give us comfortable feelings, while the bad games make us feel uncomfortable, annoy us and harm our hearts just like the dark hearts that are on the paper/board.
- After finishing this activity the trainer encourages the children to give themselves a round of applause.
- The trainer makes sure that all children have participated and then they all repeat the slogan together "I love the games that make me happy"

Group discussion:

The trainer uses Samar and Hamdoon to discuss the following concepts with the children, by asking each question and listening to the children's answers, and then makes sure that she explains it to the children before moving on to the next question:

- **“You are a smart child and you always choose good games online. So how do you know that the game you have chosen is a good game?”**

The trainer listens to the children's answers and emphasises on the following points that were previously discussed; that the game should not contain anything bad or harmful to others, for example: it shouldn't contain stealing, hitting, harming or killing others and does not contain anything that will make anyone else sad, it shouldn't contain inappropriate words and it shouldn't contain ridiculing others or any mockery of anyone else.

- The good game should contain cooperation between friends, people, friends who love each other, actions that make others happy, and contains nice words that are appropriate and respectful.
- The trainer can discuss with the children the following concepts according to the availability of time:
 - **"You are a smart child, will you think before you chose the game you will play online?"**
 - **"How can you help your friends think in a smart way just like you, before they play and choose new games to play?"**

Evaluation Exercise

The trainer can choose one of these exercises or any other assistive exercise that she finds suitable:

- The trainer gives each child a paper shaped as a heart written on it "I love the games that make me happy" and asks them to colour the heart and decorate it.
- The trainer asks the children to draw a good game or make a good game out of the various materials provided by the trainer.
- The trainer gives the children blank papers and asks them to draw what they have learnt in the workshop.

The Fifth Workshop

"We Learn and Have Fun with Our Differences" Story

Workshop Objectives:

This workshop aims at introducing the following concepts to the children:

- Meaning of differences
- Respecting the differences between them.
- Appreciating the value of differences and helping children see the beauty and the positive sides in the differences.

Materials Needed:

Materials for the introductory exercise:

- A puppet of any animal, for example: a giraffe, and the trainer can give it the kind of name that children would like, such as Gogo. If puppets are not available it is possible to use characters made out of paper instead and put a stick or anything else on the back to move them.
- A large paper with the slogan written on it "Differences is a beautiful thing" or it can be written on the board instead of a paper.

Materials for the main exercise:

- The characters of the story "We learn and have fun with differences" cut in any suitable way, and it's helpful to laminate them to make it easier to move them around. The trainer can concentrate on the characters that are in the same scene in the story, like: The father "Salem" with his children "Ahmed" and "Mariam", "Mariam" and "Ahmed" with the insects, the children in different customs and eating different things, the children fighting, pictures of the insects.
- At the back of characters, or scenes stick a fastening tape, so it can be stuck on the baize board (if used).
- A baize board to hang the characters on, if a baize board is not available the characters can be stuck on a large paper or any other way that the trainer finds suitable.
- The following slogans written on a large paper or on a board so that all children can see them easily:
 - **"I am respectful and I respect the differences"**
 - **"Between you and me beautiful commonalities"**

- A basket or a box to put the characters and the story scenes inside it.
- Pencils and colouring pencils or crayons.
- Papers to draw on.

Introductory Exercise

I Know about Differences

Exercise Objective:

This exercise aims at introducing the following concepts to the children:

- The meaning of differences.
- Identifying the differences between them and their peers.
- Understanding that difference is a beautiful thing.

Duration:

10 – 15 minutes approx.

Implementation Steps:

- The trainer stands with the children in a circle, the trainer repeats the following words few times and the children repeat them along with her. She can melodize them in any way she likes and makes it interesting to children. She sings the first line and the children repeat it after her for few times and then she moves on to the next line:

"We are the children .. We are smart

Differences, Differences .. is present between us

In our looks .. In our thoughts .. In our tastes

Differences add beauty around us."

- After repeating the song, the trainer tells the children that the giraffe Gogo wants to talk to them. The trainer holds Gogo up and greets the children, then asks them the first question and allows them to answer for about two minutes then she thanks them for their answers and moves on to the next question:
 - **"What if all the houses in the world looked the same and had the same colour, all the trees looked the same and all the fruits looked the same. Would that be a good thing? Why?"**
 - **"Are people similar to each other or different?"**

- **"Which is more beautiful, when everyone looks the same or when they look different?"**
- Gogo explains that differences are beautiful and that people differ in their looks, their taste, their thoughts and in everything, and this is a beautiful thing that's why we respect it.
- The trainer holds up the paper with the slogan so that all children can see it clearly or points at the board that has the slogan written on it and repeats with them **"Difference is a beautiful thing"**.

Main Exercise

We Learn and Have Fun with Our Differences

Exercise Objective:

This exercise aims at helping children:

- Respect the differences between them.
- Appreciate the differences.
- Help them see the beautiful and positive aspects in the differences.
- Identify common grounds between them despite their differences.

Duration:

45-50 minutes approx.

Implementation Steps:

- The children set in a semicircle so that they can all see the trainer and the characters of the story clearly.
- The trainer brings the baize board and the characters of the story and sticks them on the board and moves them with the events of the story, while trying to change her tone and pitch with each character as much as possible to attract the children's attention and keep them interested.
- The trainer starts telling the story and discusses the story after each paragraph as explained below, while moving the characters according to the scenes in the story as she sees appropriate.

"We learn and have fun with our differences" story

The first paragraph:

"Eid was different this year for Ahmed and Mariam, because their father had told them that two family friends are coming to visit them with their children, and they can play with their children and have fun with them.

Mr. Nadim's family that lives in the city will come with their two children Raihana and Saeed and also Mr. Haj Kareem's family that lives in a

beautiful village behind the big mountain will come with their two children Majed and Abeer."

Mariam and Ahmed were so happy about the news and they went to their back yard to tell their little friends, the insects, that they will be having good times with their guests playing in the back yard.

After a long wait the guests arrived. Mariam and Ahmed were so surprised when they saw the different customs their guests were wearing, and the different ways of giving Eid presents to children. As one family gave small, beautiful toys and another gave money, while Mr. Haj Kareem gathered the children and told them a story as an Eid present.

The children sat together to talk with each other and found out that they were so different in so many aspects. They differed in the colours they liked, in the foods they preferred, in the games they liked to play, in the school subjects they favoured and even in the pets they liked having. Each child thought that his or her taste and preference was the best."

The group discussion:

After finishing reading the first paragraph of the story the trainer discusses it with the children by asking the following questions and listen to the children's answers for each question before moving on to the next:

- "What are the names of the children that were different from each other in the story?" the children should mention all the children's names in the story.
- The children's tastes in food were different from each other, what examples can you give for their different tastes in food?
- Were all the children's clothes the same or did they differ from each other?
- After discussing the story, the trainer explains to the children that differences are not only present between the children in the story but they are also present between them. The trainer asks the children the following questions and listens to their answers after each question before moving to the next question:
 - **"Are your names the same or different from each other?"**

- **"Do you all like the same food or do you differ in the food you like?"** The trainer encourages the children to mention the types of food they like.
 - **"Do you all like the same colour or do you differ in the colours you like?"** The trainer encourages the children to mention the colours they like.
- The trainer explains that they have noticed the differences between them and how much beautiful those differences are, and that they are all respectful children that's why they respect the differences.
 - The trainer left up the paper with the slogan up so that all children can see it and repeats the slogan with them **"I am respectful and I respect the differences"**.
 - **After discussing the first paragraph of the story the trainer continues the story and explains the disagreement present between the characters of the story.**

The second paragraph:

Later in the afternoon, the children went out to play in the garden, but they could not agree on one way to play. Each time one suggested a game, the children disagreed on how to play it.

The children argued and disagreed for more than an hour and as the time passed the children began to feel upset and started to make fun of each other's differences.

The group discussion:

- The trainer discusses with the children the disagreement about choosing a game to play that lead to a fight, she starts with the first question and listens to their answers, then she moves on to the next question and so on:
 - **What was the reason for the disagreement between the children?**
 - **How could have the children played together without fighting?**
- The trainer explains that since they are different children they have many differences between them, on the other hand, they also have many similarities and commonalities they can build on to unite them. For example, they are all humans and they all like to play and enjoy their time playing

with the other children and have a good time, they don't like to get into fights but they like having fun and they need to sleep and eat. The trainer asks the children the following question and listens to their answers: **"What is the similarity between all of you that brought you into this place?"**

- The trainer holds up the paper with the slogan so that all children can see it and repeats the slogan with them: **"Between me and you a beautiful similarity"**.
- The trainer displays every two insects together just as they appeared in the story, like: the silkworm and the beetle, the butterfly and the grasshopper, the cockroach and the ant in a way that enables all children to see it easily.
- The trainer asks the children to mention the differences between each two insects and listens to their answers for almost two minutes.
- The trainer asks the children the following question and listens to their answers: **"Will the world be more beautiful if there was only one kind of insects or is it more beautiful with the various types of insects?"**
- The trainer continues reading the story:

The third paragraph:

The insects that lived in the garden were very sad to hear the children argue and make fun of each other's differences. They gathered together and decided to teach the children few things about the differences. The insects wanted to tell the children that differences are beautiful and not a bad thing, and that no child should be allowed to hurt or make fun of another child because he is different.

The insects also wanted the children to know that no child is better than the other because he is different. Each person lives differently and has a different taste, likes and dislikes. This is an awesome thing! Because if everybody had the exact same taste, habits and way of thinking, the world will be boring. There will be no inventions, discoveries, or anything new.

The Earthworm and the beetle walked towards the children and the rest of the insects followed them. The earthworm greeted the children and asked "Why are you fighting children? Why do you think differences are bad and say cruel things to each other because of them?" the children were looking at the earthworm in surprise as it continued to speak "Look at me children.

I am very different from my friend; the Beetle. I am light and striped while she is dark and looks different than me. I love her, she is my friend and she loves me.

She respects me even though I am tall and thin and don't have any legs and I respect her even though she is very dark and fat compared to me. I learn patience and calmness from her."

Then came the Butterfly and the Grasshopper.

The Butterfly smiled to the children and said "This Grasshopper has tall legs and can jump to high places while I cannot. On the other hand, I have a blend of beautiful colors on my wings while he doesn't.

Despite our differences we fly together each time we meet. I respect him deeply and he respects me. I am amazed by his love and devotion to his Grasshopper friends. I learned a lot from the way they cooperate and work together."

Then came the Cockroach and the Ant...

The Cockroach looked at the children and said "This Ant is so small and fragile compared to me. I am much bigger and I can move much faster. But we are best friends and we respect each other very much. I am amazed by her orderliness and her enthusiasm."

The Earthworm spoke again and said "We insects respect the differences among us. We learn new things from one another and try to live with peace and happiness. We are happy to have different friends and we spend our time loving, respecting and helping each other.

You can learn and grow from your differences and from each other too."

The Beetle added "think about this; children...think...you can learn from each other, and you can help people around you learn from their differences and learn to respect other different people too".

The children smiled and thanked the insects and promised them to think about what they said. Since that day, the children never mocked any different child and always kept in mind that differences bring goodness and knowledge to the world. This made them happier and more successful.

The children started by agreeing on a game to play. They enjoyed their afternoon and had lots of fun together.

The group discussion:

The trainer asks the children the following questions one after the other after hearing their answer for each one before moving to the next:

- **"In what way did the insects differ from each other?"**
- **"What did the insects teach us in this story?"**
- **"How do you think life will be if all children decided to learn one new thing from someone who differs from them every day?"**
- **"How can you encourage your friends to learn from the differences in others?"**

Evaluation Exercise

The trainer can choose one of these three exercises or any other exercise she finds suitable:

- The trainer distributes papers and colouring pencils or crayons to the children and asks them to draw two insects that they think are so different from each other.
- The trainer gives two drawings of two different insects to each child and asks the children to colour them, the children can stick with an adhesive tape a stick behind each insect to move them around while playing their roles and explaining the differences between the two of them.
- Free drawing that allows children to express what they had learnt in the workshop.

The Sixth Workshop

I See the Beautiful Thing in the Other

Workshop Objectives:

This workshop aims at conveying the following concepts:

- Help children think of the special characteristics they see in themselves, and help them see the special characteristics in other children.
- The meaning of starting with the good thing in others and its importance.
- How to start with the good thing in others when communicating and solving problems.

Materials Needed:

Materials for the introductory exercise:

A paper crown in the size of a child's head written on it " I have a special trait".

Materials for the main exercise:

- Pictures of unfamiliar animals for the children, or are considered not so attractive or desirable, like: a donkey, a mouse, a monkey, a cockroach, a turtle, a lizard, a fly, a crocodile, a bat, an owl, a frog, a spider, a hedgehog. The pictures need to be the same number as the children so that each child can get one and there is no problem if some pictures were repeated. It's preferable to stick a stick at the back of the pictures so that children can move them easily.
- A picture of a deer, and stick with adhesive tape a stick at the back.
- A box to put all the animals inside it.
- A large piece of Styrofoam to insert the animals' sticks inside, or any other suitable material can be chosen to insert the animals pictures. The Styrofoam piece can be put in a prominent place so that all children can see it.

Introductory Exercise

My Special Characteristic

Exercise Objective:

This exercise aims at helping children think of their special traits, and helps them recognize the special traits of others as well.

Duration:

10- 15 minutes approx.

Implementation Steps:

- The trainer sets with the children in semicircle.
- The trainer explains that all children have many special traits, including the children present here today. Each one of us has many beautiful and distinctive trait. The trainer gives examples to children and hears from them as well to grasp the meaning of special traits. It's possible to combine the traits that are related to values like honesty, generosity, kind-heartedness, ...etc, with the traits related to skills, such as: creativity, thinking, ...etc, and the traits related to personality such as: smiling, activeness, cooperation, ...etc.
- The trainer asks the children to think of one of their beautiful traits. The trainer gives the children few seconds to think.
- The trainer holds the crown so that all children can see it and informs them that each child will stand in front of the children and wear this crown and will tell his special trait. All the children shall clap and the child will return to his seat before the next child comes to the front of the room and do the same. Each child starts the sentence this way "My special trait is generosity" or "My special trait is loving people" or " My special trait is helping my friends". The trainer explains that all children shall give an applause for each child after telling his special trait. The trainer indicates the order in which the children will have their turns so that all children know their turns. The trainer helps any child who finds difficulty in

choosing his special trait to make sure that all children will share their special traits with others.

- After all children participated, the trainer asks the following question and listens to the answers: **"How did you feel while saying your special trait?"**
- The trainer explains that all children feel good when mentioning their trait, they have and they also feel good when someone else mentions their trait. She asks them the following question and listens to their answers: **"If you were wrong about something and your friend wanted to tell you, would you rather listen if he told you that what you did was wrong, or if he first mentioned your special trait and then told you what you did was wrong?"**
- The trainer encourages the children to tell their beautiful and special traits that others have and to mention them for them especially when they are having a disagreement with them or want to point out a mistake they did.

Main Exercise

The Most Beautiful Thing about an Animal

Exercise Objective:

This exercise aims at delivering the following concepts:

- What it means for a child to start with the best thing that the other person has.
- How a child feels when someone tells him his best trait.
- How does starting with the best thing that another has helps in communicating and solving problems.

Duration:

45-50 minutes approx.

Implementation Steps:

- The children set in semicircle so that they can all see the trainer easily.
- The trainer puts all the animals inside cardboard box, and asks each child to put his or her hand inside the box and pulls out a picture of a certain animal and mention its name.
- The trainer holds the picture of the gazelle and speaks on behalf of it. The gazelle says that the children might find the animals or insects they have annoying and unattractive, and yet there is something beautiful about each animal.
- The gazelle asks the children to step forward to where the Styrofoam is positioned and asks each child to mention something beautiful about the animal or the insect they've got in their hands, the gazelle can help the children if a child found difficulty in doing so. The gazelle asks the children to insert their animal or insect in the Styrofoam after they mention the beautiful thing about it. The trainer encourages children to give applause to each child after he or she are done.

- After all children participated, the gazelle explains that if we want to see the beautiful thing about anything we can search for it and we'll find it, and this applies to people as well. Even those whom we don't consider as our friends, or those we consider as friends but we find them annoying, they too have something beautiful about them that we can see like, and remember when we talk to them.
- The gazelle mentions some examples about the concept of starting with the best thing in others. For example: if a child had a brother who doesn't organize his things and she wanted to tell him that he needs to organize them, she can start with the best thing in her brother which is "loves helping others and assisting them" for example. So she can say: "You love helping others, so it would have been better if you had organized your things so that others wouldn't do that for you."
- Or if there was a generous child but he gets angry quickly and causes many problems, we can tell him: "You are generous but when you get angry suddenly your friends can't see your generosity, it would be nice if you could be kinder to them."

The group discussion:

The trainer asks the following questions one after the other and listens to the answers of the children before moving to the next one:

- **"How did you feel while you were saying and listening to your friends say the most beautiful thing about the animals and insects that they have?"**
- **"You are a smart child, can you find something beautiful about people and animals?"**
- **"Do you like it when people start with the best thing about you when they speak to you? And why?"**
- **"How do you feel when the other person starts with the best thing about you?"**
- **"Would it help in decreasing the fights and troubles if children started with the best things in the child they are speaking to?"**
- **"How can you help your friends and family to start with the best thing in others when speaking to them?"**

Evaluation Exercise

The trainer can choose one of the following Evaluation exercises or choose any other exercise that she finds suitable:

- The trainer asks the children to try to express with drawing or using Craft materials the beautiful thing in a child they have problems with.
- The trainer asks the children to think of an animal they fear or an insect that bothers them and draw or express in any way the beautiful thing about it.
- The trainer asks the children to express through drawing what they have learned today.

The Seventh Workshop

I Love Tolerance

Workshop Objectives:

This workshop aims at introducing the following concepts to the children:

- Meaning of tolerance.
- Encourage children to think of tolerance in their daily lives.
- Help children see the effects of tolerance in dealing with others and its role in limiting problems and bringing children closer together.

Materials Needed:

Materials for the introductory exercise:

Regular papers or cardboard cut to make a circle that has a diameter of about 30 centimetres, so that children can see it clearly, written on it " Tolerance", and a stick is stuck to its back so that children can hold it easily.

Materials for the main exercise:

- A board which the children can hang their papers on.
- A paper crown that is put at the top of the board so that the children can stick the pictures of the animals below it.
- Pins or adhesive tape to stick the pictures on the board, or anything else that'll be used to hang or stick the papers on the board.
- An A5 size card or paper the same number as the children.

Introductory Exercise

I Learn the Meaning of Tolerance

Exercise Objective:

This exercise aims at encouraging children to think about the meaning of tolerance and connecting it to the daily life activities.

Duration:

15 - 20 minutes

Implementation Steps:

- The trainer sets with the children in semicircle.
- The trainer explains to the children that a lot of children might have heard of the word "Tolerance" before, and in this exercise we want to know what does tolerance mean for each one of the children.
- The trainer asks each child, one by one, to step forward and stand next to her facing the children, the child holds the card that has the word "Tolerance" written on it and then says what does tolerance means to him or her in a word or two.
- The trainer listens to the children's answers without commenting or correcting.
- After all children participated, the trainer asks the children to give themselves a round of applause, and explains to them that tolerance means that a child must accept any human being no matter how different they were, and allow that person to talk and tell his opinion without interrupting or making fun of him.

Main Exercise

I Love Tolerance

Exercise Objective:

This exercise aims at:

- Introducing the meaning of tolerance to children as “accepting the different thoughts of others and allowing them to voice them”.
- Explaining to children that tolerance decreases problems and brings children closer together.

Duration:

45 - 50 minutes approx.

Implementation Steps:

- The trainer sets with the children in semicircle.
- The trainer distributes the papers and colouring pencils or crayons to the children.
- The trainer explains the exercise by saying that if we had a crown and we wanted to put it on the head of an animal, draw the animal that you think is your favourite and you would like to choose it to be the one that is crowned. The trainer gives 5 -10 minutes for drawing.
- The trainer asks each child to stand in the front of the room and tell the others what animal had he or she chose, and why is it his or her favourite, then stick the drawing on the board under the crown. The trainer can help children stick the drawings if it was difficult for them.
- After all children are done participating, the trainer asks the children the following questions and listens to their answers for each one before moving to the next question.
- It is possible for the trainer to choose a puppet to ask the children the questions and to ask them to give themselves applause after answering

each question before moving to the next one, in order to add energy and excitement to the discussion:

- **"Are your favourite animals the same?"**
- **"Why did your favourite animals differ from each other?"**
- **"You chose a different animal from your friend, would you like it if your friend made fun of the animal you chose?"**
- **"You chose a different animal from your friend, would you like it if your friend pulled your drawing of the board and told you that your animal is not suitable?"**
- **"You chose a different animal from your friend, would you like it if your friend interrupted you and didn't allow you to speak about your favourite animal?"**
- **"You chose a different animal from your friend, how would you like your friend to treat you for choosing an animal that is different from his?"**
- The trainer explains that tolerance means that even though the other children have different opinions from yours, you respect their opinions and allow them to express them without interrupting or making fun of them, even if you didn't like their opinions. The trainer asks the children the following two questions and gives the children enough time to discuss them and come up with practical examples. The trainer can help the children with that:
 - **"Will the children be happier if they had treated each other with tolerance while playing, in school and at home?"**
 - **"How can you make tolerance your companion when dealing with the other children in school, home and everywhere?"**
- After finishing the discussion the trainer asks the children to stand and she explains that each one of them has a thinking brain, and she asks them to repeat together **"I have a thinking brain"**.
- After finishing the trainer asks the children to gather in a circle in order to get closer to each other.

- The trainer explains that all children have a favourite animal and that they all have put some serious thinking to come up with that animal and chose it for a reason. Each one of you has a thinking brain and a beautiful idea. If all our ideas were gathered together we would make one big brain and we'd have so many ideas that we can listen to from each other, learn from and allow our brains to grow with them.
- The trainer asks the children to repeat together "**I love tolerance**".
"**Tolerance makes my brain bigger**".

Evaluation Exercise

The trainer can choose any evaluation exercise she finds suitable whether drawing, or using the other craft materials to express that tolerance makes one's brain bigger, or that tolerance makes the relationships between children better.

The Eighth Workshop

I Enter the Circle of Strength

Workshop Objectives:

This workshop aims at delivering the following concepts and skills to the children:

- Thinking of strength and self-confidence in a mindful way.
- To concentrate on the positive aspects in their lives and find positive things in some of the difficult issues.
- Practical methods that help children feel strong and confident especially when they are in a situation where they don't feel confident.

Materials Needed:

Materials for the introductory exercise :

- A plastic hula hoop that children can jump inside it easily, placed on the floor where all children can see it. If a hula hoop is not available it can be replaced with anything else; like drawing a circle on the floor.
- A paper that has the workshop's slogan written on it in a large clear font "I enter the circle of strength". It's possible to replace it with writing the slogan on the board.

Materials for the main exercise:

- A rounded paper plate that the trainer writes the workshop's slogan on it "I enter the circle of strength" at the top of the plate. She also divides the plate into three equal sections using a pen.
- Various craft supplies according to what is available, so that the children can use them to decorate the plate.
- A glue that is easy for children to use.
- Pencils and colouring pencils or crayons

Introductory Exercise

I Have a Special Trait

Exercise Objective:

This exercise aims at helping children recognize their special trait and use it as a catalyst to the feeling of self-confidence.

Duration:

10 -15 minutes approx.

Implementation Steps:

- The trainer explains that each child has many special and beautiful traits, such as: generosity, cheerfulness, cooperation, activeness, helping others, loving people, honesty, caring for his siblings, ...etc.
- The trainer asks each child to think of a beautiful and special trait they have, as every beautiful and special trait makes us feel strong.
- The trainer explains that all children will participate in this exercise one after the other, so that each child jumps in the hula hoop and stand in it and feels strong while mentioning his special trait. For example, Laila says "I am the active Laila", and Ahmed says "I am the generous Ahmed".
- The trainer in this exercise explains practically what the children can do to make themselves feel strong, and that is by making a circle with their two hands by connecting their two thumbs and their two indexes together, this circle symbolizes the circle of strength, just as the circular hula hoop symbolizes the circle of strength, as well.
- The trainer (whose name is Amal, for example) starts doing this exercise herself, so that all children can see how it is done. She jumps into the hula hoop and makes the circle with both of her hands and says "I am the active Amal and I enter the circle of strength", than she jumps out of the hula hoop.

- The trainer asks the children to do the exercise one after the other in whatever order she finds appropriate. She makes sure that all children participate.

Main Exercise

I Enter the Circle of Strength

Exercise Objective:

This exercise aims at help children feel strong through:

- Remembering an act or an accomplishment they did before.
- Remembering people they had helped before.
- Remembering names of people who love them and care about them.

Duration:

45 -50 minutes approx.

Implementation Steps:

- The children set in any way they like that enables them to draw and see the trainer at the same time.
- The trainer explains that in this exercise each child will be given a paper plate with the slogan "I enter the circle of strength" written on it. The trainer distribute these plates to the children.
- The trainer asks the children to draw in the first triangle -or write if they can - their trait. The trainer gives 3 - 5 minutes to complete this step.
- The trainer explains that the trait they had expressed in the plate helps them a lot to feel strong. Whenever they remember this trait they know that they have a beautiful thing and a beautiful and a special trait. The beautiful and special traits of children give them strength.
- The trainer asks the children to remember a time when they helped someone and the trainer can listen to some examples from the children to make sure that they had understood the idea.
- The trainer asks the children to draw or express using the craft supplies in the second triangle of the plate about the work they had done to help someone. The trainer gives enough time for this step.

- The trainer explains to children that every person who helps others is a strong person, that is why they, as smart children, help others, and remember that they can always help others as this means that they are smart and strong children, which will make them feel strong.
- The trainer asks the children **"Who are the close people to us who love us?"** the trainer listens to the children's answers and encourages them to mention those who are close to them and who love them unconditionally like their parents. The trainer explains that those who are closest to us and our families love us and this love make us feel strong.
- The trainer asks the children to express in the third section of the plate about a person in their family who loves them and that love makes them feel strong. The trainer gives enough time for this step.
- After completing the previous step, the trainer asks each child to come to the front of the room, face the other children so that they all can see him, and hold up his plate and say the workshop's slogan "I enter the circle of strength". The trainer along with the children give each child applause after he is done. She decides the order of their participation and makes sure that all children had participated.
- The trainer explains that all children are smart and strong, but sometimes they may feel that they need more strength. They can, then, remind themselves of their beautiful and special traits, help others, and remember someone in their family who loves them and care about them to feel strong.
- The trainer explains to children that they can, as smart children, remind themselves with their strength by forming a circle with their hands as in the previous exercise and tell themselves **"I enter the circle of strength"**. It is possible to repeat that multiple times whenever they feel they need to feel strong.
- The trainer stands with the children in a circle and asks them to remember everything they had expressed in the plate and to make a circle with their hands and say together **"I enter the circle of strength"**.

Evaluation Exercise

The trainer can do any evaluation exercise she finds suitable to consolidate one of the three aspects of strength of their choice (special traits, helping others, or the family members who love them and care about them) and that is by expressing it with craft supplies or by drawing. It is possible that the trainer chooses one of these aspects herself and ask the children to express it.

The Ninth Workshop

I Am Respectful and I Respect the Human Being

Workshop Objectives:

This workshop aims at:

- Introducing to children the meaning of respecting themselves and helping them feel it.
- Introducing to children the importance of respecting others as human beings no matter how different they were.

Materials Needed:

Materials for the introductory exercise:

- A line on the floor that is defined by an adhesive tape or chalk or anything else, so that children can jump over it easily and making sure that all children can see it.

Materials for the main exercise:

- Pictures for colouring pasted on A5 papers. The pictures shows different children from both genders that differ in colour, looks, height, hair, wearing customs from different cultures, countries, and environments, and children with different types of disabilities. There is no problem if some pictures were repeated.
- A box to put the papers in, with an opening at the top, so children can put their hands in and pull a paper out without crumbling it. The box can be made out of the available materials like cardboard.
- A board on the wall used to hang the papers on after the children are done colouring them. The board can be replaced with a rope and clips to hang the papers.
- The workshop's slogan "I am respectful and I respect the human being" written on a large paper or written on the board so that all children can see it from their place.
- Pencils + crayons or colouring pencils.

Introductory Exercise

I Am a Respected Child

Exercise Objective:

This exercise aims at training children on the followings:

- The meaning of self-respect.
- Helping children feel their self-respect.

Duration:

15 - 20 minutes approx.

Implementation Steps:

- The trainer sets with the children whatever way that enables them to see her clearly.
- The trainer explains that every human being is respected, and that every child is respected, that's why every child in the world is respected, and that all the children here are respected.
- The trainer asks the children : "**What does it mean when we say that human beings are respected?**", and then she listens to the children's answers for few minutes.
- The trainer explains the meaning of the sentence "Every human being is respected" by stressing on the fact that God created us as respectful human beings, and every human being must be respected. As we like to be respected by others, the others are also respected human beings and would like us to respect them.
- The trainer explains that in the next step each child will jump on the drawn line and say in a loud voice: "**I am a respected child**". The trainer tells the children the order in which they will be participating in the exercise and makes sure that they all had participated.

- After all children jump on the line the trainer asks the children to give themselves a round of applause, then she repeats with them the slogan **"I am a respectful child"**.

Main Exercise

I Respect the Human Being

Exercise Objective:

This exercise aims at delivering the following concepts:

- Human beings are respected no matter how different they are.
- Being different does not contradict with respect.

Duration:

40 - 50 minutes approx.

Implementation Steps:

- The children set in any suitable way so that they can colour and see the trainer and the board clearly.
- The trainer holds the box and tells the children that it contains drawings of different children and that she will pass the box around and each child should pull one picture from it. The trainer passes the box around the children and makes sure that each one has taken one drawing.
- The trainer explains that each child has a picture of a different child, and that all the children in the picture are respected human beings.
- The trainer asks the children to colour the picture they have in the neatest way they can, and to think of the child they are colouring as a respected child just as they are respected. The trainer gives 5 minutes for this exercise.
- After completing the colouring, the trainer asks each child to come to the front of the room and stand in front of the children to show his picture that he has just coloured and mention in what way does the child in the picture differ and that this child is respected despite being different. Some examples of what children can say: the child in this picture is dressed in a strange custom and he is a respected child, the child in this picture has no hand and she is a respected child, this child as a very

curly, fuzzy hair and he is a respected child, etc. Then the child sticks the picture on the board, or the trainer can stick the picture for them if it was difficult, then the next child can present his picture, and so on.

- After all children are done presenting their pictures and commenting on them, the trainer points to the pictures on the board and explains to the children that all these children are different, and that this difference does not make them any less respected, and that they are all respected. All people are respected no matter how different they were in their looks, situations or country.
- The trainer holds up the slogan in a way that allows all children to see it and repeat with them **"I am respected and I respect the human being"**

The group discussion:

The trainer asks the children the following questions if there was enough time left and listens to their answers for each question before she moves to the next one:

- **"Do you see different children in your life?"**
- **"Do people always treat the different children in a good way?"**
- **"What do children do to know that they respect each other?"**
- **"You are a smart child and you now know that every child is respected no matter how different they were. How will you treat the different children when you see one?"**
- **"How do you respect the different child and what do you do to respect him or her?"**

Evaluation Exercise

The trainer can choose one of the following activities or any other activity she finds appropriate:

- The trainer asks the children to draw a child that has something different about him or her and they want all the other children to know that this child is respected.
- The trainer asks the children to express with drawing, or any other way, different children playing together and respecting one another.
- The trainer asks the children to express with drawing or using craft supplies what they have learnt in the workshop.

The Tenth Workshop

I Am a Strong, Smart and a Safe Child

Workshop Objectives:

This workshop aims at introducing certain concepts and skills that are related to the protection, some of these are:

- To introduce to the children the concept of "My body is mine", and help them learn to respect their bodies, protect them and do not accept to reveal any part of them to others even if they were asked to do so.
- The child understands the difference between the good secret -which is defined as a secret that carries good implications, content, and gives the child good feelings- and the bad secret which includes bad content or gives the child bad feelings or both.
- To encourage the child not to keep a bad secret and the importance of telling one of his parents or teachers about it.
- To help the child in understanding the difference between the good touch, which is associated with a comfortable feeling, and the bad touch, which is associated by an uncomfortable feeling (annoyance .. restlessness .. sadness .. etc.).
- To train the children on trusting their feelings when there is an uncomfortable situation and to act accordingly.
- How to deal with strangers especially when they ask the child to do something or give him presents or anything else.

Note: it is possible to divide this workshop into two parts if the trainer would like to do so.

Materials Needed:

- Papers, preferably coloured, the size of A4 papers or bigger, with the following Slogans written on them to ease repeating them and memorizing them for the children, it is possible to write the slogans on the board instead of papers:
 - **My body is my mine**
 - **I trust my feelings**
 - **There is no place for the bad secret in my heart**
 - **I am a strong, smart and safe child.**

- **Say no to strangers**

The required materials for "My body is mine" and " the good touch and the bad touch" exercises:

- Puppets of animal characters (rabbit, elephant, duck,...) and it is possible for the trainer to call them with names that are more attractive to children, like: bunny, Jojo, Kiko. In case puppets were not available they can be replaced with characters made out of paper and to stick a stick on its back to ease its movement.

The required materials for "the good secret and the bad secret" exercise:

- Characters made of paper bags that the trainer would be using to present the story's scenes in the workshop, which are:
 - 4 boys: Ahmed, Sami, Hisham and Rami.
 - 2 girls: Soha and Amal.
 - A woman
- It's better to replace any character's name if there is a child participating in the workshop who has the same name. The trainer draws a face on the paper bag and she can add extra details to the face, like: hair, moustache, earrings, or whatever she finds suitable
- Colouring pencils or crayons.

The required materials for "Say no to strangers" exercise:

- Any two puppets of any type for two characters. The first one's name is Hasan and the second one is for a man who will be the stranger in the story.
- Models or pictures of a car and a house, it is also possible to use a toy car and a toy house instead, or the trainer can even make them out of cardboard or anything else.
- Sweets (whether real or not, like model of candies).

The First Exercise
My Body Is My Own ..
The Difference between a Good Touch and a Bad Touch

Exercise Objective:

This exercise aims at:

- Helping children understand the concept of "My body is mine".
- Understanding the difference between a good touch and a bad touch, and the associated feelings with each one of them.
- Helping children trust their feelings.

Duration:

20 minutes approx.

Implementation Steps:

"My body is mine" concept

- The trainer stands with the children in a circle, and they all repeat together the following sentence for few times. It's even better to sing it in a way that attracts the children:

"I respect my body as my body is mine I respect my body as my body is mine".
- After repeating the sentence the trainer explains to the children that bunny would like to greet them and tell them a story. The trainer then greets the children on bunny's behalf.
- The trainer lifts bunny up as she greet the children and then asks them:
"Dear children, what do you think "My body is mine" means?"
- The trainer gives two minutes approximately to hear the children's opinions without commenting on them.
- Bunny explains to the children the meaning of "My body is mine" which means that each child respects his body and doesn't allow anyone to see

the parts of his body that are covered with clothes and doesn't change in front of others.

- The trainer asks the children few questions, and listens to the children's answers for each one of them. Then she repeats with the children the answer mentioned under the question loudly and in a fun way, and then moves to the following question. Here are the questions and answers ...
 - **Question: you are a smart child, do you leave the bathroom's door open when you go in to the bathroom?** The trainer listens to the children's answers then repeats with them: **I am a smart child .. I don't leave the bathroom's door open when I go in to the bathroom.**
 - **Question: you are a smart child, do you cover your body after taking a bath?** The trainer listens to the children's answers and then repeats with them: **I am a smart child .. I cover my body after I take bath.**
 - **Question: you are a smart child, do you make sure you change in a room where others can't see you?** The trainer listens to the children's answers than repeats with them: **I am a smart child .. I make sure I change in a place where others can't see me.**

The concept of the good touch and the bad touch

The trainer uses the puppets Jojo and the Duck Kiko in this exercise. She starts with Jojo to explain the concept of the good touch and uses Kiko to explain the concept of the bad touch.

The good touch:

The trainer holds Jojo and greets the children as Jojo, then she asks them the following questions and listens to their answers:

- **What do you feel when your mother or grandmother hugs you?**
- **What do you feel when your friend hugs you?**

- Jojo thanks the children for their answers then he explains that the good touch is the touch that makes us comfortable and have a good feeling.

- The trainer holds the Duck Kiko who greets the children, then she asks them: **"If someone hugs a child in a way that made him feel uncomfortable or annoyed, is this a good feeling?"**

- Kiko explains that just as there is a good touch that gives us good feelings and makes us feel comfortable, there is also a bad touch that we recognize through the uncomfortable feelings associated with it, such as annoyance, discomfort, sadness .. etc.

The concept of trusting the feelings

- The Duck Kiko continues explaining to the children and talks about trusting the feelings and asks:
 - **"If someone hugged a child in a way that made him or her feel comfortable and good, what would these feelings be telling him? Is this a good touch or a bad touch?"** Kiko says the answer loudly along with the children: **A good touch.**
 - **"If someone touched a child in a wrong place or hugged him in a way that made him feel uncomfortable, what would his or her feelings be telling him, is this a good touch or a bad touch?"** Kiko answers loudly along with the children: **A bad touch.**
- Kiko tells the children: you are smart children and you always remember: "I am a smart child and I trust my feelings" so when you feel uncomfortable from a bad touch you must stay away and tell one of your parents.
- The trainer holds up, with the help of Kiko, the paper with the slogan **"I trust my feelings"** so that all children can see it, then she repeats with them the slogan.

The Second Exercise

There Is No Place for the Bad Secret in My Heart

Exercise Objective:

This exercise aims at introducing the following concepts to children:

- What does a secret mean.
- The difference between a good and a bad secret.
- The feelings associated with the good secret and the bad secret.
- Not to keep the bad secret and tell someone about it.

Duration:

25 minutes approx.

Implementation Steps:

- The trainer presents the concepts through short stories followed by a group discussion in which the trainer listens to the children's answers for the questions that she will ask.
- The trainer brings the paper bag characters and moves them according to the following story as she tries to change her voice as much as possible with each character in the story to attract the children.
- The trainer uses the puppets of Hassan and Ahmed to explain what does a secret mean through the following story: **"Ahmed was setting alone when his friend Hassan approached him and spoke to him, then told him: Do not tell anyone what I had just told you."**
- The trainer asks the children: **"What do we call what Hassan told his friend Ahmed?"** the trainer then listens to the children's answers.
- The trainer explains that this is called a secret and that the secret is something that one person tells another and doesn't want anyone else to know about it, just like what Hassan told Ahmed.

- The following steps aims at helping children to understand the meaning of a good secret in the first and the third part of the following story, and to the meaning of a bad secret in the second and fourth parts of the story. (If the time was tight, the trainer can tell only one story of the two stories explaining the good secret and one story of the two stories explaining the bad secret.)

The meaning of a good secret:

The trainer uses the girls puppets and calls them Soha and Amal.

"Soha came to her friend Amal and told her that they will buy a beautiful present for their friend Noor for her birthday and they want it to be a surprise for her. So don't tell her about it."

The group discussion:

The trainer asks the children the following questions and listens to their answers according to the available time:

- **What was the secret that Soha told Amal?**
- **How do you think Amal felt when she heard the secret?**
- The trainer distributes the first paper bags and the crayons on the children.
- The trainer asks the children to draw on the paper bag the feeling they have when they hear a good secret, the trainer gives 3 minutes for this activity.
- The trainer explains that we know the good secret through two main things:
 - **First:** our feelings; when we hear a good secret we feel happy and comfortable. Just like the way Amal felt in the story.
 - **Second:** the content of the good secret, as it would contain something good for us or for others, Just like when Amal was told about buying a present for the birthday party.
- The trainer asks each child to put his or her hand inside the paper bag that contains the good feeling and hold it up. Then she repeats along with them **"The good secret makes me feel happy"**.

The second story about good secret:

The trainer can discuss again the following story to make sure that the children understand the meaning of the good secret. There is no need to draw again on the paper bag or they can use the same bag they used.

The trainer uses two puppets and calls them Rami and Hisham:

"Hisham told his brother Rami: today in kindergarten the teacher gave me a star because my answer was the right answer, but don't tell anyone about this because I want it to be a surprise for mom when I tell her about it"

The meaning of the bad secret: the second story:

The trainer uses new characters and calls them Smai and the strange man.

"Sami was standing in front of his house door, when a man he doesn't know came to him and said: come tomorrow evening to the playground near your house I want to tell you something very important. But this is a secret between me and you, so you shouldn't tell anyone about it."

Group discussion:

The trainer asks the children the following questions:

- **What was the secret that the stranger told to Sami?**
- **How do you think Sami felt when he heard that secret?**

- The trainer distributes the second paper bag on the children.

- The trainer asks the children to draw the feelings they have with the bad secret on the paper bag. She gives three minutes for this step.

- The trainer explains that we can recognize the bad secret through two main things:
 - **First:** Our feelings; we would feel uncomfortable, annoyed or afraid when we hear a bad secret.

 - **Second:** the contents of the bad secret; it would contain something that is not right, and in Smai's story it would be wrong if he went somewhere without telling his parents and without taking their permission, also it's wrong for the man to ask him to come alone, and if Sami did something without his parents knowledge it would be a wrong thing. So everything that the man told Sami was wrong and he was asking him to do wrong things.

- The trainer asks the children to put their hands inside the paper bags that they had drawn the bad feelings on, and put their hand up high in the air and repeat **"The bad secret gives me bad feelings"**

Another story for the bad secret:

The trainer can discuss again the following story to increase the children's understanding of the bad secret. There is no need to draw again or it's possible to use the same paper bag that they used before.

- The trainer uses puppets for a girl called Salma and a strange woman:

"The strange woman gave Salma money and told her don't tell anyone that I gave you this money."

"There is no place for the bad secret in my heart" concept

- The trainer explains that smart children like you don't keep bad secrets and bad feelings and get them out of their hearts by telling them to one of their parents or older siblings for example.
- The trainer lifts up the paper that has the slogan written on it in a way that allows all children to see it, and repeats with the children: **"There is no place for the bad secret in my heart"**

The Third Exercise

Say No to Strangers

Exercise Objective:

This exercise aims at letting children know that:

- They shouldn't go anywhere with strangers they don't know, or without taking their parents' permission to go with them.
- They shouldn't take anything from strangers they don't know (such as: a present, sweets, money, toys, ...).
- Say "No" to strangers when they ask them to do something without the knowledge of their parents.

Duration:

15 minutes approx.

Implementation Steps:

- The trainer displays the puppets and models and moves them along with the story, and tries to change her tone with each character in the story, to attract the children's attention. The trainer uses the characters of Hamed and the stranger.

The first story:

"While Hamed was standing near his house, a car came by and stopped then a stranger came out of the car. The stranger said to Hamed: How about you come with me to the store and I will buy you delicious sweets?"

The trainer discusses the story with the children and asks them the following questions and listens to their answers, then she repeats the right answer with them in a loud voice.

- **"Hamed is a smart child. Would a smart child go with a stranger he doesn't know?"** The trainer says along with the children **"A smart child doesn't go with strangers."**
- **"Hamed is a smart child. Would a smart child take a present from a stranger he doesn't know?"** the trainer repeats with the children

"A smart child doesn't take presents from someone he doesn't know."

- **"Hamed is a smart child. Would a smart child get into the car with a stranger if the stranger insisted on him to get in?"** The trainer repeats with the children. **"A smart child doesn't get into the car with a stranger even if he insisted"**
- **"Hamed is a smart child. If a stranger asked him to come with him or gave him a present, what should Hamed say?"** The trainer repeats with the children: **"He says "No" in a loud voice."** The trainer asks the children to say the word "No" in a loud voice to practice saying it.
- The trainer explains that when children say the word "No" in a loud voice when a stranger asks them to do something or to take a present from him this means that this child is smart and strong.
- The trainer holds up the paper with the slogan **"Say no to strangers"** in a way that allows all children to see it and repeat the slogan together.

The final review of all concepts

The trainer reviews the concepts with the children and repeats with them "I am a strong, smart and safe child" with each concept. It is possible that the trainer says the concept and the children repeat it with her "I am a strong, smart and safe child".

The trainer says: I know the difference between a good touch that makes me feel happy and a bad touch that gives me an uncomfortable feeling .. **The children repeat:** "I am a strong, smart and safe child"

The trainer says: "I know the difference between a good secret that makes me feel happy and a bad secret that gives me a bad feeling like fear and annoyance .. **The children repeat:** "I am a strong, smart and safe child".

The trainer says: I always remember that "There is no place for the bad secret in my heart" .. **The children repeat:** " I am a strong, smart and safe child".

The trainer says: I always remember to "Say No to strangers" .. **The children repeat:** " I am a strong, smart and safe child".

The Eleventh Workshop

I Think with Hopefulness and Am Proactive

Workshop Objectives:

This workshop aims at delivering the following concepts:

- The concept of hope and the associated feelings.
- The feelings of a child who lacks hope.
- The relation of hope with:
 - Positive thinking.
 - Getting over difficult situations that a child might go through in his life which part of it might be out of his control.
 - Encouragement to do something that might help make the current situation better.

Materials Needed:

Materials for the introductory exercise

None.

Materials for the main exercise:

- A picture or a model of a seed, a silkworm and a mulberry tree.
- A picture showing the sequence of the phases of the life cycle of a seed: " A seed .. A seed with a stem.. a seed with a root .. a tree". It can also be made into a model or made out of cardboard or anything else.
- Pictures showing the sequence of the life cycle of a silkworm: " a caterpillar .. a chrysalis .. a butterfly " the teacher can also make it in a form of a model or out of cardboard or anything else.
- Miscellaneous pictures of people and tools; such as pictures of a farmer, a water sprinkle, a mulberry tree.

Introductory Exercise

I Know the Feeling of Hope

Exercise Objective:

This exercise aims at introducing the following concepts to children:

- The concept of hope
- The feelings associated with hope.
- The feelings associate with someone who is hopeless.

Duration:

15-20 minuets approx.

Implementation Steps:

- The children set in semicircle so that they can see the trainer and the characters of the story.
- The trainer brings a baize board and the character of the gazelle and moves it around on the board according to the story. The trainer should also try to change her voice for each character of the story to attract the children's attention during the presentation. The trainer tells the following story:

"in a rainy day the gazelle was running fast through the jungle, when suddenly she fell into a hole that she didn't notice, and because it was raining heavily her hooves sank deeper into the mud and she couldn't get out of the hole."

- The trainer explains that the gazelle hopes that she might, somehow, get out of the hole. Or she might not have hope and thinks that she will never be able to get out of the hole. We will see, now, how would the gazelle feel when she has hope, and how she would feel when she doesn't have hope.
- The trainer asks the children: **"How would the gazelle feel when she has hope to get out of the hole?"** after listening to the children's

answers the trainer confirms that the gazelle would have a good feeling if she had hope of getting out of the hole.

- The trainer asks the children: "**How do you think the gazelle would feel if she has no hope of getting out of the hole?**" after listening to the children's answers the trainer confirms that the gazelle would not have a good feeling if she had no hope of getting out of the hole.
- The trainer asks the children to stand in semicircle, and tells them to imagine that we are the gazelle and that our hooves have sunk deep into the mud in a hole in the ground and she can't get it out.
- The trainer asks the children to imagine being the gazelle who has no hope, and is not having a good feeling because she thinks she wouldn't get out of the hole . Then asks them: how will she look like? The trainer encourages the children to act like the desperate gloomy gazelle who is not trying to get out or save herself.
- The trainer asks the children to imagine being the gazelle who has hope, and she is having good feelings because she thinks she can get out of the hole, then she asks them how will she look like? The trainer encourages the children to act and pose like the hopeful gazelle who is determined to save herself and keeps trying to get out of the hole.
- The trainer asks the children the following questions and listens to their answer for each question before moving on to the next one:
 - **"Which gazelle is stronger and smarter, the gazelle who has got no hope or the gazelle who has hope?"**
 - **"When you are in trouble, would you want to be like the gazelle who has no hope or like the gazelle who has hope?"**
- The trainer explains to the children that they are just like the gazelle. The children who have no hope would not have good feelings and wouldn't think of doing something to solve their problems, while the children who have hope would have good feelings that helps them do useful things to help themselves.
- The trainer repeats with the children "**We love hope**".

Main Exercise

I Think with Hopefulness and Am Proactive

Exercise Objective:

This exercise aims at explaining to the children that hope:

- Helps them think positively.
- Helps them get over the difficult situations that children might go through in their lives, which might be out of their control.
- Pushes them to do something that might make the situation better than it is now.

Duration:

40-45 minutes

Implementation Steps:

- The children set in semicircle and the trainer sets in the front so that all children can see her clearly.
- The trainer explains that hope is the most beautiful thing in life, because as long as there is hope everything will be beautiful and life will be more beautiful.
- The trainer tells the children that she is going to tell them a story of two things to see how hope turned them from something small that is not very beautiful, into something big and beautiful.
- The trainer holds the seed's model or picture and asks the children "**What is this?**" the trainer listens to their answers and tells them that it is a seed.
- The trainer tells the life story of the seed using the model or pictures to show the sequence of the phases it goes through in its life. She can stop anywhere in the picture to elaborate more or to ask an interesting question that keeps the children engaged in the story and increases their interaction.

"The seed was setting somewhere alone and thinking to herself: I don't want to be a seed for the rest of my life and die as a seed. I want to be a tree. The farmer planted the seed in the soil, but the seed didn't like the place and said: now I am all alone in the dark, how will I ever be a tree when I am buried underground while trees are supposed to be above the ground.

The seed became sad but she held on to hope, and quickly pushed away the sadness and said: I know I can become a tree, that's why I am hoping to become a tree no matter how hard things get.

I know there is a solution for everything. I'll be strong so that I grow up and my stem grows above earth so that I can look at the sky and look at people.

A small stem grew out of the seed and she was very happy with it and was looking forward for the arrival of the farmer everyday to give her water.

One day the farmer forgot to give her water, so she felt sad but she quickly pushed the sadness away and held on to hope, and said: I know there is always a solution.

She thought and then said: I know I can become a tree, and trees have roots. I will work on making my roots bigger so that they can look further away for water. Then her roots grew even more.

If that seed hadn't had hope she wouldn't have become a tree, but with hope and thinking and working she became a big and a beautiful tree that people, the sky and the sun enjoy looking at every day.

- The trainer stands up and asks the children to stand and imagine themselves as that tree that has hope and has grown to become big and beautiful.
- The trainer asks the children to clap and repeat the following song. The trainer can sing it anyway she likes:

I love hope .. I live with hope

I push away sadness .. I live with hope

I was sad .. and now I am happy

With hope I think .. with hope I work

I love hope .. I live with hope

- The trainer asks the children to set in semicircle and tells them that now she will tell them the story of a hopeful silkworm.
- The trainer holds the model of the silkworm or a picture of it and asks the children: "**What is this in my hand?**". The trainer listens to their answers and then she explains that it is a silkworm.
- The trainer tells the life story of the silkworm using a model or pictures to explain the phases it goes through in its life. The trainer can stop anywhere she finds appropriate to elaborate more or to ask an interesting question to keep the children engaged and increase their interaction.

"Once upon a time this silkworm was living on a mulberry tree all alone and was thinking to herself: I don't want to be a silkworm for the rest of my life. I know I can be something else, I can fly and be pretty and colorful.

The silkworm was sad but she decided to have hope.

The silkworm held onto hope and pushed away sadness and said: I know I can become a butterfly, that's why I am hoping to become a butterfly one day no matter how hard things get.

Then she said to herself: I know that there is a solution for everything. I'll be strong so that I can become a butterfly and fly and see the beautiful things in the world.

The silkworm knew she had to eat to grow up, so she ate and ate and slowly she became a chrysalis.

The silkworm became sad and said: now I am trapped, and I can't even see the sun. how will I ever be a beautiful butterfly.

But the silkworm held on to hope and pushed away sadness immediately and said: there must be a solution.

Few days later the chrysalis broke and out came a beautiful and colorful butterfly that is able to fly happily from one flower to the other."

The trainer stands up and asks the children to stand, and imagine themselves as that butterfly that has hope and that has become colourful and pretty and is able to fly everywhere.

- The trainer asks the children to clap and repeat the following song, she can sing it anyway she likes:

I love hope .. I live with hope

I push away sadness .. I live with hope

I was sad .. and now I am happy

With hope I think .. with hope I work

I love hope .. I live with hope

- The trainer explains to children that they are smart kids that's why they always remember hope even at difficult times or when they go through hardships and they think of solutions and know that there is always a solution and that things will get better.
- The trainer asks the children to sing the song again and to remember it whenever they feel sad or were faced with a problem.

I love hope .. I live with hope

I push away sadness .. I live with hope

I was sad .. and now I am happy

With hope I think .. with hope I work

I love hope .. I live with hope

Evaluation Exercise

The trainer does any exercise that helps strengthen the understanding of the concept of hope for the children, whither by drawing, or using the materials or any way she might find appropriate.

"Instilling Universal knowledge" Project Files

The project includes the following detailed files:

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

All these files can be downloaded for free, for the schools that implement the project, from Be-Free Program website www.befreepro.org