



# Instilling Universal Knowledge

Trainer's Guide for Children's Workshops  
ages 9-12



## **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 9-12 years old.

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

## Important points to take into consideration when implementing this guide

### Trainer

In addition to the skill of dealing with children 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 9-12 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](http://www.befreepro.prg)** to have a deeper understanding of the concepts that the workshop is trying to convey.
- The trainer need to be flexible and cheerful during the workshop and encourages all student to participate
- Make sure not to comment on the students' opinions during the workshop in any way that contains humiliation, scolding, or belittlement of them in any way (directly, indirectly, or implicitly). Moreover, the trainer shouldn't allow students to comment on what another student's answer in an offensive or inappropriate way either.
- Try to keep the workshop's environment fun until the end, and work on encouraging self-confidence and respecting others throughout the workshop.

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



## Implementation of the workshops

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

- Brief introduction about the objectives of the workshop and its concepts.
- An introductory exercise that aims at energizing the students, and creating a fun atmosphere through delivering a concept that serves the workshop objectives.
- Main exercise to deliver the fundamental concepts of the workshop through an activity where all the students participate in, and sharing their work by presenting it to class for example.
- 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.

## **The First Workshop**

### **I am strong, smart, and safe child**

#### **Workshop Objectives:**

The workshop seeks to train children on the essential skills that can help them in protecting themselves. This workshop covers the following concepts:

- “I trust my feelings”.
- “I keep only good secrets in my heart”.
- “Cut the dialogue”.
- “I accept the good touch only”.
- “I act smartly with strangers”.

#### **Materials Needed:**

- Pencils, or pens for each student.
- Coloring pencils, or crayons.
- A board or adhesive tape, to stick papers on the wall or board .

In addition to the materials needed for the exercises in the workshop, as follows:

#### **Materials for the exercise “I differentiate between good secrets and bad secrets”:**

- A box written on it, in clear and large print “Box of Secrets”, with an opening in which the student can enter his hand without looking at the contents of the box, if a box is not available, a wrapped carton box could be used.
- Circle papers with a dimension between 20cm to 40cm approx. The number of papers should match the number of children, then these papers will be divided into two groups, one group draw on it a happy face and write on it, in clear letters, “Good Feeling”, and the second group



draw on it a sad face and write on it in clear letters “Bad Feeling”. All the papers are put inside the box.

- A rope, and pins to hang the small papers so it can be seen from both sides.

**Materials for the exercise “I differentiate between good touch and bad touch”:**

Small square or circle papers (12cm X 12cm) for each child.

**Materials for the exercise “I deal smartly with others”:**

- Papers with a size of 10cm X 10cm approx. for each student.
- Adhesive tape, stuck on the floor to form a line that all children can stand on.
- A marker, or chalk to divide the tape on the floor into section, each section enough for two children to stand on.

## **The First Exercise**

### **I differentiate between good secret and bad secret**

#### **Exercise Objectives:**

This exercise seeks to help students:

- Differentiate between good secret, and bad secret.
- Know the feelings accompanying the good secret and the bad secret.
- Not to keep the bad secret, and to tell someone they trust.
- Know the characteristics of the suitable person to tell him or her about the bad secret.

#### **Duration:**

10-15 minutes approx.

#### **Implementation Steps:**

- The trainer explains that there are two types of secrets: “Good Secrets”, and “Bad Secrets”. The good secrets are the secrets that when the child listens to it, feels good and comfortable. The bad secrets, are the secrets that the child feels sad, annoyed, or scared when he listens to it.
- The trainer distributes the pens.
- The trainer points to the box, and explains that this is a “Box of Secrets”. Inside it are two types of faces, one is happy, and one is sad.
- The trainer passes the box to the students, and ask each student to take one paper only from the box without looking at the content of the box.
- When all the students took a paper, the trainer explains that whoever has a paper with a smiley face, imagine that this face is for a child who heard

a good secret, and this good secret gave him a good feeling. The students who took a paper with a sad face, imagine that this face is of a child who heard a bad secret, and this bad secret gave him a bad feeling. Whoever got a paper with a sad face, think of answering the following question: "What is the secret that the child with a sad face might have heard, and made him feel sad?", and whoever got a paper with a smiley face, think of answering this question: "What could be the secret that the child with a smiley face heard and made him smile?"

- The trainer asks the students to write one or two secrets behind the face they took from the box, as an answer to the relevant question above. The trainer gives 2-3 minutes for this step.
- Then, the trainer asks each student to come forward in front of the students to present and read what he wrote, then hang it on the rope. The trainer can help the student in hanging the papers, if she found it important to do so. The trainer encourages the students to give a round of applause for each student after finishing his presentation.
- When all students are done, the trainer explains that each one of us has a feeling that helps him in knowing if the secret he heard is good or bad.
- The trainer asks the students: "How can you differentiate between a good secret and a bad secret?", and listens to some answers, and then explains the to them how to difference. There are two aspects to differentiate between a good secret, and a bad secret:  
The first aspect is the content of the secret (meaning and the words it contains). The second aspect is the feeling it brings to the child who listens to it.  
Examples of the first aspect (meaning and the words it contains):
  - If the secret is unethical, or asks for something unethical or not good, or not acceptable, that the child becomes ashamed of speaking about it to others.

- If the secret contains words, or implies things that assaults the child or another person.
- If the secret contains obscene language.
- If the secret contains something that if the parents of the child knew about it, or saw it, will not accept it, and will consider it unacceptable.

The second aspect to differentiate between the good and bad secret , is related to the feelings that it brings to the child when he first hears it, or after hearing it. So if the feeling is uncomfortable, or worried, or scared, this indicates a bad secret, and the child should inform a trusted adult about it.

- The trainer asks the students the following questions, one after the other, and listens to the answers and discuss it before moving to the next question:
  - **“Is it good to keep a bad secret in your heart? Why?”**  
The bad secret brings feelings of fear, worry, or uneasy. The smart child does not keep anything not good in his heart, and the bad secret is not good, and the accompanying feelings are not good too. Anything not good we have to take it out of our hearts, therefore take it out by informing a trusted adult about it, even if the person who told the secret insisted that he does not want anyone to know.
  - **“Children don’t like the informer, and don’t like to be informers as well. So, are we considered informers, if we told someone we trust about a bad secret we heard?”**  
Children do not like to be told that they are informers, and they consider the child that tells a trusted person the bad secret an informer child, but this child is not informer, he is a brave child. The bad secret is different from the good secret. The bad secret should not remain in the heart of a smart child, and the child that tells the bad secret to a trusted adult is not considered an

informer, because what he did is right, and considered a brave and important action.

○ **“What are the characteristics of a trusted person to whom we can tell about the bad secret?”**

The person should first be an adult, and not the same age of us, because adults can help us better. Secondly, the child can know if this person is the suitable person by answering the following five questions, if his answer to each question is “Yes”, this means this person is a trust worthy person, and you can tell him the bad secret. If your answer to any question is “No”, even if it was one question only, this means that this person is not suitable. The questions are:

1. Do my parents know this person, and consider him a good person?
2. Is this person does not mind, if my parents know about my conversation with him?
3. Does this person asks me to do good things? Does he do good things himself and avoid bad things?
4. Does this person respects my family, and considers it important, and speak about it with respect?
5. Do I have good feelings when I speak to him, and I don't feel afraid that my family would know about my conversation with him?

## Second Exercise

### I differentiate between good touch and bad touch

#### Exercise Objectives:

This exercise seeks to help students in differentiating between a good touch and bad touch, and the accompanying feelings.

#### Duration:

10 – 15 minutes approx.

#### Implementation Steps:

- The trainer explains to the students that there are touches that gives us good feelings of being safe, and comfortable, such as when a mother hugs her child. And there are touches that give feelings of fear, worry, and uneasiness. Sometimes cuddling, or joking does not bring good feelings of joy, and happiness, and sometimes it brings annoying feelings, especially when we feel that we want it to stop immediately.
- The trainer distributes the papers, and pens of this exercise to the students.
- The trainer asks the students to answer the following question: **“When, and in which case, the child might face bad touches, and feels uneasy about it?”**. The trainer gives 2-3 minutes for this step.
- After the students wrote their answers, she asks each one of them to read his answer, either from the place where he is sitting, or to come forward and read it in front of the students.
- After all the students read their answers, she explains that there are some hurting touches, that makes us feel annoyed, fearful, or uneasy. These are bad touches, and we have to trust the feeling it brings, the



same way we trust the feeling that come with the bad secret. We should take action to stop these touches, and it is important to stop these touches, and tell an adult that we trust about it.

- The trainer asks the students the following questions, and listens to the students' answers, and explains the concepts before moving to the next question:

- **“What is the right action that a smart child will take when he gets exposed to a bad touch?”**

Some of the important actions:

- Stop this touch immediately.
- Leave this place, and go to another place where there is someone.
- Tell a trusted adult.

- **“What are the characteristics of the person that a smart child can tell him about the bad touch?”.**

These characteristics are the same of a person whom we can trust to tell him about the bad secret.

## Third Exercise

### I deal smartly with other people

#### Exercise Objectives:

This exercise seeks to help students evaluate others, and deal with them according to what they do, and what they ask them to do, and not according to how they look, wear, social position, or title, etc.

#### Duration:

25 – 30 minutes approx.

#### Implementation Steps:

- The trainer explains to the students that sometimes a person asks children to do bad things, such as an unethical action, or to say bad or unacceptable words, or look at impolite photos. As smart children, we know that action is not good, and we refuse to do. But this person can threaten or blackmail us because we refused to do these actions. The smart child know that this is wrong, and does not do it, even if he was threatened. He refuses to do it, and tells an adult that he trust about it.
- The trainer asks: **“What does it mean that a person threaten another person?”**. She listens to their answers, and discusses it. She can tell them the following examples:
  - A person tells the child that if he does not do what he asked him to do, he will lie and tell others that he did bad things.
  - A person accuses the child of doing bad things to him
  - A person tells the child’s family something bad about the child, so they get mad.
- The trainer asks the students: “What action does the smart child take when he is threatened?”, she explains to them that they will know the answer through the following exercise.

- The trainer distributes the papers and pens to the students.
- The trainer divides the children into groups of two, so each two children sit close together form a group, without any need to change their place.
- The trainer asks each group to think of a short case of a man threatening a child, and to think about the smart reaction of the child in that case. One of the two children will write the threat in the chosen case on the paper, while the other child writes the reaction that they agreed on, to the threat. The trainer gives five minutes for this step.
- When time is over, the trainer asks each pair to come forward to stand on the first section of the tape on the floor. The first child reads the case, and the second child tell the smart reaction.
- After the first group finish they move to the second section of the tape, so the next group can come and present the case, and the smart reaction in the first section of the tape. When they are done, both the groups move on to the next section of the tape to give chance to the following group to stand on the first section of the tape and present their case and smart reaction, and so on, and so forth. At the end of the exercise, all the students will be standing on the tape. When all are done, the trainer encourages them to give themselves a round of applause.
- The trainer explains that each child can think smartly when threatened to act accordingly, and it is important to tell an adult that he trusts about it. It is not important how a person looks to know how to deal with him, such as if his attire is elegant, expensive, looks respectful, or in a high social position. What is important is what he does, and what he asks us to do.

## **The Second Workshop**

### **"Naser's Courage" Story**

#### **Workshop Objectives:**

This workshop aims at introducing some of the concepts and skills that helps in protecting students and raising their awareness about some of their rights in this area, such as:

- Choose to say “No” when asked to do something they don't feel safe to do .
- Trust their feelings.
- Tell whatever annoys them or frightens them, in order to protect themselves.
- Keep the good secrets only.

#### **Materials Needed:**

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

- Pens for all the students.
- Coloring pencils or crayons.
- A5 papers for all the students.

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

- Photocopy the pages of Naser's Courage Story on A3 papers, and laminating them, if possible, to become like large cards presented to children while telling the story. It is possible to make use of the electronic version of the story on [www.befreepro.org](http://www.befreepro.org)
- Paper plates for all the students, large size with a diameter of 20cm. Can be replaced by circle papers of same size.
- Circle papers with a diameter of 10cm.
- A board, or an adhesive tape to stick the papers on the wall.

## Introductory Exercise

### I don't like the harmful actions

#### Exercise Objectives:

This exercise aims at introducing the students with some of the actions that some children do and which hurt other children.

#### Duration:

10 - 15 minutes approx.

#### Implementation Steps:

- The trainer asks the students: "**There are some students at school who do actions that hurt other children, what do you think these actions are?**" She listens to their answers, and gives this step two minutes.
- The trainer distributes the papers, pens, and crayons to the students.
- The trainer asks the students to express in writing, drawing, or both about one action only that they think if a child does it to another child, it will hurt him. She gives 5-7 minutes to complete this step.
- After the students complete the previous step, she asks them to come to the front of the class, one by one according to the order she specifies, so all other students can see them and listen to them clearly, and present what he expressed in paper to the rest of the students. After presenting his work, the student hangs or sticks his paper on the wall or board, and goes back to his seat, and the next student comes, and so on. The trainer makes sure that all the students participated.

## **The main exercise**

### **I'm a courageous child**

#### **Exercise Objectives:**

This exercise seeks to introduce the children to some of the main skills and concepts that help them protect themselves from abuse, and learn how to act in situations where they might get exposed to harm, and understand their rights in this area.

#### **Duration:**

45-50 minutes approx.

#### **Implementation Steps:**

- The trainer sits with the children in semicircle, so every child can see the trainer and the story cards clearly.
- The trainer starts telling the story in paragraphs, so after each paragraph she asks them some questions and discusses it with the children. At the end of each paragraph, she will summarize it with a slogan.

#### **The first paragraph:**

- The trainer presents the cards related to this paragraph to the children, and reads in a different tune for each character:

**Ahmad: "Do you know my dear Naser that its your right to say 'NO' ? "**

**Naser: I'm a child, and my mother tells me I should do what I am asked by adults. Is that correct?**

**Ahmed: What your mother means is you should obey her when she asks you to clean your room for example, or do your homework. And you should do that. That's different.**



**Naser: How is it different?**

**Ahmed: Tell me how you feel when your mother asks you to clean your room?**

**Naser: I feel I don't want to clean it, but I don't feel terrible or so. She usually asks me kindly, the first time at least.**

**Ahmed: That's because your mother knows you have the right to a good treatment**

**Naser: Does my mom really know that? Am I entitled to a good treatment?**

**Ahmed: Yes. And now what do you feel when Bassim & Talal ask you to go with them behind the big tree in the school yard?**

**Naser: Oh Ahmed, I feel uneasy and bothered. They said they won't hurt me and we're just playing a little game together. But I don't feel good about it at all.**

**Ahmed: Do you see the difference now Naser? When your mother asks you to clean your room and for your help in other things, you don't feel uneasy and bothered. But when Bassim & Talal ask you to go with them you feel troubled.**

**You have the right to trust your feelings as well as to choose not to do what others asks you to do when it makes you feel uneasy and bothered.**

**Naser: But Bassim & Talal say they're class supervisors and I shouldn't say no to them.**

**Ahmed: It doesn't matter who they are, if they ask of you something that doesn't feel safe to you, it is your right to say "No".**

**Group Discussion:**

The trainer asks the students the following questions, one by one, and listens to their answers before moving to the next question:

- "Who is the person that Naser choose to tell him his feelings? Why?"

- How did the strong Ahmad help his friend in expressing his feelings?
- When Naser felt annoyed and uneasy about the request of Basem and Talal, what did the strong Ahmad tell him? and what did he suggest to do?
- The trainer explains to the children that the smart and brave child trusts his feelings, and says “No” when someone requests something that he does not feel safe to do.
- The trainer repeats with the students: “I trust my feelings”, and encourages them to give themselves a round of applause.

### The Second Paragraph:

The trainer continues the story using the cards:

**Naser: But they said this game wouldn't hurt me. I asked them what it is but they wouldn't tell me.**

**Ahmad: It is possible they're trying to trick you into going with them. But why wouldn't they tell you about the game if it were any good?**

**Naser: They said it's a surprise and I should do what they ask because they're the class supervisors and if I don't, they will tell the teacher Mrs. Hana that I misbehaved so she would punish me and I lose my grades .**

**Ahmad: And you're afraid Mrs. Hana would believe them and punish and you'll lose your grades?**

**Naser: No, no, no I don't want her to punish me or lose my grades.**

**Ahmad: but there are solutions.**

**Naser: I told you before Ahmed, I don't want her to punish me nor lose my grades.**

**Ahmad: Remember Naser, it is you're right to say what bothers you and what frightens you to protect yourself. You can say that to Mrs. Hana.**

**Naser: Really, but I don't want to be a snitch or a tattletale.**

**Ahmad: When you say what bothers or frightens you to protect yourself, you're brave and not a snitch or a tattletale. If what they were doing weren't wrong then it won't put them in trouble with Mrs. Hana, but if it were wrong, it should stop immediately. And by doing so, you would save yourself and probably other kids as well.**

### **Group Discussion:**

The trainer asks the students the following questions one by one, listens to their answers and discusses it, then moves to the following question:

- "Why is Ahmed considered a strong child?"
- "What did the strong Ahmad suggested to Naser?".
- Is Naser considered an informer because he told his friend Ahmad the secret? why?
- The trainer explains that the smart and brave child speaks about what frightens and annoys him to protect himself, and this is one of his rights.
- The trainer repeats with the students the slogan: **"It's my right to speak to protect myself"**.

### **The Third Paragraph:**

The trainer continues the story using the cards:

**Naser: They said this was a secret between me and them, and if I said anything to anyone, they would say bad things about me to the mrs. Hana.**

**Ahmed: The secret that makes you feel bothered is a bad secret. You have the right not to keep a bad secret.**

**Naser:** I never thought of it that way. But what if they deny it, the teacher wouldn't believe me and will consider me a liar.

**Ahmed:** I believe you, and I know the teacher would believe you too. And if she didn't, then for sure we will find someone else who would believe us. Come let's go together.

**Naser:** Thank you Ahmed, let's go.

**Naser and Ahmed went to the teacher, and here's what happened**

**Naser:** Hello Mrs. Hana. I want to tell you how Talal & Bassim Insisted on me to go with them behind the big tree in the school yard and said I shouldn't tell anyone. I feel bothered and uneasy from that so I told my friend Ahmed, and he suggest I come here and tell you.

**Teacher:** Thank you for doing that. I will check on it, if it appears they would want to hurt you, I won't keep them as class supervisors and I would seek help for them so they would learn not to hurt others in the future.

**Naser:** But they didn't hurt me teacher.

**Teacher:** Thank God for that, for feeling bothered and uneasy has saved you buy some time. But maybe there are children out there who have been hurt or might get hurt because of Talal & Bassim.

**Ahmed:** Didn't I tell you Naser Mrs. Hana would believe you?

**Naser:** I'm confused. I thought I should listen to whoever is in charge of me. And I also thought if I told on Bassim and Talal I would be a snitch and a tattletale. But Ahmed said to me it is my right to say No when asked by anyone to do something that doesn't make me feel safe, Ahmed also said, even though I'm young, it is my right to be treated by other children and adults with respect.

**Is that true Mrs. Hana? Do children have right just like adults?**

**Teacher:** Ahmed is right Naser. Children are entitled to feel safe and it is their right to get proper care. It is their right to be treated with respect and their right not to be touched in a way they do not like. It is their right to say whether or not they felt someone is hurting them. When you tell someone about what's bothering you, that doesn't mean you're a snitch or a tattletale. That is different than telling something you mean by it to hurt others.

**Naser:** Thank you for listening and your help.

**Teacher: You're welcome. It is your right to be heard by your caregivers and they provide you with their help.**

**Naser: Thank you Mrs. Hana and thank you Ahmed because you taught me that children have rights too.**

### **Group Discussion**

- The trainer asks the students the following questions one by one, listens to their answers and discusses it, then moves to the following question:
  - “What were the feelings accompanying Naser when he was keeping the bad secret?”
  - “Is Naser a bad boy because he did not keep the bad secret? Why?”
- The trainer explains that the brave, and smart child does not keep the bad secret in his heart, and this is one of his rights.
- The trainer repeats the following slogan with the students: **“It’s have the right not to keep the bad secret”**.
- When the discussion of the questions is over, the trainer distributes the paper plates, pens, and crayons to the students.
- The trainer asks the students to express by drawing, writing, or painting the answer for the following question: “How can each one of you have a role with other children or school mates, similar to how the strong Ahmad played a role in helping his friend Naser, to understand his rights discussed in the story?”
- The trainer asks each student to share with others what he did by presenting his work, if time permits. If not, the trainer can hang the plates in the classroom, or the students can take it with them home. The trainer

encourages the students to always remember that they can play an important role in helping others to know their rights.



## The Third Workshop

### My mind is my friend over the internet

#### Workshop Objectives:

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

- The smart action while using the internet, and specially while using the social media through smart devices.
- To think before communicating using the smart devices, and how it reflects your identity.
- The choices of smart actions when exposed to harmful situations by others, or when the child has exposed himself to harm.

#### Materials Needed:

##### Materials for the introductory exercise:

- Two plastic Hula Hoops, if not available you can draw two circles on the floor using a chalk or an adhesive tape.
- Two A4 papers, written on the first in large and clear letters “**The Action**”, and on the other paper “**The Result**”, and it is better to laminate them if possible.
- Adhesive tape to stick the paper “The Action” inside one of the hula hoops, and the second paper “The Result” inside the second hula hoop.

##### Materials for the main exercise:

- Pens.
- Coloring Pencils or Crayons.
- Colored papers size A5, for each group one color, if colored papers are not available it could be replaced by white papers.

- Six papers of any size written on them the following cases, so each case is written on one paper:
  1. Maher fought with two of his friends, Adnan and Samer and when he came back home, he was very angry of their behavior, so he went directly to facebook to write about it, and express his feelings to his other friends on the social media network, using his mobile. Some of his friends shared what he wrote with Adnan and Samer.
  2. Mazen is used to writing inappropriate words on social media network, and sending it to his friends and colleagues.
  3. Samar writes a lot of information about herself on social media network, and usually she writes in details about her feelings, the times when she is alone, and what she likes, and does not like, and what makes her happy, and what makes her sad.
  4. Reema loves to tease, and make fun of her friends on social media, and numerous times her friends were the victims of her pranks.
  5. Rayan enters every now and then on some websites, and while surfing, improper and unethical pictures pop up for him, and his curiosity leads him to continue looking at these pictures. He know that looking at these pictures is wrong, and therefore he fears that his parents might see him when he surfs these websites, and know that he does so.
  6. Hajar has many friends and followers on social media, and whenever she receives something, she sends it to her list of friends without reading it and knowing its content if suitable or not, or if it contains improper things.

## Introductory Exercise

### My expression reflects my personality

#### Exercise Objectives:

This exercise seeks to convey the following to the students:

- Whatever they write on social media network reflects their personality, and who they are.
- They deserve to choose something that reflects their respected personalities while using any application of the social media.

#### Duration:

15 - 20 minutes approx.

#### Implementation Steps:

- The trainer puts the two hula hoops on the floor so all the students can see them clearly.
- The trainer sits with the students in semicircle.
- The trainer discusses the following questions with the students, and encourages them to mention the positive and negative aspects for each question:
  - **“What can children write on social media such as FaceBook, Whats App?”**
  - **“What picture will be drawn in the mind of the person reading what the children wrote on social media, from the examples mentioned in the previous question?”**
  - **“What type of photos can children post on social media such as instagram, and FaceBook?”**
  - **“What impression will be taken about the children who posted the photos, from the previous question?”**

- The trainer asks each student to come forward and jump at first in the hula hoop that has the paper “The Action”, and mentions one action only from the actions that children do over the social media, and then jumps in the second hula hoop that contains “The Result” paper and mentions the result that reflects on the personality of the child as a result of his action. The trainer encourages the students to speak about variety of positive and negative actions, and makes sure that all the students participated in this exercise
- After completing this exercise, the trainer explains to the students, that the smart child chooses carefully what he writes and expresses about himself, as it reflects his personality. Polite words, good subjects that he discusses, and the role he plays in creating sound relationships with his friends give a good impression about himself, and that he is a respected and balanced person.

## **The main exercise**

### **I act smartly**

#### **Exercise Objectives:**

This exercise seeks to help students reach by themselves the smart and good actions when exposed to situations and annoying things through social media .

#### **Duration:**

40-50 minutes approx.

#### **Implementation Steps:**

- The trainer divides the students into six equal groups, as much as possible.
- The trainer distributes to each student an A5 paper and a pen, and asks them to cut the paper neatly into two, so each student will have two A6 papers.
- The trainer distributes to each group a paper with one case.
- The trainer asks each group to read the case written in the paper, and then discuss it among themselves for one minute.
- After one minute, the trainer asks each student to answer the following question: “What harm can be caused to the child in the case of your group?”. The trainer encourages the students to express by writing, drawing, or any other way they find suitable from their point of view, about the most harmful action. The trainer gives approx. three minutes to answer this question.
- Then the trainer asks each student to answer the question: “What do you think is the smart action in this case, that will help in avoiding the

consequence that you considered the most harmful in the previous step?”. She encourages the students to express individually by writing or drawing about what he thinks is the smartest action, and gives three minutes to this step.

- After that, the trainer explains that the students in each group will come together to put their papers that answers question one and two on the floor, one group at a time. The trainer asks the students in each group to put their answers to the questions in a straight line, so all the papers that answers question one are in a straight line, and all the papers that answers question two are in another straight line, without saying what they wrote. The trainer encourages the students to give a round of applause to themselves.
  
- The trainer asks questions according to the cases one by one, and listens to the student’s answers and discusses it before moving to the next question. The trainer can start listening to the answers of the group that worked on the case with the relevant question in the previous exercise and then gives them the chance to listen to the opinion of the rest of the groups in this case.
  - The trainer reads the first case, and asks: **“If one of the damages in this case is that the problem will exacerbate, and one of the relatives gets affected, or break the relationship with the friends, how would they act smartly to avoid the damage?”** Some solutions might include taking sometime to calm, before rushing to react and putting their anger on social media. The child learns that the strong, smart child is the one who holds himself, and does not allow himself to react when angry. Maher could have discussed the issue with his friends Adnan, and Samer, in the next day, and understand better the reason for their fight, and find a solution that suits all of them, or get a help from a

friend who is close to all of them, to help them solve the disagreement, and think of a suitable solution.

- The trainer reads the second case, and then asks: **“If one of the damages in this case is that the words that we said distort our image, and might be abused by others intentionally, or unintentionally to cause harm to us, so how could we act in a way that helps us avoid harm?”** Some solutions might include making sure not to write improper and unethical words, even through a dialogue or conversation with close friends. These words are not appropriate for the child and his humanity, regardless, if someone will know about it or not.
- The trainer reads the third case, and asks: **“If one of the damages in this case, is that others might use our personal information to cause harm to us or to our families, or they might know the times that we are alone at home and act in a way that causes harm to us, how could we act in a smart way to avoid these damages?”** Some solutions might include that the child know that his personal information is something private, and not public information, and to deal with his personal information in a way that reflects his smartness, and his ability to weigh things so no one can use this information against him. He makes sure that he knows the friends that he adds, and communicates with them on social media, and not to have anonymous persons among them, or persons whom his parents do not like him to communicate with. To use safe applications or programs to protect his information on all social media that he uses, as each application offers different choices for the protection of information, and specifying the persons who view his information, and makes sure not to put personal information, such as his contact numbers, address, or school name, etc. It is important not to use nick names or account names that implies improper things, to avoid unsuitable friends.

- The trainer reads the fourth case, then asks: **“If one of the damages in this case is the spread of rumours that harm us, or harm others and distort their image, so how could we act in a way to avoid damages?”** Some solutions might include that children choose the type of harmless jokes, and do not provoke anger, or tease others. To make sure that whatever words he sends are words free from hate, or insult. Moreover, he considers that it is possible that some children will imitate him, and when he posts such types of jokes that could cause harm to him or others as well.
  
- The trainer reads the fifth case, and then asks: **“If one of the damages in this case is that the photos can energize certain unsound feelings that can harm our minds, confuse our thinking, and convey to us misconceptions, how could we act smartly to avoid the damages?”**. Some solutions might include closing the web page immediately, if it appears while surfing the internet, and to make sure not to enter websites that might include improper photos.
  
- The trainer reads the sixth case, and then asks: **“If one of the damages in this case is the possibility that these messages include rumours, inaccurate information, or encourages bad behaviour, how could we act in a way to avoid the damages?”** Some solutions might include: to delete any messages from unknown sources. If you know the person, and the message has something not good, delete it immediately as well. Before sending any message to others, read it and make sure that it does not include any harm, and is beneficial to others. Even if forwarding the message does not cause any harm, but does not include any benefit for others, it is smart not to resend it to others again.
  
- The trainer discusses with students the following questions:



- **“Why children act in a way that makes them unsafe, and in a dangerous situations over the internet and smart phones?”**
- **“How does waiting, and thinking before writing anything or replying on any letter, or posting information on the social media helps in protecting children from internet dangers?”**
- **“How could you implement the information gained in this workshop in your daily life?”**
- **“What is your role in contributing in helping other children to act smartly over the internet?”**

## **The Fourth Workshop**

### **My opinion is respected and so is others**

#### **Workshop Objectives:**

This workshop seeks to:

- Encourage students to respect the opinion of others in all cases.
- Emphasize the concept that different individuals might look at the same thing from different angles, which leads to different opinions.
- Build the habit of putting into consideration the possibility that the other opinion might be right, even if it does not seem so.

#### **Materials Needed:**

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

- White papers size A4 for all the students.
- Pens for all the students.
- Colouring pencils, or crayons.
- A board, or adhesive tape to stick the papers on the wall.

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

- Papers for all the students written on every paper four different things. It could be food, supplies, games, natural places, etc. The identical papers holds the same number, such as:
  - No. 1: candle, mountain, horse, wiper.
  - No. 2: Basket, cucumber, chair, tree.
  - No. 3: Car, pen, child, bird.and so on, so every three children or more get the same paper.
- A4 Papers for all the children.

## Introductory Exercise

### I express my opinion

#### Exercise Objectives:

This exercise aims at helping children understand the meaning of opinion, and the other opinion.

#### Duration:

15 – 20 minutes approx.

#### Methods of implementation:

- The trainer distributes papers and pens to the students.
- The trainer asks the students to express their answer to the following question: **“What pet do you think is the best to have at home? Why?”** by writing, drawing, or both on their papers. They write or draw the pet, and one reason that they think is the most important in choosing this pet. The trainer gives 3-5 minutes to this step.
- When the time is over, she asks each student to come forward and present his paper, and tell the other students the pet he choose, and why he choose it, in one or two words, then the student or the trainer hangs the paper on the board, and the second student comes, and so on, until all the students participate.
- The trainer discusses with the students the following question, one by one, so she completes discussing the first question before moving to the next:
  - **“Were all your opinions the same?”**
  - **“How did you feel when you were asked to tell your opinion in choosing the best pet to keep?”**
  - **“How did you feel when you were telling your opinion, and others were listening to you?”**

- **“Did you feel that your opinion is respected when you expressed it? How did you know that?”**
- **“Do you feel that you have respected the opinion of others that are different from your opinion while they were presenting? How did you know that?”**

## **The main exercise**

### **I respect the different opinion**

#### **Exercise Objectives:**

This exercise aims at conveying the following concepts:

- The importance of respecting the opinion of others even if it looks not right from the student's point of view.
- The student put the possibility that opinions of others are right.
- Respecting the opinion of others does not mean abandoning your opinion.

#### **Duration :**

40-50 minutes approx.

#### **Implementation Steps:**

- The trainer distributes A5 papers, and pens to the students.
- The trainer distributes the papers that hold the "four things" to the students, in a way that students sitting near each other do not get similar papers.
- The trainer asks each student to write a story using the four things in the paper. She encourages the students to use their imagination in writing this story, and explains that whatever they write is going to be good, and there is no one right answer to the story that links all the four things. The trainer gives five minutes to this step.
- When they complete writing the story, the trainer calls the number of the papers that contains the four things, one by one, so each group of children tell their story. The trainer explains that she will call the second group for example (It is better not to call the groups in sequence so they don't know who will be called next, and get busy and not listen to the story), and then all the children having number two come to the front of

the class, and start saying their stories, one by one. The trainer encourage the student to give the group a round of applause.

- The students who read their stories go back to their seats, and the trainer calls the next group to read their stories, and so on, and so forth, until all students participate.
- The trainer discusses the following questions with the students, by asking one question at a time, listen to the answers and discuss it before moving to the next question:
  - **“Each one of you had a paper with four items, but some other students were having the same items as well, and you listened to their stories. Were their stories similar? why?”**
  - **“Each one read his story, does listening to the story of the other child who had the same four items, and respecting it means that your story is not important? and your opinion is not valuable?”**
  - **“Does the child who reduces the value and importance of the opinion of others, increase the importance of his opinion?”**
  - **“Is there anyone who liked some of what his friend said in his story, and did not think about it before? Give examples?”**
  - **“Do children usually respect the different opinions when playing or when dealing with each other? why? ”**
  - **“Why is it important that people learn to say their opinion, and respect the different opinions of others?”**
  - **“How can you help other children learn to respect the different opinion of others? ”**

## **The Fifth Workshop**

### **Between you and me a nice commonality**

#### **Workshop Objectives:**

This workshop aims at conveying the followings:

- Explore the common aspects between the child and others, even if the differences look huge.
- The common aspects that the child can build on it to solve the problems, and develop together.
- The importance of starting with the commonalities, and build on it to communicate.

#### **Materials Needed:**

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

- Small items that are different, and has no relation, and not repetitive as much as possible. It could be natural or fake, made of plastic for example, and the number of the items should be double the number of the students. Examples of items could be: a pen, a bottle, a shoe, a small piece of sweet, a fruit, etc.
- A basket or box to put the items in it.

##### **Material for the main exercise:**

- Papers for every student, printed on the first half of it the following story, and leave the second half empty, so children can write the rest of the story. If printing the story is not possible, the trainer can write the story on the board, or read it to the students:

**“In one of the jungles, there were groups of elephants, peacocks, deer, crocodiles, ravens, bears, and bats live together. There were no place for the children of these animals to learn, so they wanted to build a school and call it ‘School of Happiness’ to teach their**

children the history of their jungle, its geography, some skills, and hobbies. The parents of the animals gathered but they could not agree on one thing because they were focusing on their differences in everything, until they gave up and decided not to build the 'School of Happiness'. Some wanted a small school, others wanted big school, some want it with a fence, some without, some want to study in the afternoon, etc.

The children of the animals became sad when they heard that their parents couldn't agree on how to build the school. The wise mouse heard about the school, and told the parents: What about starting with the common things among you, and then you build on it? The animals said: We don't have anything in common, we are different. The wise mouse said: Some of the common things are you all live in jungle, you all care about your children, you all want your children to learn, you all want to build a school. Now these are common, think of how to start with it, and then start solving the problem."

- Pen for each student.



## Introductory Exercise

### The Common Things

#### Exercise Objectives:

This exercise aims at helping students to pay attention to the common things between them and others, even if the differences appear to be huge.

#### Duration:

15 - 20 minutes approx.

#### Implementation Steps:

- The trainer gives two items randomly from the basket to each student, without choosing from the basket, but she makes sure that the two items are different.
- After each student gets two items, the trainer puts the basket in the middle of the place where they are standing, to do the presentation.
- The trainer explains the exercise to the students, that each student has two different items, and each student has to think of something common between these two items. Even if they look totally different, and nothing in common, with creative thinking they can find common things. The common can be in the way they look, or how it is used, or in the name, etc. The trainer gives one minute for this step.
- The trainer, then, asks each student to come forward and show the rest of the students its items by raising it up high, and say one common thing. Then returns the items in the basket, and go back to his place and the second student comes, and so on until all students participate. The trainer encourages the students to give each student a round of applause after presenting his items.
- The trainer explains that no matter how big the differences are, there are always something common.

## The main exercise

### We build on the commonalities

#### Exercise Objectives:

This exercise aims at conveying the following:

- Some different ways in which students can build on commonalities .
- The aspects that the common things help .
- Building on commonalities to reach solutions for the problems, and to change the situations to the better.

#### Duration:

40-50 minutes approx.

#### Implementation Steps:

- The trainer distributes pens and papers to the students.
- The trainer tells the students that the paper they have has an uncompleted story, and they have to complete it using their imagination and creativity.
- The trainer reads the story to the students in a clear and loud voice, and when she finishes it, she explains to them that they have to complete the story in a way that helps the animals to agree on building the 'School of Happiness' and the young animals become happy. The trainer explains to the students that the idea of each student will be beautiful, and will add something to the story. The trainer gives 5-7 minutes approximately for this step.
- Then, the trainer asks each student to come to the front of the class and tell his idea to solve the problem without reading the what he wrote. After the student tells his idea, he goes back to his place, and the next student comes, and so on, until all the students participate. The trainer encourages the students to give each student a round of applause after presenting his idea.

- The trainer discusses the story with the students by asking the following questions one by one. After each question, she listens to and discusses the answers before moving to the next question:
  - **“Do people usually think of the common things when they disagree with each other? Why?”**
  - **“The animals in the story, were different from each other, there were birds, insects, so how can each one of them see the common things between themselves and others?”**
  - **“How does knowing the differences and building on them affect the children, their lives, and their relationship with each other positively?”**
  - **“What can you do today to encourage other children to find the common things between themselves and others, and build on it?”**

## **The Sixth Workshop**

### **I enter the circle of strength**

#### **Workshop Objectives:**

This workshop seeks to help students think in different areas in their personalities, and lives that could help them summon their strength, especially when they need it the most in difficult situations, in which they feel weak.

#### **Materials Needed:**

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

- Adhesive Tape.

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

- Cardboard cut in circles, or large paper plates for each student, preferably coloured.
- Pens for each student.
- Colouring pencils.
- Glue.
- Scissors for each student.
- Craft materials for decorating, such as yarns, ribbons, buttons, glitter, feathers, etc.

## Introductory Exercise

### My confidence is my source of strength

#### Exercise Objectives:

This exercise aims at helping children understand:

- The importance of feeling internal strength.
- The source of strength could be things that many people do not think of, such as values, self-esteem, tolerance, and love.

#### Duration:

15-20 minutes approx.

#### Implementation Steps:

- The trainer draws a circle on the floor using an adhesive tape in a place where everyone can see the student that stands on it clearly. A chalk can be used as a replacement of the tape to draw a circle on the floor.
- The trainer asks the following question: "What are the things that are in the human personality, that he feels strong with it, other than the physical strength?" The trainer listens to the students' answers for two minutes approximately.
- The trainer explains that the strength coming from the personality of the human being is stronger, and more influential from the physical strength, and derives from their answers what is suitable, and adds to it self-esteem, tolerance, love, and strong character if the students did not mention it.
- The trainer asks each student to choose an important, non-physical strength, and jumps in the circle, and says it followed by "is my source of strength". For example: If he chose self-esteem as the as the most important strength, from his point of view, he jumps in the circle and says

“Self-esteem is my source of strength”, and if he chose tolerance, he jumps in the circle and says: “Tolerance is my source of strength”., and then he returns to his place, and so on. The trainer encourages students to give a round of applause to each child after he comes out of the circle. She makes sure that all the students participated in the exercise.

## The main exercise

### My circle of strength

#### Exercise Objectives:

This exercise aims at helping students learn the strengths in their personalities, feeling it, and the importance of summoning it in daily life, especially in situations where they feel weak.

#### Duration:

40-50 minutes approx.

#### Implementation Steps:

- The trainer explains that all students will do a craft that will reflect one aspect of strength in every student in a circle that will be called circle of strength.
- The trainer distributes circle papers, materials, and pens to students.
- The trainer asks the students to divide the circle they have into ten parts evenly, as much as possible. She gives one minute for this step.
- The trainer explains that she will ask seven questions (points), and the students will have one minute to express their answers for each point on the paper that represents their circle of strength.
- The trainer explains that every student has an area of strength in each point, and he is free to express it, in any way he likes. She emphasizes that this exercise needs their emotions to be present in every step, so when he expresses about his strength in answering each point, he summon his feeling of strength as well:
  - **You have many special traits in your personality, express about one thing you think it makes your personality special, and feel its strength while expressing it on paper.**

- **Express about one achievement you did, and feel the pride while expressing this achievement on your circle of strength.**
- **Express about one kind manner you have, and feel the happiness while expressing about this kind manner in your circle of strength.**
- **Express about one person you love, and you know that you are important to him (Father, Mother, Family member, Friend), and feel your importance in this person's life while writing his name in the circle of strength.**
- **Express about a situation in which your attitude had a positive impact on your family, and feel the positive influence while expressing in your circle of strength.**
- **Express about a situation in which you felt successful in your life. It could be achieving excellence at school, in a sport, a hobby, or any other area, and feel the success while expressing in your circle of strength.**
- **Express about a situation in which you helped a person, and feel your ability to help others while expressing about that ability in the circle of strength.**
- The trainer asks the students to write in the three remaining parts of the circle, three additional things they think its available in their personalities. She explains that it could be anything they would like to express about, and not restricted in certain area, even if it was related to the points above. The trainer gives three minutes approximately for this step.



- If time allows, the trainer can ask each student to come forward and present his circle of strength to the students, and speaks about his feelings towards it.
- The trainer explains that the circle of strength represents a simple, and small part of our inner strength, and they can summon all these strengths all the time, and feel it especially when they are in a weak situation, or felt threatened from a colleague that is bullying them, or in any other situation they think they need to feel stronger.
- The trainer discusses the following questions one by one. After each question, she listens to their answers, and discuss it before moving to the next question :
  - **“What was your feeling while expressing about your different strengths within you in your circle of strength?”**
  - **“Did your feelings change before working on this circle, and after you finished? Why? How?”**
  - **“How can you remember your strength, that each one of you expressed about part of it in the circle of strength, when you need it?”**
  - **“How can you add other strengths on your circle of strength every day?”**
  - **“How can you summon your circle of strength that you created, at the times when you need to feel stronger in your daily life?”**
  - **“How can you encourage other children to think and feel their circle of strength, especially those who have low self-esteem, or are victims of bullying from other children?”**

## **The Seventh Workshop**

### **I'm respectful and I respect the human being**

#### **Workshop Objectives:**

This workshop aims at helping students to think and interact with the following concepts:

- God honoured human and distinguished it from other creatures.
- Human is respected no matter how different he or she is.
- Humanistic deeds contribute in respecting the human existence.

#### **Materials Needed:**

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

- Papers cut into the shape of stars, two stars for each student. The size of the star should be similar to the hand palm.
- A board to hand the stars, and can be replaced by a rope and pins, or adhesive tape to stick them on the wall.
- Pen for every student.

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

- The stars board used in the introductory exercise.
- White or colored papers, size A5, two papers for each student.
- Colouring Pens.

## Introductory Exercise

### Human is unique

#### Exercise Objectives:

This exercise aims at encouraging children to think about the some aspects that God has honoured human through, and distinguished him from other creatures. Moreover it helps them recognize their humanistic traits.

#### Duration:

15 - 20 minutes approx.

#### Implementation Steps:

- The trainer sits with the children in a circle.
- The trainer asks the students to each mention an aspect by which God has distinguished human from other creatures. The trainer explains that there is no problem in saying similar aspects to what their colleagues mentioned, and encourages them to think creatively in aspects that no one else thought of. The trainer specifies the order of participation, such as starting from right to left, or the other way, or any other order she finds suitable. The trainer makes sure that all students participated.
- The trainer encourages the students to give themselves a round of applause and return to their place.
- The trainer explains to the students that God honoured Human and made him better than all other creatures, and she mentions the unique aspects, if the students did not address it such as the human brain, the ability to think, the ability to choose, the ability to do philanthropic deeds, the ability to help others, the ability to create change, learn, to be creative, etc.
- The trainer distributes papers and two stars to each student and explains to them that what is required is to think about the unique points discussed earlier or new points, and choose the two most important

points from their point of view, and write each point on one star. The trainer gives two minutes for this step.

- When all students finish the previous step, the trainer asks each student to hand his stars on the board, or she helps him to do so, while explaining that these stars will be used in the next exercise.

## The main exercise

### I do humanistic deeds

#### Exercise Objectives:

This exercise aims at conveying the following concepts:

- Deeds that hurt others are inhumane deeds.
- Humanistic deeds are those that respect the humanistic existence.
- Humanistic deeds increase the humanity of the person who does it.

#### Duration:

40 - 50 minutes approx.

#### Implementation Steps:

- The trainer points to the stars board created in the introductory exercise, and explains that the aspects they wrote on the stars and hanged it, are the aspects by which God honoured Human, and distinguished him from other creatures, and whoever is honoured by God, he is honoured.
- The trainer distributes the papers and colouring pencils or crayons to the students, and asks them to express in writing, drawing, or both, about a behaviour or action that a child might do to other children, and this action hurts them, disrespects them, and conflicts with the honouring of God to Human. The trainer gives 3-5 minutes to this step.
- When the students are done with the previous step, the trainer asks each student to come forward for all the students can see and listen to him clearly. Each student present what he wrote or drawn and explains why he considers this action disrespectful for the existence of the human. The student gives his paper to the trainer and goes back to his place, and asks the next child to come, and so on until all the students present their work. The trainer keeps the papers aside to use it in the coming steps
- The trainer asks the following question: "Who are the children, who are usually the victims of bullying, and disrespect for their humanistic

existence, that you have expressed in the papers?”, she listens to their answers for approximately 2 minutes without commenting on them. If she realized that the answers are not in sync with the most affected category, she gives examples such as: children with speech impairment, or with difficulty in movement, or with health problem, and children who are different in the way they look, speak, dress, social status, religion, or children living in difficult economic situations.

- The trainer distributes the papers that children used to express about inhumane deeds, in the previous step, to the students, and makes sure that every child has a paper of his colleague, and not his paper.
- The trainer distributes another new A5 papers to students, and asks them to look at the paper they were given with inhumane deed, and they should write or draw about a humanistic deed in the new paper to replace the inhumane deed. The trainer gives 3-5 minutes for this step.
- If there is time, the trainer asks the students to present the humanistic deeds to the class students, if there is no time, she starts with the next step.
- The trainer discusses the following questions with the students, and moves to the next question after she completes the discussion of the first question:
  - **“Was your feelings the same when you were expressing about the inhumane deed, and the humane deed? How? Why?”**
  - **“Why do people sometimes choose to do inhumane deeds?”**
  - **“What are the feelings of the children who gets exposed to inhumane actions from others, at school, a family gathering, or any other place?”**

- **“What is your feeling when you are in a place where there are children who do inhumane actions? ”**
- **“Whom do you think, people will respect more, do they respect and value the person who hurt others and do not respect the human, or the person who respect the human, and do humanistic deeds? Why?”**
- **“How can you make yourself a person who respects the human existence more?”**
- **“How can you encourage your friends to respect the human existence?”**
- **“What do you think about this slogan ‘I’m proud of my humanity, and respect the humanity of others’ ?”**

## The Eighth Workshop

### My confidence is my source of strength

#### Workshop Objectives:

This workshop aims at introducing:

- The importance of confidence, and how to strengthen it.
- The aspects that increase self confidence.
- The impact of self confidence on the personality of the student, and his daily life.

#### Materials Needed:

##### Materials for the introductory exercise:

- An adhesive tape to be fixed on the floor in a shape of square, where one child can stand inside it. It is possible to use a chalk, or a pen to draw the square if a tape is not available. The trainer chooses a suitable place to draw the square, where all the students can see it clearly, and enough space to students to queue behind it.

##### Materials for the main exercise:

- Three cardboards with different colours cut into circles with a diameter of 70- 80 cm approx. At the top of each circle only one sentence of the following sentences is written clearly : “**Smart Thinking**”, “**Smart and Respectful Attitude**”, “**Feelings of Strength and Capability**” .
- A3 paper written on it clearly “**How can self confidence help in ...?.**” or it can be written on the board.
- Papers in different colours size 8X8 cm approx. Each student gets three papers. If coloured papers are not available one coloured paper can be used.
- Colouring pencils, or crayons.
- Pen for each student.
- A board, or an adhesive tape to stick the papers on the wall.



## **Introductory Exercise**

### **I am a confident child**

#### **Exercise Objectives:**

This exercise aims at helping children understand the meaning of self-confidence, and the accompanying feelings, in addition to learning about the aspects that contribute in increasing self-confidence.

#### **Duration:**

15 - 20 minutes approx.

#### **Implementation Steps:**

- The trainer sits with the students on the floor, or on chairs in a semicircle, in a way that all children can see the square on the floor.
- The trainer asks the students: “What is self-confidence?”, and listens to their answers for one minute, and then explains to them that self-confidence is related to the way a person looks at himself, and it can strengthen with practising and training. And self-confidence mean that each child respects, and values himself and the work he does, and he can take responsibility of his decisions, and choices. Self-confidence gives the child a motivation to grow, succeed, and empowers him to do many things he wish to do.
- The trainer tells the students that she will explain the exercise by doing it herself. She stands inside the square confidently, her back is straight, her hear is up, and looks forward and says a sentence about the meaning of self-confidence (such as “A child feels his self- worth”).
- The trainer asks the children to come one by one, in an order she specifies, to stand in the square confidently, and sense the feelings of a confident child, then says one or two words to define the meaning of confidence from his point of view. After that, he moves to stand outside the square and behind the adhesive tape on a straight line, and then the

next child comes and repeats the same thing, then queue behind the first child and so on, until all children stand in a line forming a train. The trainer makes sure that all the students participated, and encourages them to give themselves a round of applause.

- The trainer asks the students: “**Why do you think, some children have low self- confidence?**”, and listens to their answers. She can add the following points, if they did not mention it: low achievement at school, failure to do something that was expected from the child to do it or he wanted to do it, receiving harsh criticism from someone in his life, embarrassed because of getting ridiculed in front of others, or comparing him negatively with others.

## The main exercise

### Self-Confidence is important in my life

#### Exercise Objectives:

This exercise seeks to help students learn about the importance of self-confidence in their daily life, and its impact on his personality.

#### Duration:

40 minutes approx.

#### Implementation Steps:

- The trainer asks the students the following question: “**How can self-confidence influence our thinking?**”. She listens to the answers for two minutes approximately.
- The trainer asks the students the second question: “**How can self-confidence influence our behaviours and attitudes?**”. She listens to the answers for two minutes approximately.
- The trainer asks the students the second question: “**How can self-confidence empower us?**”. She listens to the answers for two minutes approximately.
- After listening to their answers, she distributes pens and colored papers to the students, so she gives each child three papers with different colours.
- The trainer hangs the first circle paper with “**Smart Thinking**” in front of the children on the board or stick it on the wall where all children can see it clearly and access it easily.
- The trainer asks the children to write their answers to the first question: “**How can self-confidence influence our thinking?**” on one of their colored papers. After they complete writing, each student stick his paper

on the circle paper on the wall or board. The trainer gives two minutes for this step.

- After finishing with the first circle, the trainer hangs the second circle that has the sentence “**Smart and Respectful Attitude**”, and asks the second question: “**How can self-confidence influence our behaviours and attitudes?**”, and repeats the same previous steps, until the children finish sticking the papers on the second circle.
  
- Then she moves to hang the third circle “**Feelings of Strength and Capability**”, and asks the third question again: “**How can self-confidence empower us?**”, and repeat the same steps.
  
- The trainer reads the answers of each circle, and asks the students to give themselves a round of applause.
  
- The trainer discusses with the students the following questions, so she starts with the first question, and then moves to the next question and so on:
  - “**What can we do to increase our self-confidence in daily life?**”  
She can add the following points, if the students did not mention it: Stop blaming ourselves if it happens that we acted in a way that we regretted later or thought it was not the right way to act. So instead of blaming ourselves, we can think in a sound way that leads us to avoid falling into the same mistake again. Repeating some positive phrases that emphasize our self-confidence, such as “We are important, good, and deserve respect”. Talking to ourselves with an encouraging words such as: “If I was not successful in a certain task, I will learn how to succeed the next time”. Helping other, when possible, as it gives us the feelings of power, and giving. Accepting criticism in a way that we do not see it directed towards us or due to a lack in our personality, instead it is directed towards the work we did, which will help us to develop it. Remember our good points, and work to

develop the weak ones, and remember that there is no perfect human, each one has his mistakes that he can develop through fixing it. Taking care of our appearance, and hygiene. Stopping the painful memories, and do a different thing, and focus on the good incidents in which we felt good about ourselves, or about something we have achieved. Work to achieve what we promised ourselves to do, it is very important to keep our promise, if we said we will complete something, to complete it.

- **To what extent do you think self-confidence is important for children in your age?** The trainer can add the following points, if they were not mentioned by the students: Self-confidence is important for children in their age as it help them overcome the challenges they face in daily life, or in general. Helps them take responsibility. Motivates them to develop and transcend. Motivates them to participate in events and activities at school, or outside it. Encourages them to be proactive, and do things they did not do before. Drive them to learn new things.
- **How will our personalities become if we emphasized the three things in ourselves “Smart Thinking”, “Smart and Respectful Attitude”, “Feelings of Strength and Capability”?** The trainer adds the following points if children did not mention it : We become proactive, and able to conduct and do things we did not do before. We take responsibility in a better way. We increase our success. We do not hesitate to do things that look difficult. Depend on ourselves more. We get motivated and optimistic.
- **How can we help others to increase their self-confidence?** The trainer adds the following points if children did not mention it : We remind them of their trait, such as using kind words, e.g. thank you, and please. We tell them positive words, such as “Well done, this is a good work, you have a nice style of speaking”. Discussing with them,

and respecting their opinions and suggestions. We respect and value their presence among us.

**Optional Activity:**

If there is time, the trainer does a group activity “Box of Motivational Words”. The trainer prepares a cardboard box wrapped with coloured or white papers, whatever is convenient. Then she creates an opening at the top, and asks each student to insert his hands in, and pull a paper from it, and apply it in his life.

Inside the box small papers, one for each child, written on each paper one of the following motivational sentences:

- Self-confidence motivates me to succeed.
- Self-confidence develops my personality.
- I grow and develop with self-confidence.
- Self-confidence motivates me to work.
- With self-confidence I overcome difficulties.
- With self-confidence I try everything.
- Self-confidence motivates me to be special.
- Self-confidence motivates me to achieve.
- Self-confidence encourages me to compete for development.
- Self-confidence motivates me to learn.
- Self-confidence helps me to enhance my skills and capabilities.
- Self-confidence develops my thinking.
- Self-confidence helps me to be creative.
- Self-confidence affects my feelings and attitude.
- Self-confidence helps me to respect myself.
- Self-confidence helps me to achieve my dreams.
- Self-confidence motivates me to be proactive.

## **The Ninth Workshop**

### **I think then decide**

#### **Workshop Objectives:**

This workshop aims at:

- Introducing children to different areas of thinking.
- Helping children to reach the conclusion that thinking is an important thing in life.
- Helping children to learn that when they think more, they reach to better results.

#### **Materials Needed:**

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

- A board, and can be replaced by an adhesive tape to stick the papers on the wall.
- A picture of a machine on an A3 paper, and stick it on the board or wall.
- Small paper size 8X8 cm, for each student.
- A pen for each student.

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

- Two plastic hula hoops, in which a student can stand. If not available, it can be replaced with anything in circle, such as drawing two circles with a chalk or adhesive tape on the floor.
- A gazelle face mask.

## Introductory Exercise

### Thinking Machine

#### Exercise Objectives:

This exercise aims at introducing children to different areas of thinking.

#### Duration:

15 - 20 minutes approx.

#### Implementation Steps:

- The trainer sits with the children in semicircle, in a way that they can see the board clearly.
- The trainer points to the machine and asks: “What are the characteristics of the machines?”. The trainer listens to the students’ answers for one minute approximately, and then explains that each machine has an engine, and the engine needs something to make it work, and if you leave the engine without working for a long time it will become slow or it might stop working. Similarly the thinking machine needs to move and work to become strong.
- The trainer distributes papers and pens to the students.
- The trainer asks the students: “**How, do you think, we can make the thinking machine work continuously, and strongly?**” The trainer asks the students to write their answers on their papers, and gives them two minutes for this step.
- When they are done, with the previous step, the trainer stands in front of the students, and explains to them the exercise, that each student reads what he wrote and moves his hands like a machine, and she acts it out by moving her hands near her head and moves it in a way as if she is starting a manual engine, and says an answer such as: “We think before



we do anything". Then she sticks her paper on the picture of the machine.

- The trainer asks each student, in any order she finds suitable, to come and stand in front of the students and move his hand to resemble starting a manual machine, and imagine himself starting the thinking machine, reads his answer, and sticks his paper on the picture of the machine and goes back to his place. The next students does the same, and so on until all students participate. The trainer encourages the students to give themselves a round of applause. The trainer can help the students by giving them examples if she finds necessary, such as reading, meditating about animals, plants, nature, asking for what is not unknown, thinking before doing any work and consider the different aspects, trying to find solutions for the problems, etc.

## The main exercise

### I enter the thinking circle

#### Exercise Objectives:

This exercise aims at delivering the following concepts:

- The importance of thinking in daily life.
- Thinking helps in overcoming challenges, and problems, and coming out with minimal damages.

#### Duration:

40 - 50 minutes approx.

#### Implementation Steps:

- The trainer sits with the children in a semicircle, in a way that they can see the hula hoops clearly.
- The trainer tells the students the following story: “There was a gazelle living in the woods, moving from one place to another, and runs fast. But he faces many problems and challenges while moving in the woods.”
- The trainer explains that we need to help this gazelle by thinking for answers for the following questions. The first question: “What are the challenges that could face this gazelle in the woods?”. The second question: “What are the solutions that will help this gazelle to overcome the challenges and solve the problems?”.
- The trainer points to the two hula hoops on the floor, and explains that the first hula hoop is the challenges that faces the gazelle hula hoop, will be called “The Problem”. The second is the solutions hula hoop that will help him overcome these challenges, we’ll call it “The circle of thinking to solve the problem”. Each student will wear the gazelle mask first, stands inside the first hula hoop, and thinks of one problem that could be one of the most important problems for the gazelle, then moves to the thinking

circle and says a solution to the problem he mentioned in one or two sentences. Then he goes back to his place so another student come, and so on, until all students participate. It is possible for the trainer to give the following he example to make it easier for the students to follow: When jumping in the problems ring, we say the problem, such as: “While the gazelle was running between the trees to reach his home, he found a large tree log in the middle of the road that he could not pass”. Then the student jump in the thinking of solutions ring and tells the solution, such as “The gazelle tried to move the log and move around it to reach home, but he could not, so he asked his friends to help him in moving the log, and they did, and reached home”. The trainer gives two minutes for the students to think of a problem they choose, and solve it before starting the exercise. She encourages them to choose different and creative scenarios, and explains that there is no right or wrong in this exercise.

- The trainer starts with the students, and makes sure that all the students participated and encourages them to give themselves a round of applause when all of them complete the exercise.
- The trainer discusses with the students the following questions. She starts with the first question and discuss it before moving to the next question:
  - **“What is the importance of thinking?”**
  - **“How does the life of a person who thinks, differ from that who does not think?”**
  - **“How could the children apply thinking skills in their daily life?”**
  - **“How could you help other children to know that thinking is an important thing to their lives?”**
  - **“What is the impact of thinking over any work we do, or action we take, if we thought first before doing anything?”**

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

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

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

All these files can be downloaded for free, for the schools that implement the project, from Be-Free Program website [www.befreepro.org](http://www.befreepro.org)