

برنامج "كن حراً"  
Be-free Program



# Instilling Universal Knowledge

Trainer's Guide for Workshops for Intermediate  
and Secondary Grades



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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## Table of Contents

Trainer’s Guide for “Instilling Universal Knowledge” Project Workshops.....	4
Points to consider when implementing this guide.....	5
Workshops’ Structure.....	7
The First Workshop: My Existence in Humankind is Important .....	8
The Second Workshop: Tolerance Is a Value in My Life.....	13
The Third Workshop: Me and the Cyberspace.....	18
The Fourth Workshop: The Competition That Builds Character.....	23
The Fifth Workshop: Bullying Is Inhumane and Unaccepted.....	28
The Sixth Workshop: I’m Respectful and I Respect Others.....	33
The Seventh Workshop: I Enter the Circle of Power .....	37
The Eighth Workshop: I Think with Hopefulness and I’m Proactive .....	43
The Ninth Workshop: Me and My Feelings .....	48

## **Trainer's Guide for "Instilling Universal Knowledge" Project Workshops**

Trainer's guide for "Instilling Universal Knowledge" project workshops is a comprehensive guide that has detailed training workshops which help in passing the project's objectives to students in intermediate and secondary schools.

This guide contains nine workshops, each workshop is independent from the other workshops and has different objectives. The trainer can either conduct the workshops in the given order or choose the order he finds appropriate.

## Points to consider when implementing this guide

### Trainer:

In addition to the skills needed to deal with teenagers , the trainer needs to take into consideration the following points when conducting these workshops for students:

- Experience in dealing with teenagers.
- Read the assisting material and booklets for the workshops from be free website: [www.befreepro.org](http://www.befreepro.org) , in order to have a better understanding of the objectives of the workshops.
- Be flexible and cheerful while facilitating the workshop and encourage all students to participate.
- Make sure not to comment on what students say in a way that might be offensive or embarrassing to the students (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.
- Work on making the workshop interesting and fun until the end , and encourage students to have more self confidence and respect for others throughout the workshop.

## **Workshops Implementation:**

- 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 air conditioning 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.
- The trainer can 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 he 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 the work on it, or students can stick it on the wall with any appropriate adhesive tape. This applies to any other materials used in 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.

## **The First Workshop**

### **My Existence in Humankind is Important**

#### **Workshop Objectives:**

This workshop seeks to deliver the following concepts:

- The meaning of existence in Humankind and its importance for every person.
- How to strengthen the existence in humankind, and the factors that contributes in it.
- The importance of having a clear vision about what the student wants to achieve and its reflection on the student's daily life.
- Respecting others existence in Humankind and learn about their humanitarian aspects.
- The importance of existence in humankind in creating the a person's perspective of life, others and the world as whole.

**Note:** it is very important that the trainer reads through “Me and the Other” booklet and the other materials related to teenagers which can be found on the Be-Free Program website, to have a good background before conducting the workshop.

#### **Materials Needed:**

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

- Colored( A5 or smaller) papers, if not available white papers can be used instead .
- Pen for every student.
- Board or adhesive tape to stick the papers on the wall.

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

- large papers (flip charts paper) as many as the working groups.
- Markers for each group
- Board or adhesive tape to stick the papers on the wall.



## Introductory Exercise

### The Influential Personality

#### Exercise Objective:

This exercise aims at helping students understand that the value of existence of every person in Humankind is connected to his humanistic perspective of himself, of others, and what follows of humanistic values and actions.

#### Duration:

10-15 minutes

#### Implementation Steps:

- Trainer distributes papers and pens to students.
- Trainer asks students to choose an influential figure that they think has a great influence on the world, and to write that figure's name on the paper as well as the quality or trait that made the existence of that person in humanity very important and influential to them.(the trainer gives the students few minutes to finish this step).
- The trainer asks the students to come to the front of the class one by one and tell their figure's name and why they chose him or her and then hang their paper on the board or the wall.
- After the participation of all the students in the previous step, the trainer discusses the following questions with students , and listens to the answers of each question before moving on to the next question:
  - “What is the type of the qualities / characteristics you mentioned? Is it materialistic or possessive things, or is it related to qualities a person develops in his or her personality?”**(most of the time the qualities/characteristics will be related to good values a person develops in his or her personality such as bravery , generosity , loving others, determination , etc.)
  - Do you think that any person can develop these qualities/traits you mentioned that made the chosen figure so special?**(since those are

humanistic and personal qualities, any person can develop it, if he or she wanted to and was determined to train himself or herself on these traits.)

## Main Exercise Influential Existence in Humankind

### Exercise Objective:

This exercise aims at helping students to learn about the humanistic qualities, that if they have it, they will have a bigger and better influence in the world. They will also learn the connection between the existence in humankind and its effects on respecting the existence of others in humankind and how to deal with people based on that.

### Duration:

45-50 minutes

### Implementation Steps:

- The trainer divides the students into groups of 5.
- Trainer gives each group a big (flip chart size) paper and a marker.
- The trainer asks each group to choose three qualities or traits that they think if a person had his existence in Humankind will be more important and influential. Then, each group should come up with two stories from real life situations.
  - The first story should talk about a person without the three qualities and how his existence in humankind was negative, fragile, not effective, that his existence in the world doesn't make a difference negatively or positively. The second story about a person that has the three qualities and how his existence in humankind was different and influential in the same situation of the first story. The trainer can ask the groups either to draw their story or write it on the paper ,then they choose a presenter from their group to present their work (Story). The trainer should give students approx. 15 minutes to finish this step.
- After finishing the previous step the trainer asks each group to come forward and stick their paper in a place where everyone can see it, then the presenter must start telling other students their stories starting with the story of the non-influential person first. The trainer encourages

students to give a round of applause for the presenting group at the end of their presentation, and makes sure that all groups participated.

- After presenting the trainer discusses the following questions in the same order starting from the first one:
  - **On what basis did each group choose the three qualities or traits?**
  - **What change will happen in your life if you decide to adopt and develop the three qualities you see important for an influential existence in humankind?**
  - **How will you feel about yourself if your existence in humankind became more influential than it is now?**
  - **How will it affect the lives of those who are connected with you if you adopt more humanistic qualities?**
  - **How do people adapt those qualities, is it by a living example? or by force and violence? Why?**
  - **What is your role in motivating your family and friends to adopt humanistic qualities?**
  - **What can you do every day to adopt more humanistic qualities?**
  - **How can you acquire the qualities that attracted you in the figure you chose at the first exercise?**

## **The Second Workshop**

### **Tolerance Is a Value in My Life**

#### **Workshop Objectives:**

This workshop seeks to deliver the following concepts:

- Meaning of tolerance and its value in daily life.
- Role of tolerance in treating others in a humanistic way.
- Tolerance doesn't conflict with different ideas, and does not mean that a person must adopt and accept the opinions of others or devalue his opinion.
- Applications of tolerance and the most important of it: giving others the chance to express their ideas without hesitating or being scared.

**Note:** it is very important that the trainer looks at (Me and the Other) available on Be-Free Programs website, in order to have a proper background to conduct the workshop.

#### **Materials Needed:**

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

- A5 paper for every student.
- Pens for every student.
- Board or adhesive tape to fix the papers on the wall.

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

- A5 papers for every student.
- Large papers (flip charts paper) as many as the working groups.
- A large papers with a sketch of a person on it, placed where all students can see it clearly, or the person can be sketched on the board instead.
- Board or adhesive tape to fix the papers on the wall.

## Introductory Exercise Who Am I ?!

### Exercise Objective:

This exercise seeks to help students understand the aspects that people use to define themselves and their identity.

### Duration:

10-15 minutes approx.

### Implementation Steps:

- Trainer distributes the papers and pens to the students.
- Trainer asks the students: **“if someone asked you who are you ?, what will your answer be?”**, and students write their answers clearly in no more than 3 words on the paper they have.
- Trainer asks the students to stand up and read what they wrote one by one and then hang their paper on the board or stick it to the wall.
- When the previous step is completed, the trainer discusses the following questions with students , and listens to their answers for each question before moving on to the next question:
  - **What kind of words did the students use more frequently to describe their identity?**  
the following answers might be some of what they wrote : country, religion, beliefs, appearance, academic achievement.
  - **Can we know who the person really is using only this information?**
  - **In reality, to what extent do people evaluate others based on only that kind of information?**

## Main Exercise Tolerance in Daily Life

### Exercise Objective:

- This exercise seeks to help students identify:
- Value of tolerance and its personal and social effect.
- Damage that might happen in the society and affect the person himself if the value of tolerance becomes fragile and weak.
- Role of students in spreading the value of tolerance in their society and in the world.

### Duration:

45-50 minutes approx.

### Implementation Steps:

- The trainer distributes the small papers to the students.
- The trainer starts explaining the exercise by asking every student to imagine that the person sketched on the flipchart or on the board is someone who has a different opinion than theirs in a subject that they are greatly convinced of, and they think that this person has wrong ideas or even bad ones. Then the trainer asks the students: **“what reaction do people usually have when they face such kind of people? Will they let the person say his opinion freely without interruption, humiliation, or making fun of him or do they tend to prove that they are right and don’t let others speak? Do they want others to listen to them and understand their opinion and objection, before listening to others’ opinion first to understand it?** It is usually hard for people to listen to opposite opinions and allow the other person to finish expressing his point of view without interrupting, and tries honestly to understand his views.
- The trainer asks the students to write down what they think will be the reaction of people when they face someone who has an opposing opinion.( 1 minute for this step)
- The trainer explains the next step in which they must imagine that the sketch on the board is of a persons with an opposing opinion to theirs. Each student must crumple the paper they have from the previous step

and toss it on the sketch in this order (they crumple the paper they have, say out the word they wrote, throw it at the sketch).students must do this step one at a time so that other students can hear what each student is saying without any chaos.

- After finishing the previous step the trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question in the same order below:
  - **How do you think a person in a situation similar to the one in the sketch will feel?**
  - **Is this the right way to deal with different opinions? Can others learn from the opposite opinions when their reaction is this way?**
  - **Have you ever experienced the feeling of this sketch?**
  - **Do you have an opinion that you think if you say others will treat you this way?**
- **Based on the previous questions, what in your opinion does tolerance mean?** ( the trainer helps the students to find out what tolerance means : it is the state in which we respect others' opinions and allow them to express their ideas freely without being afraid or embarrassed ,we must not make fun of others, under estimate their ideas or even offense them in any way possible. We must listen to others' opinion to understand it and see the right aspects it has , and that doesn't mean that we have to adopt the opposing ideas or agree with it but at least give others the chance to express their ideas freely without being afraid to get hurt just because they said their opinion , this is considered one of every person's rights, just like tolerance is considered one of our rights when we want to express our ideas.
- Trainer divides the students into groups of five.
- Trainer gives each group a large paper and a marker.
- Trainer asks the students to imagine that the school is doing a Campaign to educate the students about the concept of tolerance and the importance of considering it as a main concept that students must use in the school, home and in life in general.



- Trainer asks the students to plan the campaign by choosing 3 ways to encourage and convince the students to adopt tolerance in their life and to show them the importance of it and how it affects our lives and others.(the trainer gives the group 10-15 minutes to finish this step and then asks each group to assign a presenter).
- Trainer asks each group to present their campaign to the class (the trainer makes sure that all the groups are presented).
- After completing the previous step the trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question in the same order bellow:
  - **What are the most important concepts that the campaign you designed tries to deliver?**
  - **Can you convince others to be tolerant if you weren't?**
  - **What obstacles could a person face when he chooses to apply the concept of tolerance in his life? How to overcome them?**
  - **How would you like others to treat you when you have an opposing opinion?**
  - **How can you adopt the concept of tolerance when you deal with others, in a way that you apply its concepts, and treat others in the way you'd like to be treated?**
  - **How can you know that you adopted the concept of tolerance in your life?**

## **The Third Workshop**

### **Me and the Cyberspace**

#### **Workshop Objectives:**

This workshop seeks to:

- Help the students to understand the overall picture of the internet and raise their awareness while using it.
- Understand the dangers that they might face when they use the internet or the social media.
- Develop some practical ways to use the smart gadgets in a more positive way, without falling in any unsafe situation.
- Help the students to develop critical thinking skills when they use the internet .

**Note:** it is very important that a trainer have a look at the following two booklets: (I'm Smart Strong, and Safe Youngster over the Internet) and (Be Smart with Smart Devices), which can be found on the program's website, in order to have a proper background which can help the trainer in performing the workshop.

#### **Materials Needed:**

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

- A5 papers.
- Pens for each student.
- Board or adhesive tape to fix the papers on the wall.

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

- large papers or flip charts paper as many as the working groups.
- Markers for each group.
- Two empty tissue boxes for each group.
- Board or adhesive tape to fix the papers on the wall.

## Introductory Exercise

### I Recognize the Internet Danger

#### Exercise Objective:

This exercise seeks to help students identify dangers that they might face when they use the internet or the smart gadgets.

#### Duration:

10-15 minutes approx.

#### Implementation Steps:

- The trainer explains to the students that this exercise is going to focus on the dangers that a they might face while using the internet or the smart devices.
- The trainer asks the students: **“In your opinion, What are the most dangerous thing the students in your age might face while using the internet or the smart devices?”**(the trainer listens to the answers-2 minutes).
- The trainer distributes the pens and papers to the students and asks each student to write with clear and large handwriting on the paper the most dangerous thing with the largest impact on students in their age. Then the trainer asks all the students to hang their papers on the board or on the wall.

## Main Exercise

### I Analyze the Dangers and Respond Smartly

#### Exercise Objectives:

This exercise seeks to help students identify:

- The personal, psychological, and social consequences of exposure to the internet or smart devices dangers.
- The attitudes and behavior that might increase the risk of exposing the students to dangers.
- The things that students can take into consideration to protect themselves from dangers, as well as the things that they can do or avoid to decrease the possibility of exposure to dangers.
- The role they can play to help their peers in identifying the dangers and protect themselves from it.

#### Duration:

45-50 minutes approx.

#### Implementation Steps:

- The trainer divides the students into five or six groups according to the number of students.
- The trainer asks each group to choose from the dangers hanged on the wall or the board two of the most dangerous things in their opinion that have the biggest impact on students in their age.
- The trainer gives each group a large paper (flip chart size) and a marker.
- The trainer asks the students to divide the paper into two evenly.
- The trainer asks the students to discuss in their groups the 2 dangers they picked and then answer this question on the first section of the paper: **“What are the personal, psychological, and social damage that students might get exposed to, if they are exposed to those dangers?”**(the trainer encourages the students to write the risks in the

form of points in the first section of the paper. Trainer gives 5-7 minutes to complete this step).

- The trainer asks the students to discuss the following question and answer it in the second section of the paper: **“What are the things that students do and might cause them to be exposed to these 2 dangers specifically?”** Trainer gives 5-7 minutes to complete this step.
- The trainer asks each group to choose a representative to stand in front of the class and explain the dangers they picked, and then explain their answers to both of the questions in a summarized way. The trainer asks the students to hang their paper on the wall after presenting it.
- The trainer distributes two empty tissue boxes, and two A4 papers to each group. Then he asks them to stick the one paper on one side of the box.
- The trainer asks each group to discuss the two best, and most important smart actions the students can do when they use the internet or the smart devices, which will protect them effectively from the dangers of the internet in general. The trainer encourages the students to describe each action and write it, with no more than 3 words, on every tissue box.
- The trainer asks the group representative (preferably a different representative than the previous one) to come forward and present what they wrote and then put one box on the top of the other in a way that the side written on of the box must be facing the students . each group puts its boxes on the top of the previous group's boxes after presenting it.
- After finishing the previous step the trainer discusses the following questions with the students, and listens to their answers for each question before moving on to the next question in the same order below:
  - **How will the personality of the student be when they act smartly and adopt the actions and attitude you wrote on the tissue boxes?**
  - **How can students practically be aware and attentive while using the internet and the smart devices?**
  - **What is the most difficult thing for the student when he decides to adopt a smart attitude and behavior while using the internet and the smart devices? What can they do about it?**

- **What can you do today to help others (your peers/friends) in your age to protect themselves from the dangers of the internet?**

## **The Fourth Workshop**

### **The Competition That Builds Character**

#### **Workshop Objectives:**

This workshop seeks to deliver the following concepts:

- The definition of competition and its importance in our development.
- The aspects that can be developed through competition, and how it can help the students attain life experiences.
- The competition must focus on showing the strengths of the students and allowing them to challenge themselves to get to a higher level and not to focus on the loss of the other side.
- Linking winning in competition with the degree of commitment to the ethics and morals.

**Note:** It is very important that a trainer looks at “Competition and Development- Student’s Guide” and “Competition and Development - Parents’ Guide” booklets which can be found on the program's website, in order to have the helping background to conduct the workshop.

#### **Materials Needed:**

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

- A small ball

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

- Wide markers for each group ( colored preferably ).
- Papers cut in circles (diameter = 30cm) , so each circle gets 6 circles, if circle papers are hard to get it can be replaced with A4 papers.
- Board or adhesive tape to fix the papers on the wall.

## Introductory Exercise

### Causes of Competition in a Word

#### Exercise Objective:

This exercise seeks to help students bring out different emotions, words, and practices that are evoked with the idea of competition.

#### Duration:

10-15 minutes approx.

#### Implementation Steps:

- The trainer stands together with the students in a circle.
- The trainer explains the exercise by saying that everyone is going to answer the following question: **“Describe in one word only what comes up to your mind as soon as you hear the word ‘competition’?”**. The trainer will toss the ball in his hand to one of the students and whoever he tosses it to, will answer the question, next that student will toss the ball to another student who will answer the question, this student will again throw the ball to someone who didn't answer yet, and this student will again toss the ball and so on until everyone answers the question.



## Main Exercise

### Me and Others When Competing

#### Exercise Objective:

This exercise seeks to help students benefit from competing with one another and perceive it as a chance to challenge, develop themselves, and as an opportunity to bring out their capabilities in order to be a better person than what they were before the competition. Others being part in the competition is just a chance for the students to measure their capabilities and motivate them to show the strengths in them as well as to show that they are capable of holding on to the values and morals in the hardest conditions. The goal must not be to win while others lose but to win against ourselves while losing its past level in comparison to the level we get to after the competition.

#### Duration:

45-50 minutes approx.

#### Implementation Steps:

- The trainer divides the students into groups of five.
- The trainer distributes the markers and the round papers on the groups ( 3 papers for each group).
- The trainer explains the exercise : each group imagine that a student ( they choose a name for the imaginary student) entered a competition in a school project. The goal of that student was to win the competition in any way possible, the most important thing for him is to win and get the title “winner”. The trainer asks the groups to the write the answer for the following question clearly on one of the circle papers: **“What does that student think of while being in the competition?”**(3 minutes to finish this step).
- After finishing the previous step the trainer asks the groups to write the answer of the following question in the second circle paper: **“How does the student view the other student who is competing with him? What does he wish him?”** (3 minutes to finish this step).

- After finishing the previous step the trainer asks the groups to write the answer of the following question in the third paper: **“What could that student do in order to win in this competition?”** (3 minutes to finish this step).
- The trainer asks each group to assign a representative to come forward and present what the group wrote in the three papers and stick them on the wall or the board. They stick it in a way that the thoughts circles of all the groups are in one side , the "viewing the other" circles are in another side and the action circles are in the third side.
- After finishing the previous step the trainer distributes another set of round papers to the groups( 3 papers for each group).
- The trainer explains the next step: the groups must imagine that the same student in the previous steps entered in the same competition for the same school project but this time his goal is to bring out his strengths, to challenge himself, win against himself, and to develop to an extent where he will be surprised of doing what he thought was impossible. The trainer asks the groups the write the answer of the following question clearly on one of the round papers: **“What does that student think of while being in the competition?”** (3 minutes to finish this step).
- After finishing the previous step the trainer asks the groups to write the answer of the following question in the second paper: **“How does the student view the student who is competing with him? What does he wish?”** (3 minutes to finish this step).
- After finishing the previous step the trainer asks the groups to write the answer of the following question in the third paper: **“What could that student do in order to win this competition?”** (3 minutes to finish this step).
- The trainer asks each group to assign a representative to come forward and present what the group wrote in the three papers and stick them on the wall or the board. They stick the papers in a way that the thoughts circles of all the groups are in one side, the “viewing the other” circles are in another side and the action circles are in the third side, those sets of paper must be on a different wall or board separate from the first sets of circle papers (the trainer must make sure that all the groups participated).

- After finishing the previous step the trainer discusses the following questions with the students, and listens to their answers for each question before moving on to the next question in the same order below:
  - **What is, in your opinion, the difference between the student in the first case who wanted to win at any cost and the same student in the second case who wanted to utilize the competition to develop himself?**
  - **In which case was the other competitor seen as a source of threat, and in which he was not? How does this affect the student's relationship with the competitors while they are competing and after it?**
  - **In which case the student lived in peace with himself and others? Was it when he wanted to win by any means, or when he wanted to utilize the competition to develop his skills? How and Why?**
  - **In which case the student might be selfish and using unethical or harmful ways to win? And in which case the student is more likely to be ethical, empathic, and cares about others' feelings? Why?**
  - **What stays in the students' memory and how does it affect his life in the first case? and What stays in the student's memory and how does it affect his life in the second case if he wins and if he did not win?**

## **The Fifth Workshop**

### **Bullying Is Inhumane and Unaccepted**

#### **Workshop Objectives:**

This workshop seeks to identify:

- Harmful deeds that some people do and that might be categorized as bullying.
- The feelings associated with bullying.
- The short and long term effects of bullying, on the bullied or the bully.

**Note:** It is very important that a trainer takes a look at “Bullying - Children’s Guide” and “Bullying - Parents’ Guide” booklets, which are available on Be-Free website, in order to have a proper background to help in conducting the workshop.

#### **Materials Needed:**

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

- Small piece of papers for every student.
- Pen for every student.
- Board or adhesive tape to fix the papers on the wall.

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

- A large paper or flip chart paper with a sketched of a person on it (the person can be drawn on the board instead).
- Large papers or flip chart paper, one for every group.
- Board or adhesive tape to fix the papers on the wall.
- Wide Markers.

## **Introductory Exercise**

### **I Identify Bullying**

#### **Exercise Objective:**

This exercise seeks to help students identify the harmful actions that a person can do which might make the other person feels disparaged or humiliated.

#### **Duration:**

10-15 minutes approx.

#### **Implementation Steps:**

- The trainer asks the students about the definition of bullying and mentions its synonyms such as “harassment”, and “discrimination”, and listens to the students’ answers.
- The trainer defines bullying for the teenagers by saying: “bullying is any intentional and repeated physical , verbal or emotional harm done by a teenager or a group of teenagers based on the unbalanced power between them and those who are bullied. A teenager might bully another person who looks in a weak position because he is different in color, appearance, social status , or has low self-esteem, or any other area that the bully can take advantage of ”.
- The trainer distributes the papers and pens to the students.
- The trainer asks the students to write clearly on their papers one bullying action (in no more than two words).
- The trainer asks each student to come forward and say what he wrote, or they can answer while staying in their places.

## **Main Exercise**

### **Effects of Bullying and the Humanitarian Feelings**

#### **Exercise Objective:**

This exercise seeks to help students identify:

- Effects of Bullying and harmful actions on others' feelings on the short and long term.
- Feelings associated with bullying.
- Ways that contribute in decreasing bullying.
- Our humanitarian perspective of others and how it helps in decreasing bullying cases.

#### **Duration:**

45-50 minutes approx.

#### **Implementation Steps:**

- The trainer distributes the students into four or five groups, according to their number.
- The trainer distributes one large paper or flip chart paper and wide marker to each group.
- The trainer explains that each group will use the small pieces of papers used in the introductory exercise. The trainer asks each group to draw a sketch of a person on the flip chart paper. The sketch must be empty inside so they can write on it. One minute is given for this step.
- The trainer explain the exercise: the groups will imagine that the sketch is a person who was bullied, and that the ways used to bully him are the ways written in the small pieces of papers in the previous exercise. For example if the group consists of 5 students, their small papers had the following written on them: cursing , swearing , beating , stealing his belongings, and mocking. Students will imagine that the person figure on paper got bullied in those ways, they must then express their ideas about the effect of bullying on that person, such as his feelings, how he sees himself, his self confidence, and other effects by writing or drawing on

the flip chart. The trainer gives 10 minutes for this step. Then each group assign a presenter.

- The trainer asks each presenter to come forward and present the bullying actions, and its effect on the bullied person. The trainer makes sure that all groups participated.
- When all are done with presenting , the trainer asks students to imagine that the sketch of a person on the board or the wall ( the trainer must draw it before the workshop starts) is a person that is bullied, they must choose one of the most harsh ways of bullying in their opinion and think about where that way of bullying affects the person, and how this way humiliates the person, decreases his self confidence, and affect the way he sees others and the world .
- The trainer asks each student to come forward and say the bullying action that he thinks is the worst, then he tears a piece of the paper sketch where he thinks will get affected the most. The student keeps the piece of paper with him to use it in the next step. The trainer makes sure that all the students participated.
- The trainer discusses the following questions with students, and listens to the answers they got for each question before moving on to the next question in the same order below:
  - **Look at the large paper after tearing the pieces, what do you think bullying does to the person?**
  - **Can anyone really know how the person being bullied feels?**
  - **Does anyone has the right to harm someone else in this way?**
  - **In your opinion, why does a person decide to do this to another person?**
  - **Is the bully a strong person or just a person that uses the weakness of others to fulfill the need to feel the strength that he lacks?**
  - **Is it easy for the bully or others to erase the effect of bullying from the bullied?**

- The trainer explains that the next step is a trial to fix the effects of bullying on that sketch by sticking the papers again.
- The trainer distributes adhesive tape to each group so that each student will put a piece of tape on their piece and try to stick it back in the place they tore it from. The trainer can choose an order for the students to stick their piece without causing any chaos. ( A suggested order is to ask group by group to stick their pieces).
- The trainer discusses the following questions with the students, and listens to their answers before moving on to the next question in the same order below:
  - **Look at the sketch now, do you think trying to fix what the bullying did to a person erases the effect of bullying or even makes a person the same person he was before bullying?**
  - **Does the harm of bullying ends when a the person who bullied others apologizes or regrets what he did?**
  - **What steps can be taken to contribute in limiting bullying ?**
  - **What is your role in limiting bullying in your school, between your friends and in the society?**



## **The Sixth Workshop**

### **I'm Respectful and I Respect Others**

#### **Workshop Objectives:**

This workshop seeks to help students in understanding the following concepts and skills:

- Meaning and indication of respecting yourself and respecting others.
- Aspects that contributes in deepening the meaning of respect between people.
- Ways that contributes in adopting the culture of respect.
- Effects of respect on the person, family, and society.

**Note:** It is very important that a trainer takes a look at “Me and the Other” booklet, which can be found on be-free program website in order to have a proper background which can help in conducting the workshop.

#### **Materials Needed:**

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

The word “Respect” written clearly with large letters on a paper or board, in a way that every student can see it.

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

- A4 papers.
- Pens as many as the number of students.

## **Introductory Exercise**

### **Synonyms of Respect**

#### **Exercise Objective:**

This exercise seeks to establish different words that are related to respect in the minds of the students.

#### **Duration:**

10-15 minutes approx.

#### **Implementation Steps:**

- The trainer asks the students to choose a letter from the word respect “R, E, S, P, C, T”, and then choose a word that means or expresses or is related to respect and starts with the letter they chose.(example E: Ethics)
- The trainer asks the student to think of the word they chose while all of them are standing in a big circle, and the trainer stand with them too.
- The trainer starts by choosing either the student standing on his right or left, the first student will say the word he chose, then next student will say his word, then third student and so on, until everyone participates.
- After completing the previous step the trainer asks the students to clap for themselves and go back to their seats.

## Main Exercise

### Building A Culture Of Respect

#### Exercise Objective:

This exercise seeks to help students identify:

- The things that causes people to treat others with disrespect.
- The concepts on which respect is build on.
- The ways that contributes in practicing respect in our daily life.
- Ways of building individual and social culture of respect.

#### Duration:

45-50 minutes approx.

#### Implementation Steps:

- The trainer divides the students into groups of four or five according to the number of students.
- The trainer explains the exercise that each student imagine that there is someone who disagrees with him in the way he thinks, or in his opinion or in any other important thing, but he says he respects the other student, while the student thinks that the actions of the first student doesn't show respect. The trainer then asks the following questions one by one and in the same order below:
  - **What will you feel if someone didn't respect you?**
  - **Why would anyone choose not to respect you?**
  - **Do you think that differences in opinions, religion, beliefs, appearance, country, or anything else is an acceptable reason for people not to respect you?**
  - **What will be the difference in the relationships at school , home or the society as whole if people respected each other despite the differences between them?**

- The trainer asks the each group to discuss the following question: **“What are the things that others who are different might do and will make you feel respected?”**, the trainer then asks the groups to list the actions in a sequential order, from the most important to the least important. Trainer giver 5-7 minutes for this step.
- The trainer distributes A4 papers and pens to the students.
- The trainer asks each student to draw his foot on the paper. If the students have disabilities, they can draw their hands or just a shape of a foot or anything else they want. Trainer gives one minute for this step.
- The trainer asks each student to choose from his group’s list one thing he thinks is the most important to him and he thinks if others who are different did it will make him feel respected. The trainer asks each student to write the thing they choose on the foot they drew on the paper in a clear way. Trainer gives one minute for this step.
- The trainer asks each student to come forward and read the action he wrote on the paper. He places the paper foot on the floor, where all students can see it, or he can stick it on the wall, in a way that the paper feet are in a sequential order. The trainer makes sure all the students participated in this step.
- The trainer discusses the following questions with the students, and listens to the answers they have got for each question before moving on to the next question in the same order below:
  - **Are the actions and practices you chose hard or easy for anyone to apply if they want to ?**
  - **What will happen if those actions were adopted in the family, school or society?**
  - **Whom do you think is a more respectful person (He sees himself as respectful, and others see him this way too)? Is he the person with actions that indicate respect for others or the opposite? Why?**
  - **How can you respect yourself more by doing things that indicate the respect of others?**
  - **What can you do to help in spreading the culture of respect between people?**

## **The Seventh Workshop**

### **I Enter the Circle of Power**

#### **Workshop Objectives:**

This workshop seeks to help the students to:

- Identify the inner strength of human being .
- The times when students will need their inner strength and how to use it.
- The aspects of the inner strength of the students.
- How to develop the student's inner strength and the role of values in that.

**Note:** It is very important that the trainer takes a look at “Color Your Life with Your Choices” booklets and other materials that are related to teenagers, which can be found on Be-Free website, in order to have a proper background that can help him in conducting the workshop.

#### **Materials Needed:**

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

- A ball of yarn.

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

- A4 papers as many as the students (preferably colored papers).
- Regular pens and colored pencils, or crayons.

## Introductory Exercise

### Human Inner Strength

#### Exercise Objective:

This exercise seeks to help students identify the different aspects in a person that can give him inner strength.

#### Duration:

10-15 minutes approx.

#### Implementation Steps:

- The trainer stand with the students forming a big circle.
- The trainer asks the students: **“What are the things that if found in a person can make him feel their inner strength”?**
- The trainer explains to the students that he will through the ball of yarn to one of the students, this student has to catch the ball and says one thing he thinks if found in a person can make him step into his inner strength. The student then hold on to the strand of yarn while rolling the ball to somebody else who didn't participate, and so on until all the students participate and a web of yarn is formed.
- After all students participate in the previous step, the trainer explains that the areas of inner strength in any person is different from one another, and it is just like a strong connected web, where each side supports the other side, in a way that if one side gets weak, the other sides will pull to strengthen it.

## Main Exercise

### I Recognize My Strength

#### Exercise Objective:

This exercise seeks to help students in understanding:

- Situations where a person needs his inner strength the most.
- Their areas of strength and how to develop it.
- How to summon their strengths in difficult situations.

#### Duration:

45-50 minutes approx.

#### Implementation Steps:

- The trainer distributes the papers, pens and colored pencils to students.
- The trainer asks students to draw a large circle on the paper (the circle diameter=the paper's width), then divide the circle into 4 equal parts. Trainer gives one minute for this step.
- The trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question in the same order below:
  - **Who feels the strength in himself more, Is he the person who carries values and ethics or who contradicts it?( i.e. who feels more, the strength within? is it the liar or the honest person? Betrayer or loyal person? Greedy or generous person?...)**
  - **How do values such as honesty, generosity, selflessness, loyalty, etc help a person become stronger?**
  - **Is there anyone who cannot adopt values and make them part of their life, if they wanted to?**
- The trainer asks the students to pick one part of the circle to express in it, in any way they like, the humanitarian values they hold that are special.

The trainer encourages them to write or draw nicely the largest number of values that they know the students have or they are trying to apply in real life. The trainer then asks the students to try to feel the inner strength while they are doing this step. Trainer gives seven minutes for this step.

- Next, the trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question in the same order below:
  - **“What are some of the beautiful humanitarian qualities that if a person has, he will feel strong?”**. Those qualities can be anything good and beautiful like having good manners, organized, helping people, wisdom, logical thinking, promoting peace between people, making people happy, ability to solve problems, etc..)
  - **How do these nice humanitarian qualities help a person feel his inner strength?**
  - **Is there anyone who can’t adopt these qualities and make them part of his life if he wants to?**
- The trainer asks the students to pick another part of the circle to express in it, in any way they like, their special traits. The trainer encourages them to write or draw in a nice way as many traits as they have or try to have, and the trainer asks them to feel the inner strength while they are doing this step. The trainer gives seven minutes for this step.
- After completing the previous step the trainer discusses the following questions with the students, and listens to their answers for each question before moving on to the next question in the same order below:
  - **“How can having certain skills or knowledge contribute in feeling strong?”**. The skills can be professional such as cooking, tech savvy, and carpentry. Or it can be artistic such as drawing, sculpturing, and sewing . It can be any skill from any type that a person can master. Similarly knowledge can vary between academic science or any other type of knowledge that is taught at schools, learned by reading books and encyclopedias, or any other way.
  - **“Is there anyone who can’t learn any skill or increase their knowledge repeatedly if they wanted to?”**



- The trainer asks the students to pick a third part of the circle to express in it, in any way they like, the skills they master and the information they know that makes them special. The trainer encourage them to write or draw in a nice way the as many skills and information that they know they have or trying to have, as possible. The trainer asks the students to feel the inner strength while they are doing this step. Trainer gives seven minutes for this step.
- When time is over, the trainer asks the students to express in the last part of the circle, in any way they like, any aspects that increases their inner strength. These aspects can vary; they can write names of their family members or friend that help them and support them, the beautiful things in their lives, etc. The trainer asks the students to feel the inner strength while they are doing this step. Trainer gives seven minutes for this step.
- The trainer asks the students to stand straight and form a shape of a circle. The trainer can explain that standing straight increases the person's confidence which in turn will help that person feel his inner strength.
- The trainer asks the students to be quiet and to summon all the things they wrote in their circles, at the same time feel the strength of the four parts of the circle, and speak to themselves "I enter the circle of power" while being calm and in a state of concentration on his inner strength.
- The trainer explains that any student can recall his inner strength when he trains himself to remember it in difficult situations and situations in which he feels weak. The trainer repeats the previous step to re-collect the strength while they say: "I enter the circle of power" with the students 3 or 4 times to train students on using it.
- The trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question in the same order below:
  - **How did you feel while doing this exercise? Why?**
  - **Did you know your strengths that you wrote it in the paper, before doing this exercise?**
  - **What can you do every day to increase you strength?**

- **Do you want to help others to enter in the circle of power? How can you do that?**

## **The Eighth Workshop**

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

#### **Workshop Objectives:**

This workshop seeks to help the students to:

- Identify hope and how could a student get out of the wishing circle to get to what he wants.
- The relationship between hope and proactivity, and the problem that could happen if one separated them from each other.
- Think hopefully in bad situations.
- Proactively take steps that improves the conditions.

**Note:** It is very important that the trainer takes a look at “Color Your Live With Your Choices” booklet series, and other informative materials that are related to teenagers, which can be found on Be-Free website, in order to have a proper background which can help him in conducting the workshop.

#### **Materials Needed:**

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

- An area painted with chalk, or specified with adhesive tape to represent a shape of a river, somewhere that is clear to all the students and that student can move towards.
- Small papers as many as the students , half of the papers must be different from the other half, for example half of the papers can be in one color and the other half in another color, or half of the papers are lined and the other half is not, or half the papers are in circle shape and the other half is in a rectangle shape.
- Pens as many as the students.

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

None.

## **Introductory Exercise**

### **River of Hope**

#### **Exercise Objective:**

This exercise seeks to help students identify the aspects that contributes in strengthening hope in a person's life and the aspects that weakens it.

#### **Duration:**

10-15 minutes approx.

#### **Implementation Steps:**

- The trainer distributes the pens and the papers on the students( half of the students must get papers which are different from the other half , for example half of the students get green papers while the other half gets yellow papers).
- The trainer explains that the river on the ground is the river of hope, and just like any river has flowing water (the flowing water is represents hope metaphorically). Furthermore, just like any other river, this river has stones and rocks that hamper the flowing water and might deviate it as well.
- The trainer asks the students with the yellow papers to write down clearly one obstacle (in no more than two words) that they think hampers hope for a person, the students with the green papers should write clearly and in no more than two words, anything that, they think, will contribute in increasing hope and encouraging a person to hang on to it dispute the difficulties. Trainer gives three minutes for this step.
- The trainer ask each student, one by one, to come forward and say what they wrote then put it on the river of hope. The trainer makes sure that all the students participated.

## **Main Exercise**

### **Twining of Hope and Action**

#### **Exercise Objective:**

This exercise seeks to help students realize that hope without proactively taking actions is of no use and might sometimes cause a person to be depressed, and similarly taking action without hope is not good too, as it will form an extra burden that doesn't have the right spirit to guide it to the wanted results, it makes it hard to see the opportunities that might get us to where we want to be in a better way.

#### **Duration:**

45-50 minutes approx.

#### **Implementation Steps:**

- The trainer divides the students into four or five groups, depending on the number of students.
- The trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question, in the same order below:
  - **What are the phases in a seed's life cycle until it becomes a tree?**
  - **What happens if you plant a seed in a dark moist ground and it doesn't tolerate it, or it didn't have any hope of seeing the light one day and becoming tree?**
  - **Why do seeds rush into spreading its roots and growing its stem straight up to the surface of the ground? What happens if the seed decides to stay still and does not grow roots or stems?**
  - **What are the phases in which a caterpillar transfers into a butterfly?**

- **What if the caterpillar decided not to eat mulberry leaves to grow, and it lost hope because it's a caterpillar that hasn't got the beauty, color, and shape of a butterfly, and doesn't believe that it will fly one day?**
- The trainer explains that groups will be divided into two, the first part will discuss the caterpillar, and the other part will discuss the seed. The caterpillar group will create a dialogue between a caterpillar that is hopeful and putting effort to become a butterfly that flies between the gardens, with two other caterpillars. The first caterpillar of the two has hope that it will one day become a butterfly but it doesn't do anything to reach that stage, and the other caterpillar doesn't have hope at all.
- The seed part will create a dialogue between a seed that has hope and is working in order to become a big fruitful tree one day and two other seeds, the first has hope that it will one day become a tree but it doesn't break open to grow roots, and stems to become a tree. The third seed doesn't have hope at all. The trainer clarifies that each group will present the dialogue they worked on.
- The trainer divides the groups into small groups , the first will work on the caterpillar dialogue and the second will work on the seed dialogue. The trainer gives seven - ten minutes for this step.
- When the time is over the trainer asks each group to come forward and present their dialogue .
- After completing the previous step the trainer discusses the following questions with the students, and listens to their answers for each question before moving on to the next question in the same order below:
  - **Do you think that the dialogue you wrote between the seeds, or between the caterpillars can represent a type of dialogue in which a person talks to himself, or to others?**
  - **What is the relationship between hope and effort or work?**
  - **What happens when a person has hope but works a little or doesn't work at all to achieve what he wants?**
  - **Why do some people choose to work and perform without having hope, and others choose to have hope but do not work or put an effort to achieve it?**

- **How can a person connect hope to performance(work) in daily life?**
- **How can you help spread hope into the lives of others and motivate them to work and put effort to get to what they want?**

## **The Ninth Workshop**

### **Me and My Feelings**

#### **Workshop Objectives:**

This workshop seeks to help the students to understand:

- The types of feelings and some of its meanings.
- The importance of feelings for the human being in general and for the teenagers in specific.
- The effect of feelings on choosing our relationships especially friendship.
- The aspects that helps the students to recognize whether the relationship is right or wrong.

**Note:** It is very important that a trainer takes a look at “I’m Strong, Smart, and Safe Child”, “Because You Are God’s Gift”, and other materials that are related to “Color Your Life With Your Choices” project as well as the materials that are related to teenagers, which can be downloaded from Be-Free website, in order to have a proper background which can help in conducting the workshop.

#### **Materials Needed:**

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

- Small papers(size A5).
- Pens as many as the number of students.
- Board / scotch tape to fix the papers on the wall.

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

- Large papers( flipchart size) for each group.
- Markers for each group.
- Board or adhesive tape to fix the papers on the wall.



## Introductory Exercise

### Common Feelings of Teenagers

#### Exercise Objective:

This exercise seeks to help students understand the feelings that teenagers have at this age.

#### Duration:

10-15 minutes approx.

#### Implementation Steps:

- The trainer distributes the papers and pens to the students.
- The trainer asks the students to express by writing and drawing on the paper the most common feelings in their opinion that teenagers have at this age. Trainer gives two minutes for this step.
- The trainer then asks the students to hang their papers on the wall or the board.

## Main Exercise

### I Understand My Feelings

#### Exercise Objective:

This exercise seeks to help students:

- Realize the effect of feelings on the student and the pressure it might cause.
- Understand the inappropriate actions that a student might choose when their feelings are negative, and how it effects different areas of student's life.
- Realize the role of feelings in life decisions.
- Recognize the different situations in which a student can make better decisions.

#### Duration:

45-50 minutes approx.

#### Implementation Steps:

- The trainer asks the students to concentrate for few minutes on themselves to know what feelings they are experiencing at that moment. Trainer gives approximately 30 seconds for this step.
- The trainer discusses the following questions with the students, and listens to their answers for each question before moving on to the next question in the same order below:
  - **Did you know what you were feeling before concentrating on it? Why?**
  - **Do you think others always understand your feelings and appreciate it? Do you wish that they understand it and appreciate it more than they do now? Do you think that you understand others' feelings and appreciate it?**
  - **Is there a decision or action that you do that feelings has nothing to do with it?**

- **What usually hurts the teenagers' feelings and evokes negative feelings such as anger, frustration , depression, etc?** It might be the behavior of others that underestimate them, and doesn't take their opinion and ideas into consideration, or it might be because of some unsuccessful experiences, disagreements with others, daily life problems, etc ..).
  - **What evokes positive feelings in teenagers, your age, such as happiness, joy, love, optimism etc?** It might be because of others especially those who care about them such as family members, and friends who appreciate, care, motivate, encourage, and respect them and their ideas. It could also be because of something they did, such as successful experiences, learning new skills, new information, being able to do things they didn't think possible, challenging themselves, and so on.
- The trainer divides the students into groups of 3 if possible.
  - The trainer asks each group to choose a case that shows a student with strong negative feelings about himself, that it effected some of his most important decisions such as going into a relationship with inappropriate people, breaking a strong relationship with someone close , isolating himself, behaving in an inappropriate way (e.g. yelling, hurting others, being lazy, not wanting to interact with others). After choosing the case, the groups will share it with everyone while concentrating on the following four things, ten minutes is given for this step:
    - The negative feelings that the teenager had and why he had it.
    - The effect of this negative feelings on the teenager's self image, and on those who are around him.
    - The harmful action that the teenager choose take due to the negative feelings.
    - The situation in which the teenager got into, and its impact on his life, and relationship with others.
  - When the time is over the trainer asks each group to come forward and present their work in two minutes.
  - After all the groups have participated , the trainer discusses the following question with the students: “ **To what extent do you think that your life and other teenagers' lives get effected by situations, feelings, and the things you mentioned ? How?**”

- The trainer divides the students into four or five groups, depending on the number of students, not necessarily the previous same participants in the previous group are together.
- The trainer gives a large paper and a marker for each group.
- The trainer asks each group to write the five most effective solutions that will help the teenagers in dealing with negative feelings they might experience, the situations they might be in, and the harmful effects due to the feelings and situations. Seven minutes is given for this step.
- The trainer then asks each group to present what they did.
- The trainer discusses the following questions with the students , and listens to their answers for each question before moving on to the next question in the same order below:
  - **How can you apply those solutions in daily life?**
  - **What change will happen to your life if you apply all or some of the solutions?**
  - **How can you help your peers and friends to adopt these solution in their lives ?**
  - **How can your school be a better school if the solutions are part of the students' culture?**

## " Instilling Universal knowledge" Project Files

The project includes the following detailed files:

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

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