



برنامج "كن حراً"
Be-free Program



"Me and the Other" Series



Trainer's Guide for "Prevention and Protection from Bullying"

Age Group
5-8

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BeFreeProgram

Me and the Other
The Trainer's Guide to Bullying Prevention and Protection
Age Group 5-8.

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The Purpose of This Guide

Bullying is practiced at different levels by both children and adults. However, the term 'bullying' is seldom used in its correct place as it is often confused with other forms of harm that children inflict on each other. Bullying is a very specific type of harm that is practiced against a child. The limited understanding of the subject further complicates the matter and hampers efforts made to help both the victim and the bully.

Bullying can be defined as intentional physical, verbal or psychological harm inflicted by one child or a group of children against a child who is often perceived to be in a weaker position. The victim is often younger or smaller than the rest of the group or; in many cases different in skin color, social status or health condition. It has also been noted that children who appear to be afraid or reluctant are commonly targeted by bullies.

This guide includes practical workshops aimed at preschool children. They are designed to empower them to prevent bullying and handle it in a smart way should it occur. On the other hand, this guide contains components that help bullies respect and empathies with others in addition to helping them experience strength through doing good rather than attempting to harm and control.

The workshops in the guide are designed to be implemented using readily available tools and materials. Further, the workshops are founded on training methods rather than teaching methods as the children are encouraged to reach conclusions and arrive at findings through sharing opinions and participating in discussions. All the activities include components that promote respect, confidence and critical thinking among the children.

The concepts included in this guide are communicated best in the advised sequence.

The Trainer:

An effective trainer would typically possess the necessary skills needed to interact with children. In addition to that; a successful trainer is expected to:

- Be a genuine believer in the significance of respecting differences and adopting a humane approach towards the different other;
- Be flexible and able to maintain a fun spirit throughout the workshop. The trainer should also acknowledge and respect the differences of the children;
- Avoid negatively commenting on opinions cited by the children. The trainer should also refrain from ridiculing, insulting or underestimating any child, opinion or thought shared in the workshop;
- Maintain a fun and enjoyable atmosphere throughout the session in order to commence and end all sessions on positive notes. Further, the trainer is expected to stimulate self-esteem, respect and critical thinking within the participating children.

Notes:

- This guide employs the female format to address trainers, seeing that the majority of people operating in this field are women.
- The terms “Training Session”, “Session” and “Workshop” are used interchangeably.

Age and Number of Children:

- The number of children should not exceed twenty at any one time;
- The children should be of approximate ages.

Venue and Seating Arrangements:

- It is preferred to conduct the training sessions in an adequately lit and well ventilated room. It is best to give children space to move freely and comfortably in order to effectively engage in all the suggested activities;

- A circle or half a circle is the optimum way to seat children for this type of workshops. This seating arrangement allows the children to see the trainer, each other and the front display with ease. If this was not possible, a second option would be to seat the children in any way that insures their ability to see the trainer and the front display (board, flipcharts or posters) with ease;
- It is preferred to establish the order of participation to allow children time to prepare their answers and opinions. An example would be to arrange children's participation by seating order: The first child begins followed by the rest of the children in order (from right to left or from left to right);
- The trainer must ensure that all the participants have understood the activity before commencing it. If that was not possible, the trainer makes sure that the children pick up the pace as they progress into the activity;
- The majority of activities require that the children produce art work or other types of hands-on activities. Therefore, it is suggested that the trainer allows the children to take their work home. Alternatively, she displays the children's work in the training room (if possible);
- The main activities are either carried out in pairs or individually. In the case where the children are required to work in groups of two (pairs) and the total number of children is odd, the trainer assigns the remaining child to a group of two and together they form the only group of three;
- The trainer makes sure that the number of pencils, duct tapes, papers and other materials is sufficient;
- The majority of activities require a board or a flip chart to display the work of the children. If not available; the trainer can affix the children's work to a wall (using duct tape) or to a cord connected to two opposite walls.

The Structure of the Training Sessions

The training sessions are structured as follows:

- 1- A short introduction of the title and the concepts to be communicated throughout the workshop;
- 2- A preliminary activity that aims to prepare the children for a fun and dynamic workshop. The selected activities serve the purpose of the workshop and help communicate the intended concepts;
- 3- A main activity that aims to communicate the key concept of the workshop. This is realized through children's individual participation or their work in groups of two. Children present their work before their colleagues and share their thoughts;
- 4- The trainer facilitates a group discussion aimed at bringing different opinions together. The trainer encourages the children to cite examples to further illustrate their points.

The First Workshop

I am Respectful and I Respect Others

Objectives of the Workshop

- For the child to be introduced to the meaning of self-respect;
- For the child to be aware of the importance of respecting the other as a human regardless of how different they are.

Preliminary Activity

"I am a Respectful Child"

Objectives of the Activity

- For the child to learn the meaning of self-respect;
- For the child to experience the feeling of self-respect.

Duration

15-20 minutes.

Tools and Instruments

A straight line that is sketched on the floor using chalk or marked using duct tape; the line is formed in a way that allows the child to jump on it with ease. It is positioned in the center or the front side of the room to allow all the children to see it with ease.

Implementation Steps

- The trainer sets in any way that allows the children to see her with ease;
- The trainer addresses the children "A human is respectful. All children are humans and they are respectful because they are humans. All the children present in this workshop are respectful";
- The trainer brainstorms answers to the following question with the children "**what does it mean for a person to be respectful?**" The trainer allocates several minutes to listen to the answers donated by the children. She refrains from commenting at this point;
- Upon the completion of the brainstorming session; the trainer explains "God created humans to be respectful. We are respectful and we like to be treated with respect. Others are also respectful and like to be treated with respect";

- The trainer explains the next step “Each one of you will jump on the marked line and loudly say “I am a respectful child”” The trainer establishes the order of participation;
- The children jump on the marked line repeating the sentence “I am a respectful child”;
- The trainer makes sure that all the children have participated in the activity;
- The trainer encourages the children to give themselves a round of applause upon the completion of the activity;
- The trainer repeats the slogan “I am a respectful child” together with the children.

Main Activity

“I Respect the Human”

Objectives of the Activity

- For the child to understand that a human is respectful regardless of how different they are;
- For the child to learn that being different does not contradict with being respectful.

Duration

20 - 30 minutes.

Tools and Instruments

- Pieces of paper (size A5) containing coloring sheets of children of different nationalities; the coloring sheets are chosen to be a clear representation of diversity. For example; the coloring sheets show children wearing different outfits, having different hair texture, skin color, eye shape and other. Further; the coloring sheets may show children with different disabilities;
- A box to hold the pieces of paper; designed to have a small opening that fits the hand of a child. The box is structured to enable the child to insert his hand and draw a piece of paper without folding it. The box can be built using readily available materials;
- Pencils, coloring pencils or crayons;
- A display board to affix the children’s work to or a cord connected to two opposite walls to hang the children’s work on using clips;
- The slogan of the workshop “I am Respectful and I Respect Others” written on a big placard (A3 or bigger), positioned to allow the children to see it while seated.

Implementation Steps

- The children's seating is arranged in a way that allows them to paint comfortably and see the trainer plus the display board with ease;
- The trainer explains "This box contains coloring sheets of different children. Each one of you is required to paint one coloring sheet only" The trainer establishes the order in which the children will draw coloring sheets;
- The trainer gives the box to the first child and asks him to draw one coloring sheet and pass it to the rest of the children according to the order established earlier;
- The trainer makes sure that all the children have drawn a coloring sheet;
- The trainer explains "Each one of you has a coloring sheet of a different child. All the children in your coloring sheets are respectful humans. You are required to color the sheet before you in a beautiful way. Think that this person is respectful while coloring" The trainer allocates sufficient time for the completion of this step (5 – 7 minutes is recommended);
- Upon the completion of this step; the trainer asks that each child steps forward, presents his work and state how is the child in the coloring sheet different. The trainer requests that the children mention that the children painted in the coloring sheet are respectful despite their differences as follows "The child in this coloring sheet has a different skin color and he is respectful" and "The child in this coloring sheet does not have a hand and he is respectful";
- The trainer asks that each child affixes his coloring sheet to the display board before returning to his seat (the trainer helps the children when necessary);
- Upon the completion of this step; the trainer points to the coloring sheets and concludes "All these children are different. Their differences do not

diminish their respect. A human is respectful regardless of his different shape, status or nationality”;

- The trainer raises the placard that contains the slogan of the workshop. She repeats the slogan “I am Respectful and I Respect Others” together with the children.

Group Discussion

The trainer discusses the following questions with the children:

- Do you see different children around you?
- Do people always treat different children in a good way?
- Would you think about the different child in the same way from now onwards? How?
- How do you respect the different child? How do you demonstrate that respect?

The Second Workshop

I Become Familiar with the Concept of Bullying

Objectives of the Workshop

- For the child to become familiar with the concept of bullying;
- For the child to be able to identify the feelings experienced by bullying victims;
- For the child to understand that the act of bullying is gravely wrong.

Preliminary Activity

“I Recognize Hurtful Feelings”

Objectives of the Activity

This activity aims to familiarize the children with the feelings experienced by victims of bullying.

Duration

15-20 minutes.

Tools and Instruments

- Coloring sheets (size A4 or A5) equal to the number of the children. The coloring sheets show one Rabbit bullying another Rabbit by snatching his carrot. The coloring sheet leaves the face of the victim Rabbit blank (as enclosed in the appendix herewith);
- A display board;
- Pens, coloring pencils or crayons equal to the number of the children.

Implementation Steps

- The children’s seating is arranged in a way that allows them to paint comfortably and see the trainer plus the display board with ease;
- The trainer distributes the coloring sheets and the coloring pencils or crayons among the children;
- The trainer discusses the coloring sheet with the children to make sure that they all understand what it represents. The trainer begins the discussion with the following question **“What do you see in this coloring sheet?”** The trainer allocates sufficient time to listen to the answers donated by the children (3 minutes is recommended);

- The trainer asks that each child draws the facial expressions of the victim Rabbit. She allocates sufficient time for the completion of this step (3 minutes is recommended);
- Upon the completion of this step, the trainer requests that each child steps forward, presents his work and explain the facial expressions that he drew on the victim Rabbit's face. The children may draw comprehensible feelings like sadness or anger alternatively they may draw feelings that they cannot explain. Both cases are acceptable as the objective is to help the child understand that bullying generates negative feelings within others;
- The trainer asks that each child affixes his coloring sheet to the display board before returning to his seat (the trainer helps the children when necessary);
- The trainer makes sure that all the children have participated in the activity and provides assistance when needed;
- Upon the completion of this step the trainer concludes "Hurting others is a wrong and disrespectful act as it generates feelings of hurt and discomfort within others." The trainer points to the completed coloring sheets to help the children relate the feelings that they have drawn to what is being discussed.

Main Activity

“I Become Familiar with the Concept of Bullying”

Objectives of the Activity

- For the child to become familiar with the concept of bullying;
- For the child to understand that the act of bullying is gravely wrong.

Duration

20-30 minutes.

Tools and Instruments

- 8 puppets representing ducks made of fabric or papers of different colors. The trainer chooses one puppet to play the role of the bully. The trainer makes sure that the bully puppet is not black or white or of any color that could be associated to humans, an example would be the color blue. If puppets are unavailable; it is possible to use pieces of paper to illustrate the story;
- Thick pieces of fabric cut in the shape of the tools and instruments used in the story like fish, house, lake, ... If unavailable; the trainer uses thick paper to substitute for the thick fabric;
- A board to affix the thick pieces of fabric to; if unavailable the trainer uses a big placard;
- A paper (size A4) with the following slogan printed on it “Bullying is a Disrespectful Act”. The slogan is printed in a way that allows the children to paint inside the words;
- 5 star shaped stickers per child. If unavailable; the trainer provides papers cut in the shape of stars and glue. Alternatively, the trainer requests that the children draw stars when required to stick one;
- Pens, coloring pencils or crayons equal to the number of the children;
- The slogan of the workshop “Bullying is a Disrespectful Act” written on a big placard (A3 or bigger), positioned to allow the children to see it while seated.

Implementation Steps

- The children's seating is arranged in a way that allows them to paint comfortably and see the trainer plus the display board with ease;
- The trainer points to the display board holding the coloring sheets of the Rabbits and explains "The Rabbit that snatched the carrot from the other Rabbit did something very wrong. It is called bullying. Bullying is a very wrong act, it gave the victim Rabbit negative feelings";
- The trainer distributes the papers containing the slogan of the workshop "Bullying is a Disrespectful Act" among the children and requests that they color them. The trainer allocates sufficient time for the completion of this step (3 - 5 minutes is recommended);
- Upon the completion of this step, the trainer gives five star shaped stickers to each child. She explains that she will instruct them on when and how to use them;
- The trainer moves to the display board and the colored puppets; she uses them to illustrate the below stories. The trainer changes her voice to accommodate each character and to keep the children interested in the play. The trainer fully performs the first, second, third and forth acts; however, she allows the children to finish the story on the fifth act. The acts are as follows:

The First Act

"The yellow duck was standing alone next to her house. The blue duck approached her and hit her like she always does"

The trainer affixes the yellow duck to the middle of the board and poses the following questions:

- **How does the yellow duck feel after being hit by the blue duck?**
- **Did the blue duck do a good or a bad thing? Why?**
- The trainer explains “What the blue duck did is called bullying. It is a very wrong and disrespectful thing to do”;
- The trainer repeats the slogan “Bullying is a Disrespectful Act” together with the children;
- The trainer asks the children to place one star on the paper that they have colored;
- The trainer moves to the second, third and fourth act. She goes through the same sequence as she did in the first act. She repeats the slogan “Bullying is a Disrespectful Act” together with the children each time and requests that they place one star shaped sticker on the paper before them;

The Second Act

“The black duck was walking by the farm. She couldn’t walk properly because her leg was injured. The blue duck approached her and made fun of her. She laughed at her and told her that she walked in a funny way”

The Third Act

“The red duck was playing by the lake. The blue duck came closer to her and hurt her by pulling her feathers. The blue duck always does that to the red duck while she plays”

The Fourth Act

“The green duck wants to swim in the lake together with her friends. The blue duck said “We don’t want you with us. We don’t want you to swim or play with us”

The Fifth Act

“The white duck was standing by the lake; eating a small fish. The blue duck approached her and snatched her food as she always does.”

- Upon performing all the acts and discussing them; the trainer explains that what the blue duck did is called bullying and it is a very wrong act; she hit the ducks, mocked them, pulled their feathers and took their food and all these acts are wrong and disrespectful;
- The trainer asks the children to raise the slogan “Bullying is a Disrespectful Act” which they have colored and repeat it together.

Group Discussion

The trainer discusses the following questions with the children:

- Do some children hurt other children and act like the blue duck did?
- Do you like to be like that blue duck? Why?
- Do you like to be respectful?
- You are a respectful child, is it acceptable to act in a disrespectful way?
- You are a respectful child and you know that bullying is a disrespectful act. What will you do to always remember that you are a respectful child and that bullying is a disrespectful act?

The Third Workshop

Prevention is a Smart Act

Objectives of the Workshop

The workshop aims to communicate skills that help children strengthen their personalities and prevent being subjected to bullying.

Preliminary Activity

“I Walk With My Back Held Straight”

Objectives of the Activity

This activity aims to encourage children to practice skills that help strengthen their personalities like walking with a straight back and looking people directly in the eye when speaking to them.

Duration

15-20 minutes.

Tools and Instruments

- Two big papers; preferably colored with the following sentences printed on them in a clear way:
 - “I walk with a straight back”
 - “I look people directly in the eye when speaking to them”
- Two straight lines sketched on the floor marked using a duct tape; the two lines should be formed in a way that allows the child to walk on them. The trainer marks the beginning and the end point.

Implementation Steps

The activity is split into two parts based on two different slogans:

Slogan # 1: I walk with a straight back

- The trainer joins the children in a circle or in a set of appropriately arranged chairs that allows all the children to see the trainer with ease. The seating arrangement is set in a way that allows children to walk about with comfort;
- The trainer explains that walking with a straight back helps them feel confident and strengthens their personalities and that this activity revolves around this concept;

- The trainer asks that each child walks between the two marked lines with his back held straight. She establishes the order of participation;
- The trainer begins by demonstrating the correct walk to the children. She walks with her back held straight between the two marked lines;
- The trainer monitors the order in which the children will participate and encourages the children to give each child a collective round of applause while walking between the two marked lines. If the trainer notices that one of the children walks with a bent back, she encourages him to hold his back straight by saying “Keep your head up” she mentions the name of the child with a smile while the other children are clapping for him;
- The trainer makes sure that all the children have participated in the activity;
- The trainer raises the placard that contains the slogan of the workshop. She repeats the slogan “I walk with a straight back” together with the children.

Slogan # 2: I look my peers straight in the eye while talking to them

- The trainer explains that when a child looks his peers straight in the eye while talking to them; he will appear to be confident and strong;
- The trainer explains the activity “You will split into pairs and each child will look his partner straight in the eye and tell him the slogan “I look my peer straight in the eye while talking to him”.
- The trainer helps the children break into groups of two. She establishes the time in which each part will state the slogan. She makes sure that all the children have participated in the activity;

- If the total number of children is odd, the trainer assigns the remaining child to a group of two and together they will form the only group of three;
- The trainer raises the placard that contains the slogan of the workshop. She repeats the slogan “I look my peer straight in the eye while talking to him” together with the children;
- The trainer concludes that walking with a straight back and looking others in the eye are small and simple skills but ones that bear a significant impact.

Main Activity

“I Learn Skills to Prevent Bullying”

Objectives of the Activity

The activity aims to introduce the child to skills that help prevent bullying, as follows:

- I am respectful and I do not provoke others;
- I am a good friend and I choose good friends;
- I always talk to one of my parents about anything that bothers me.

Duration

20-30 minutes.

Tools and Instruments

- The following slogans printed/written in a big clear way on colored paper (size A3 or bigger)
 - I am respectful and I do not provoke others;
 - I am a good friend and I choose good friends;
 - I always talk to one of my parents about anything that bothers me.
- Printed images on pieces of paper (size A5) equal to the number of the children; each child will receive two pictures (one of which is showing a provocative act). It is possible to repeat some pictures (examples are enclosed in the appendix);
- Two boxes (it is possible to use paper boxes) one is decorated in a beautiful way and the other is designed to represent a garbage bin. The trainer places the boxes in a visible and accessible place;
- A doll representing an animal (a giraffe for example) if unavailable the trainer can cut a piece of paper in the shape of an animal and attach it to a piece of stick in order to facilitate its movement;
- A display board.

Implementation Steps

This activity attempts each slogan separately

Slogan # 1: I am respectful and I do not provoke others;

- The children are seated in a way that allows them to draw and see the trainer and the display board with ease;
- The trainer explains that each child will receive two pictures one of which is showing a provocative act and the other is not. She distributes the pictures and makes sure that all the children have received two different pictures;
- The trainer requests that the children look at the pictures and distinguish the one showing a provocative act;
- The trainer point to the two boxes and says “Each one of you will step forward, show the picture containing a provocative act to the group and then place it in the garbage bin saying “I am respectful and I do not provoke others” afterwards you will show the picture that does not show a provocative act to the children and place it in the beautiful box saying “I am respectful and I do not provoke others”;
- The trainer raises the placard that contains the slogan of the workshop. She repeats the slogan “I am respectful and I do not provoke others” together with the children.
- The trainer makes sure that all the children have participated in the activity and asks them to give themselves a round of applause.

Slogan # 2: I am a good friend and I choose good friends;

- The trainer raises the placard that contains the second slogan of the workshop “I am a good friend and I choose good friends” she explains that they will discuss this slogan through an act in which the giraffe will participate;
- The trainer motions the doll and speaks “Hello children, I am your friend the giraffe, I want you to help me learn to be a good friend”;
- The trainer listens to the answers donated by the children in the form of brainstorming;
- Upon the completion of this step, the giraffe thanks the children saying “We have learned that a good friend is one that:
 - Encourages his friend to do good;
 - Asks about his friend if he was absent;
 - Helps his friend whenever he needs him;
 - Does not hurt his friend;
 - And we have also learned that when we choose friends, we should choose good friends.
- The trainer raises the placard that contains the slogan of the workshop. She repeats the slogan “I am a good friend and I choose good friends” together with the children.

Slogan # 3: I always talk to one of my parents about anything that bothers me.

- The trainer explains “Children may face certain situations that may hurt them. An example would be for a person to play with them in a rough way or upset them in any other way. When this happens children should talk to one of their parents about their feelings (the trainers can advice that

the children consider an adult they trust or a caretaker as well)” she adds “because each one of you is a strong and smart child you should talk to one of your parents when you experience an unpleasant feeling”.

- The trainer distributes pieces of paper (size A5) among the children and requests that each child draws one person whom he feels scared or uncomfortable when he speaks to. The trainer allocates sufficient time for the completion of this step (5 minutes is recommended);
- The trainer asks that each child affixes his work to the display board;
- The trainer raises the placard that contains the slogan of the workshop. She repeats the slogan “I always talk to one of my parents about anything that bothers me” together with the children.

Group Discussion

- Do children like to have strong personalities?
- What skills (learned from this workshop) help strengthen your personality?
- Does a good friend hurt their friend?
- How do you make sure that you are not hurting your friend?
- How can you choose good friends?

The Fourth Workshop

I Enter the Circle of Power

Objectives of the Workshop

- For the child to learn to think consciously, confidently and strongly;
- For the child to take a positive approach to life and be able to associate positive meanings to difficult situations;
- For the child to acquire practical techniques that can help him feel confident; especially when present in a compromising position.

Preliminary Activity

“I Have a Unique Quality”

Objectives of the Activity

This activity aims to help the child identify a unique quality in him and stimulate his self-confidence through this quality.

Duration

15-20 minutes.

Tools and Instruments

- A hula-hoop .If unavailable, the trainer can use any flat circular object that is big enough for a child to stand in. Alternatively the trainer can sketch a circle on the floor using chalks or other appropriate materials;
- The slogan “I Enter the Circle of Power” printed on big paper (size A3 or bigger) in a clear way that is visible to the children while seated.

Implementation Steps

- The trainer explains that each child has many beautiful qualities and cites examples like generous, fresh , cooperative, likes to help others, honest , takes care of people;
- The trainer requests each child to think of one quality that he believes is the best in him and is very unique. Each child enters the circle and mentions the positive quality along with his name. For example “I am the generous Leila” or “I am the helpful Ahmed”. The children signal the circle of power with their figures by connecting the index to the thumb and saying “I enter the circle of power” as enclosed in the appendix;
- For examples Ahmed jumps in the circle and say “I am the kind Ahmed and I enter the circle of power” and jumps out. It is preferred that the trainer jumps in the circle of power first to illustrate the way to implement the activity;

- The trainer establishes the order in which the children will participate. It is essential that each child knows when will his turn come;
- The trainer encourages the children to give each child a round of applause upon the completion of his participation;
- The activity ends upon the participation of the last child.

Main Activity

“I Enter the Circle of Power”

Objectives of the Activity

This activity aims to help the child feel strong through:

- Remembering a good deed done;
- Remembering people he had helped;
- Remembering people that love and care for him.

Duration

15-20 minutes.

Tools and Instruments

- The statement “I enter the circle of power” written on the edge of a paper plate (big size).” The trainer splits the paper plate into three parts (as enclosed in the appendix);
- Small decorative materials that can be used in decorating the paper plate;
- Easy to use glue;
- Pencils, coloring pencils or crayons.

Implementation Steps

- The children are seated in a way that allows them to draw and see the trainer with comfort;
- The trainer explains that each child will be given a plate that holds the slogan of the workshop;
- The trainer requests that each child draws the unique quality they have chosen for themselves in one third of the paper plate (or write if they can). The trainer stresses that each child can remember their unique quality and feel strong. The trainer allocates sufficient time for the completion of this step (5 minutes is recommended);

- Upon the completion of this step; the trainer requests that the children use the decorative materials to express one good deed that they have done and that continues to give them a good feeling. An example would be helping another person. The trainer explains that the mere act of helping another person gives the child strength. The trainer allocates sufficient time for the completion of this step (5 - 10 minutes is recommended);
- Upon the completion of this step; the trainer requests that the children use the decorative materials or draw in the third quarter of the paper plate. The trainer instructs the children to draw or express (using decorative materials) a person they believe loves them and cares for them deeply; an example would be a parent or a family member. She explains that this enhances their self esteem. The trainer allocates sufficient time for the completion of this step (5 minutes is recommended);
- Upon the termination of the allocated time, the trainer asks each child to step forward, raise the now fully decorated paper plate and say “I enter the circle of power”;
- The trainer establishes the order in which the children will participate and encourages the children to give each child a round of applause upon the completion of his participation;
- The trainer concludes “when you feel uncomfortable and scared you can step into the circle of power by remembering what you did in this activity. Remind yourself with your unique qualities, the good things that you have done and the people who love and care for you”;
- The trainer encourages the children to connect their thumb and their index fingers to form a circle and collectively say “I enter the circle of power”.

Group Discussion

The trainer discusses the following questions with the children:

- How can you remind yourself with your beautiful and unique qualities?
- The more good things you do, the deeper you can go into the circle of power. How can you do more good things?
- How can you practice to enter the circle of power every day?

The Fifth Workshop

I Have a Strong Personality

Objectives of the Workshop

- For the child to understand the concept of a strong personality;
- For the child to be introduced to skills and concepts that will help him handle bullying in a better way as follows;
 - I do not give in;
 - Bullying is not my fault;
 - I tell somebody.

Preliminary Activity

“I am a Strong Child”

Objectives of the Activity

This activity aims to help the child understand the meaning of a strong personality.

Duration

15-20 minutes.

Tools and Instruments

The statement “I have a strong personality attached to a paper hat (that fits the head of a child)

Implementation Steps

- The trainer explains “Each beautiful and positive act contributes towards strengthening our personalities. This includes helping another person, making positive statements and sharing our toys with other children.” The trainer brainstorms the good things that children can do and that will enhance their personalities together with the children for one or two minutes;
- The trainer listens attentively to the opinions presented by the children. She raises the hat and reads the slogan that is attached to it. She explains the activity “Each child will step forward, wears that hat and say “I have a strong personality because ...” each child will finish the sentence using what he believes is fitting. The trainer establishes the order of participation;

- The trainer encourages the children to give each child a round of applause upon wearing the hat and completing the sentence;
- The trainer commences the activity by wearing the hat and completing the sentence “I have a strong personality because ...”;
- The trainer makes sure that all the children have participated in the activity.

Main Activity

“Concepts that Help Prevent Bullying”

Objectives of the Activity

- For the child to understand that bullying is never the fault of the bullied child;
- For the child to be encouraged to respond to bullying with firmness;
- For the child to be motivated to address any bullying incidents with an adult.

Duration

20-30 minutes.

Tools and Instruments

- 4 puppets made of fabric representing two girls and two boys. It is preferred to provide puppets that can be motioned by hand. However, if unavailable; it is possible to use pieces of paper to illustrate the story;
- Thick paper colored and cut in the shape of a child with an opening in the face area for the child to place his face. The figure is positioned to be opposite the children in a way that allows the child that places his face in the opening to see the rest of the group. If unavailable the trainer can use a puppet theater as a substitute;
- Pieces of paper (size A5) equal to the number of the children;
- Pens, coloring pencils or crayons;
- A display board.

Implementation Steps

- The trainer joins the children in half a circle. The seating arrangement is set to allow the children to see the trainer and the puppets in a clear way;
- The trainer explains that she will perform an act using the puppets and proceed to discussing it with the children;

- The trainer makes sure that the names allocated to the puppets do not exist in the group.

The First Act

The trainer executes the following act using the puppets:

“During break hours in the kindergarten Monnera asks Soha to give her all of her food. She says “if you don’t give me your food, I will hit you” And because of this Soha feels sad and angry every day. She says to herself “I am a bad and weak child and this is why others take my food”

- The trainer poses the following questions and discusses them separately with the children.
 - **Does Monnera do a good thing or a bad thing?**
 - **What is it called? (The trainer explains that what Monnera did is called bullying)**
 - **Is bullying Soha’s fault or Monnera’s fault?**
- The trainer points to Soha’s character and says “In the story Soha always says to herself “I am a bad child and that is why Monnera bullies me “ Let us help her understand that bullying isn’t her fault” The trainer asks the children to say “Bullying is not your fault Soha”;
- The trainer brainstorms answers to the following question with the children “What can Soha do when Monnera attempts to bully her and take her food?” The trainer allocates several minutes to listen to the answers presented by the children;
- The trainer makes sure that all the children have participated in donating answers. She motions Soha and says “Thank you for helping me children. I will not give in and I will respond with firmness and I will hold on to my food. If Monnera took my food by force; I will inform my teacher and I will not be afraid to talk to an adult about it”

- The trainer encourages the children to give Soha a round of applause and say “ You are strong Soha , don’t give in”
- The trainer explains that bullying is a wrong act and it is never the fault of the person who is being subjected to it. She further explains that a firm response does not mean using inappropriate words, yelling or fighting. The trainer stresses that firm statements can be simple and strong like “This is my food and I will not let you take it from me”. The trainer encourages the children not to give in or be afraid to talk to an adult like a parent or a teacher to seek help;
- The trainer repeats the slogan “Bullying is not my fault” and “ I have a strong personality and I do not give in ” together with the children;

The Second Act

Hossam’s classmates in kindergarten play with him at times and say that they do not want to play with him at other times. They play among themselves and ignore him. They refuse to let him join even when he asks them to”

- The trainer poses the following questions and discusses them separately with the children.
 - **Is the behavior of Hossam’s classmates good or bad?**
 - **What is it called? (The trainer explains that what Hossam’s classmates do is called bullying)**
 - **Is bullying Hossam’s fault or the fault of the children who practice the act of bullying?**
 - **What options does Hossam have when he is in a situation where his classmates refuse to play with him?**

(The trainer listens to the answers donated by the children and refrains from commenting while they stream their answers. She makes sure that all the children have participated and moves on to explain the choices

present for a child being subjected to bullying. The trainer stresses on actions that give strength to the child such as to move on and join another play group, play with his own toys, engage in a different activity. The trainer dismisses acts that show weakness like begging the others to include him in their play or crying);

- The trainer explains the next step “Each one of you will stand behind the statue, place your face in the opening and answer the following question “What can Hossam do when his classmates bully him and refuse to play with him?” She encourages them to choose actions that show Hossam’s strong side. The trainer establishes the order in which the children will participate in the activity. She encourages the children to give each child a round of applause upon answering the question and while he is still standing behind the statue; facing the rest of the group;
- The trainer makes sure that all the children have fully participated in the activity.

The Third Act

“Imagine that you were upset because you have been bullied or because you are afraid of being bullied. Who will you share your feelings with?”

- The trainer explains “Smart children like you always talk to a parent, an adult member of the family like an older brother or sister or a teacher”.
- The trainer distributes the A5 pieces of paper and the pencils among the children and requests that they draw a person they like to talk to when they are upset or uncomfortable. The trainer allocates sufficient time for the completion of this step (5 minutes is recommended);
- Upon the completion of this step the trainer requests that the children affix their drawings to the display board;

- The trainer repeats the following slogans together with the children:
 - Bullying is not my fault;
 - I have a strong personality and I don't give in;
 - I look for alternatives when bullied;
 - I tell someone when I feel uncomfortable;
 - I tell someone whenever I am bullied.

The Sixth Workshop

My Existence is a Source of Good

Objectives of the Workshop

- For the child to feel strong and confident when doing a good deed;
- For the child to be encouraged to assume a positive role in life; however small;
- For the child to transform his desire to demonstrate power from bullying to doing good.

Preliminary Activity

“I Take Steps towards Good”

Objectives of the Activity

For the child to realize his ability to do good.

Duration

15-20 minutes.

Tools and Instruments

5 or 6 pieces of paper cut in the shape of a child's foot. The pieces of paper are glued to the floor to resemble a child's steps in a way that allows the children to walk on them comfortably. The steps are positioned in the center or in the front side of the training room to allow the group to see them comfortably.

Implementation Steps

- The children are seated in a way that allows them to see the pieces of paper and the trainer with comfort;
- The trainer brainstorms answers to the following question with the children **“What does it mean for someone to do good?”** The trainer allocates sufficient time for the completion of this step (3- 5 minutes is recommended);
- The trainer explains the activity “Each child will walk on the steps and share with us the meaning of good as he sees it. Start your statement when you put your foot on the first step and end it when you put your foot on the last step”
- The trainer establishes the order in which the children will participate and encourages the children to give each child a round of applause upon the completion of his participation;

- The trainer makes sure that all the children have participated in the activity.

Main Activity

“My Existence is a Source of Good”

Objectives of the Activity

- For the child to transform his desire to demonstrate power through bullying to doing good.

Duration

20- 30 minutes.

Tools and Instruments

- A number of images that show the act of bullying (as enclosed in the appendix of the third workshop);
- Pieces of paper cut in the shape of hands equal to the number of the children (each child will receive a pair of hands to be glued to the circle (as enclosed in the appendix herewith) ;
- Pens, coloring pencils or crayons;
- A display board;
- The slogan of the workshop “My Existence is a Source of Good” written on a big placard (A3 or bigger), positioned to allow the children to see it while seated.

Implementation Steps

- The children’s seating is arranged in a way that allows them to paint comfortably and see the trainer plus the display board with ease;
- The trainer presents the first image and poses the following question **“What is the act of bullying that is present in this image?”** The trainer listens to the answers donated by the children;
- The trainer poses the following question **“In your opinion; why is the child in the picture practicing the act of bullying?”** The aim of this question is to help the children understand the reason behind one’s act of

bullying. The trainer will build on the donated answers in the next step as she attempts to brainstorm alternatives for any given reason which may include the desire to feel strong, to receive attention, to feel important and other;

- The trainer facilitates a short brainstorming session to help the children come up with alternatives to bullying and hurting others. The trainer can begin by asking the following question “How can a bully do a good thing to feel strong instead of bullying other people to experience this feeling?” examples of relevant answers include; to help others, to be a good friend and to care for others;
- The trainer discusses the other images using the same sequence. If time is limited; the trainer discusses two images only;
- Upon the completion of discussing the second and third image, the trainer concludes “Each child is important and each child can be a source of good for others. True strength is to be able to influence others by doing good”
- The trainer allocates sufficient time to discuss the statement “ My existence is source of good” (3-5 minutes is recommended);
- The trainer repeats the slogan “My existence is a source of good” together with the children.
- The trainer distributes the pieces of paper cut in the shape of circles with the hands attached to them , the pencils, coloring pencils or crayons among the children;
- The trainer requests that each child expresses his opinions on how to be a source of good on the papers before them. The trainer allocates sufficient time for the completion of this step (7 -10 minutes is recommended);

- Upon the completion of this step; the trainer asks that each child steps forward, presents his work and then place his paper on the display board;
- The trainer makes sure that all the children have participated in the activity and provides assistance when needed;
- The trainer encourages the children to give each child a round of applause upon the completion of his participation;
- The trainer repeats the slogan “My existence is a source of good” together one more time with the children.

Appendixes

Appendix 1: The Basic Principles of a Brainstorming Session

Appendix 2: Workshop One

Appendix 3: Workshop Two

Appendix 4: Workshop Three

Appendix 5: Workshop Four

Appendix 6: Workshop Five

Appendix 7: Workshop Six

The Basic Principles of a Brainstorming Session

What is Brainstorming?

Brainstorming in education is a modern method that encourages creative thinking and releases a child's hidden potential in an atmosphere of freedom and security. It also allows different opinions and ideas to emerge as the child is deeply interacting with the matter in hand. Brainstorming works best in open issues that do not have a specific answer.

Brainstorming is an educational and training method that is based on the free thinking and is used to generate as many ideas as possible on a particular subject in a short time.

Advantages of Brainstorming

1. It helps reduce brain idleness.
2. It helps present ideas and opinions without fear of being wrong.
3. It encourages more children to find new ideas.
4. It develops creative thinking in children.
5. It injects fun in teaching and learning.

The Basic Principles of a Brainstorming Session

The success of a brainstorming session depends on the application of the following four fundamental principles:

The First Principle: Deferral of Evaluation

Ideas generated in the brainstorming session should not be evaluated as any criticism or evaluation of the ideas presented by the participant could distract attention away

from the main purpose which is trying to generate better ideas as fear of criticism and presence of tension hinders creative thinking.

The Second Principle: Unleashing of Free Thinking:

Freedom of any element that might hinder creative thinking is essential in order to reach a state of relaxation and non-reservation. This unleashes the capacity of creative imagination and the generation of ideas in an atmosphere not tainted by criticism or evaluation. This principle is based on the notion that odd, incorrect or unrealistic ideas can inspire great applicable ideas.

The Third Principle: Quantity before Quality:

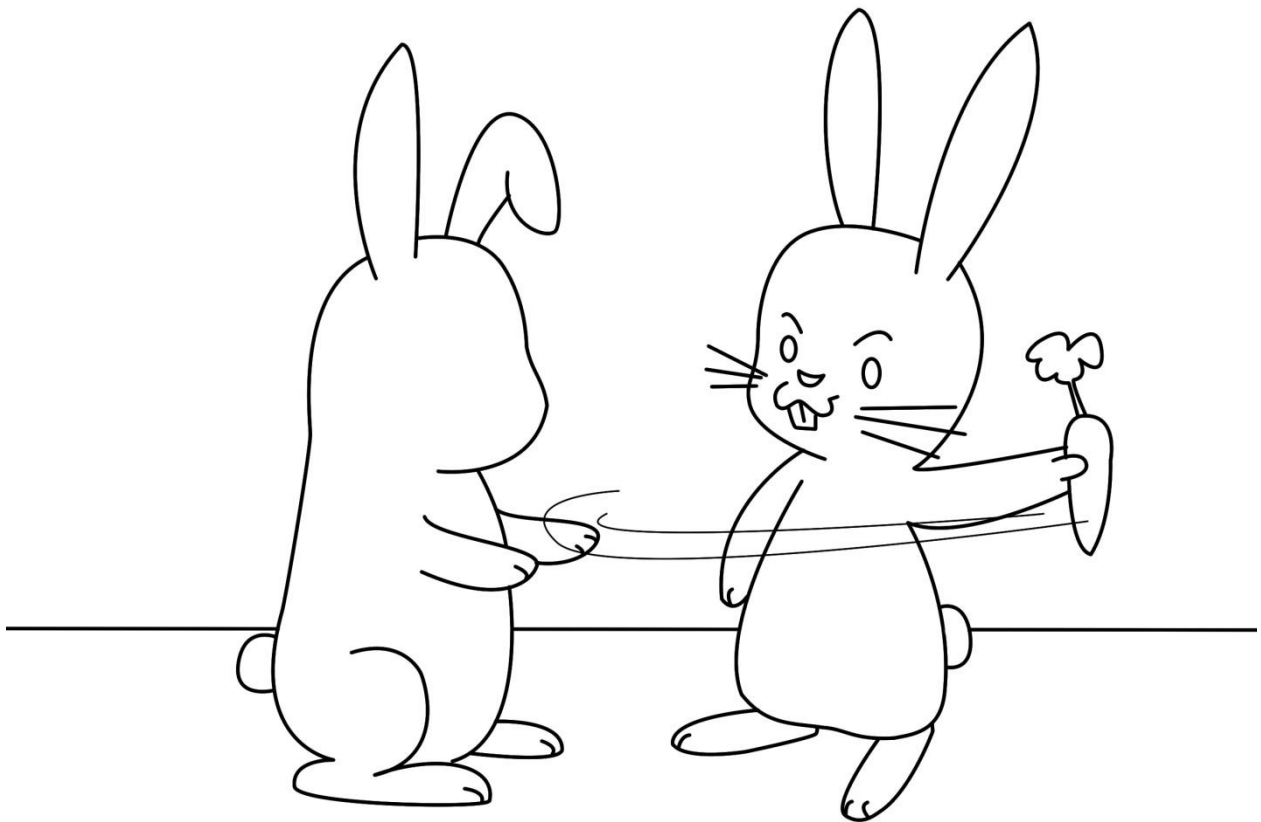
The focus of the brainstorming session should be to generate as much ideas as possible whatever their quality may be. Odd and irrational ideas are acceptable based on the assumption that good ideas and creative solutions come after a number of unusual solutions and ideas.

The Fourth Principle: Building on the Ideas of Others:

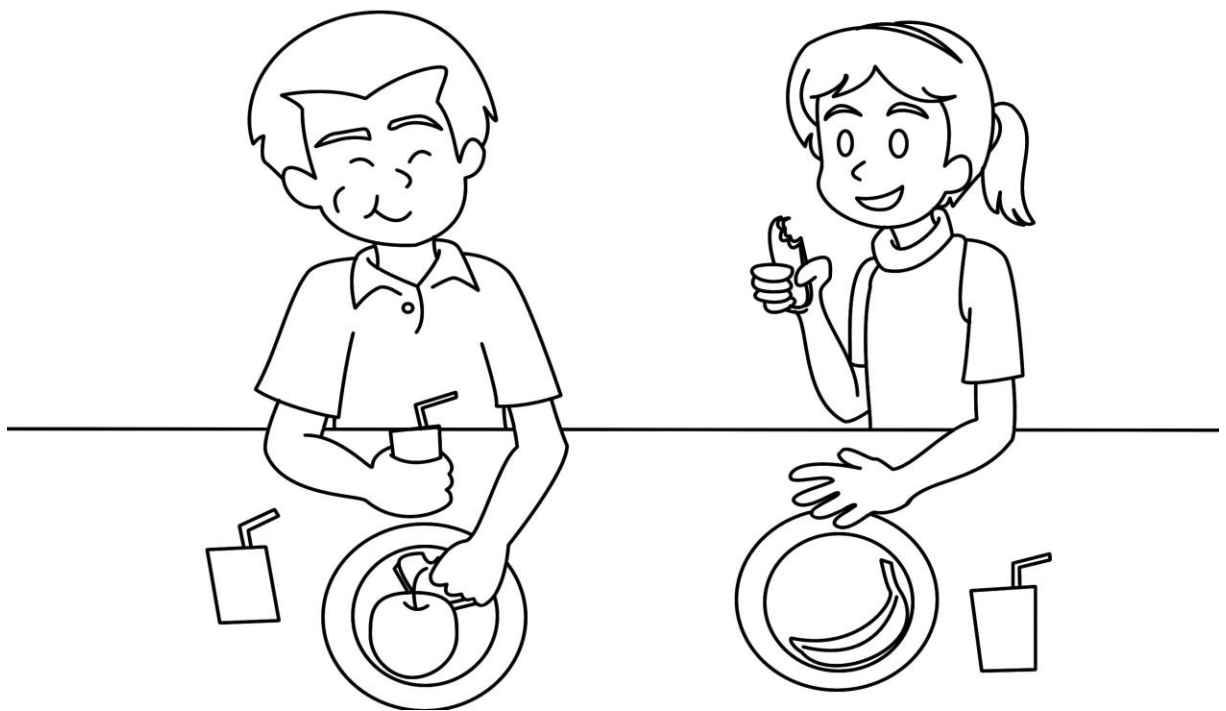
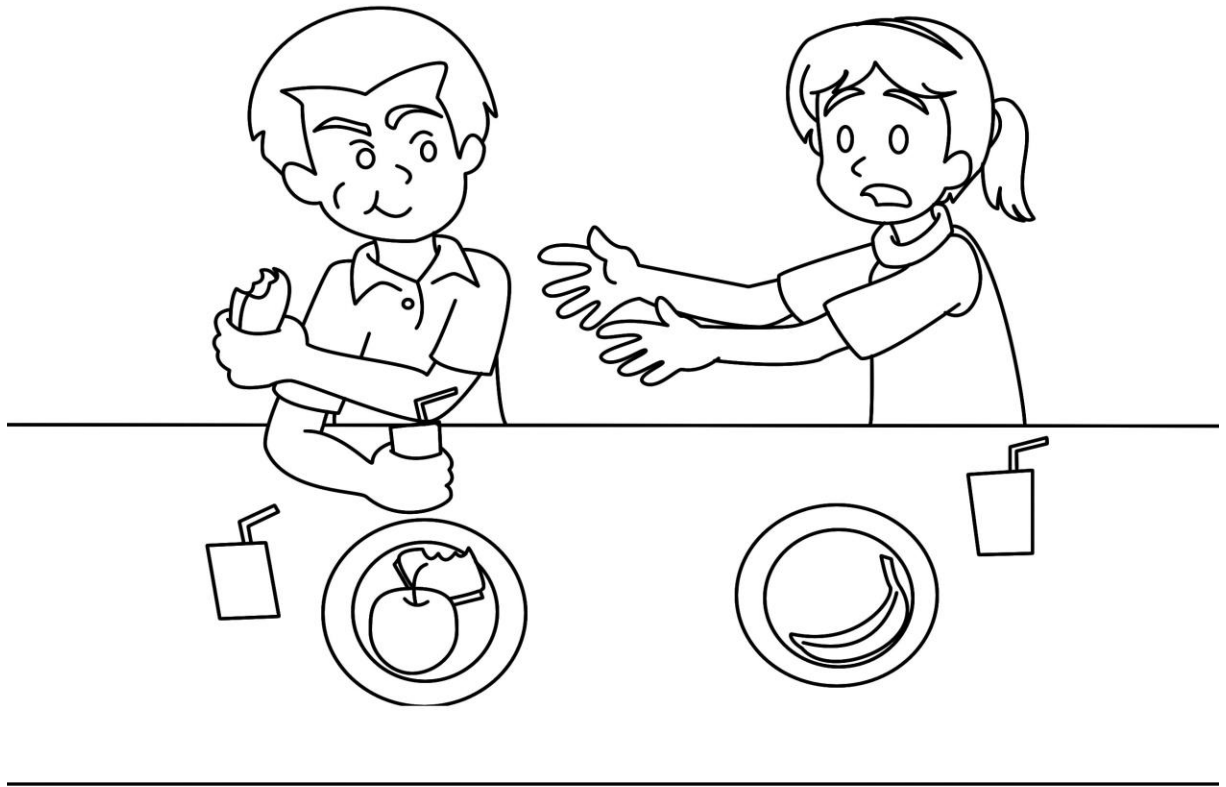
It is possible to develop the presented ideas and to arrive at new ones. The ideas proposed are not limited to their producers; any participant has the right to build on them and to generate other ideas based on them.

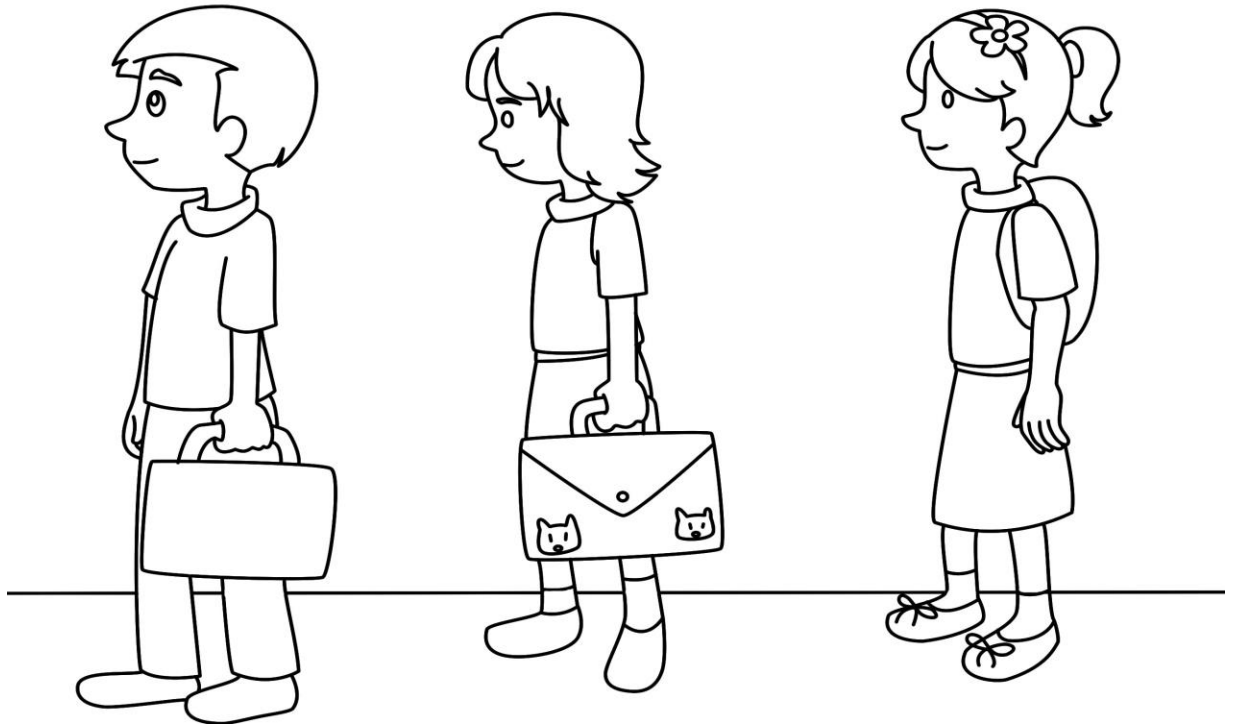
Appendix

Workshop Two

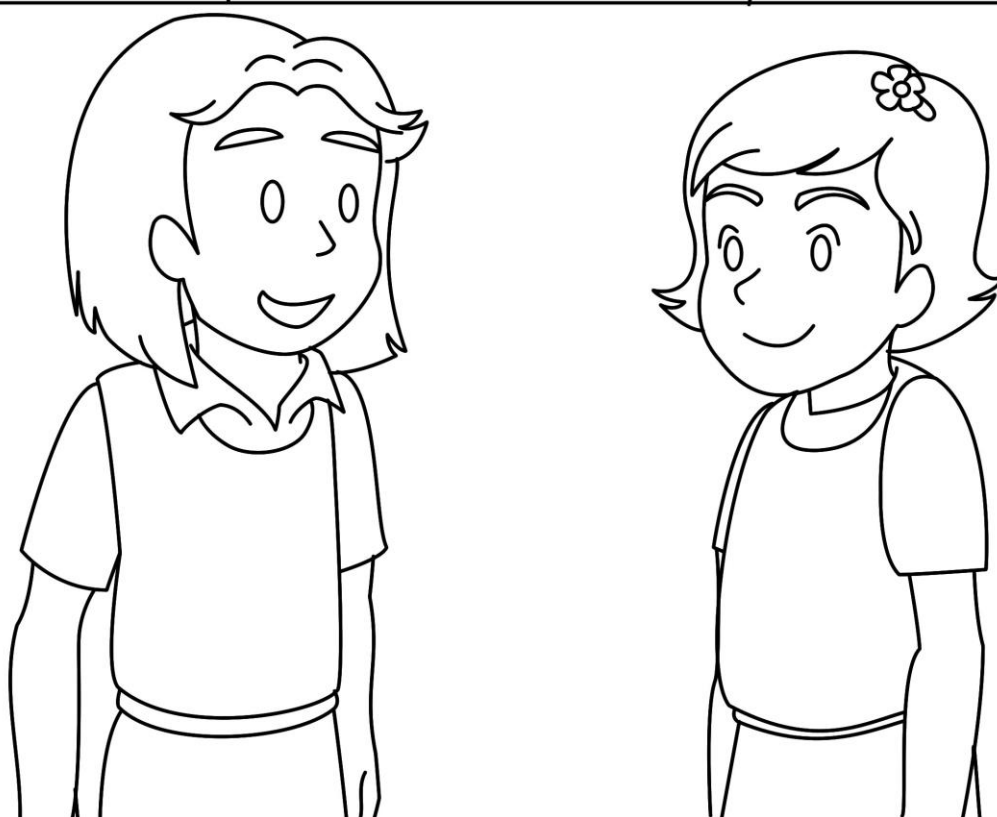
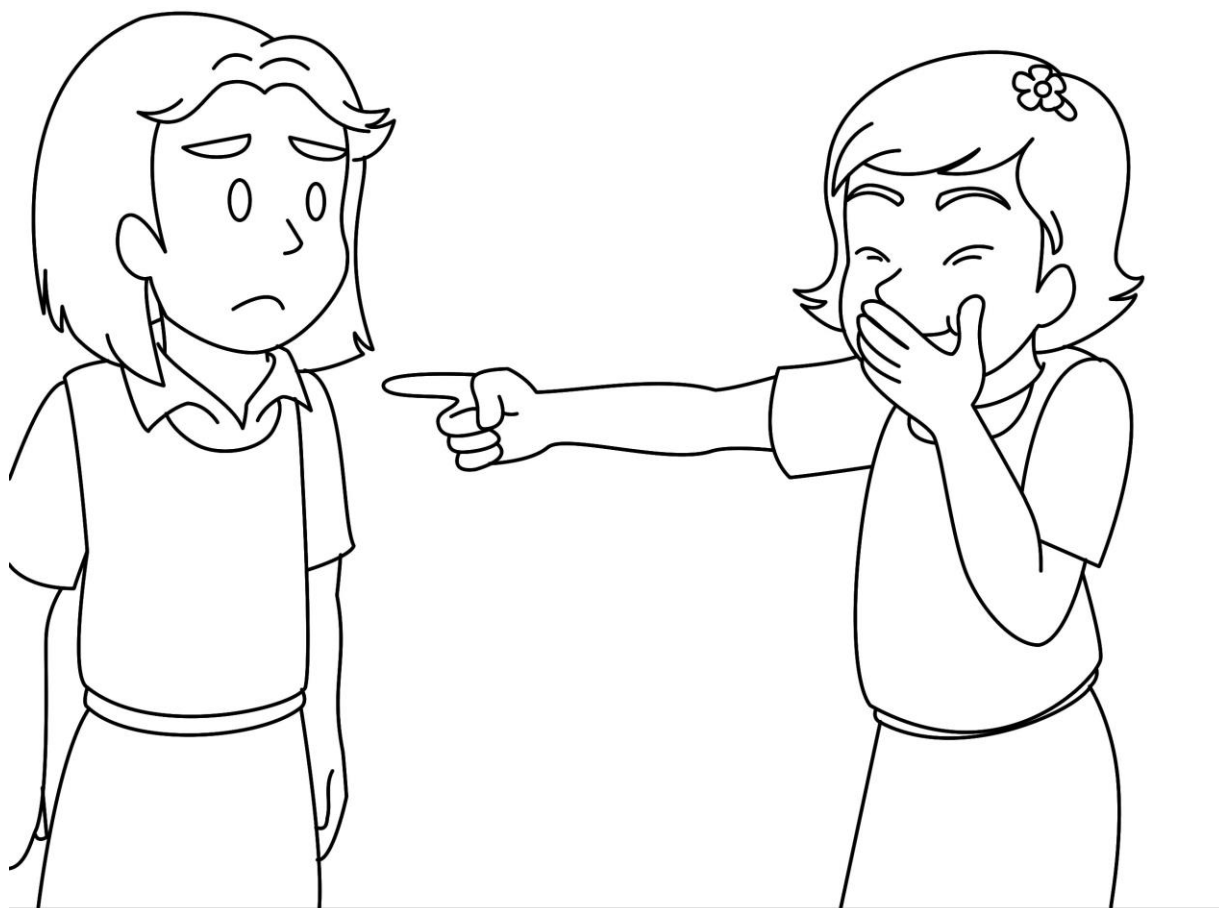


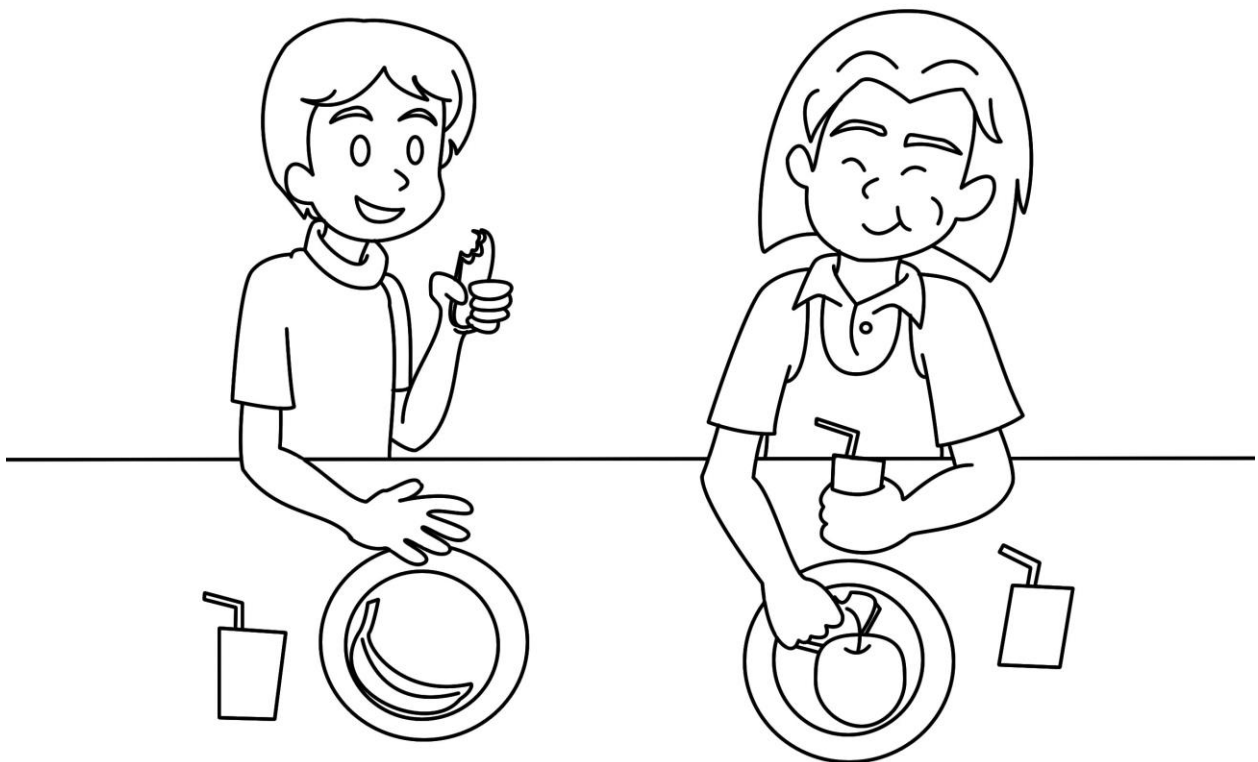
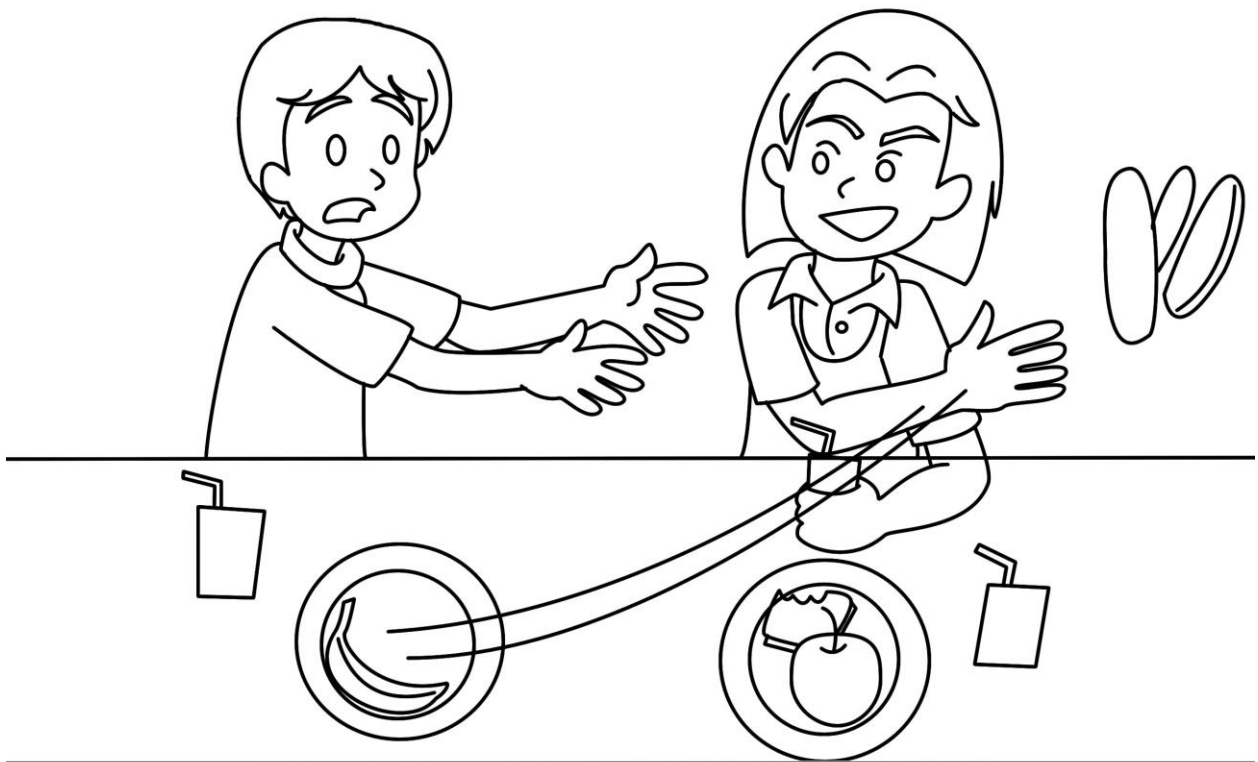
Workshop Three

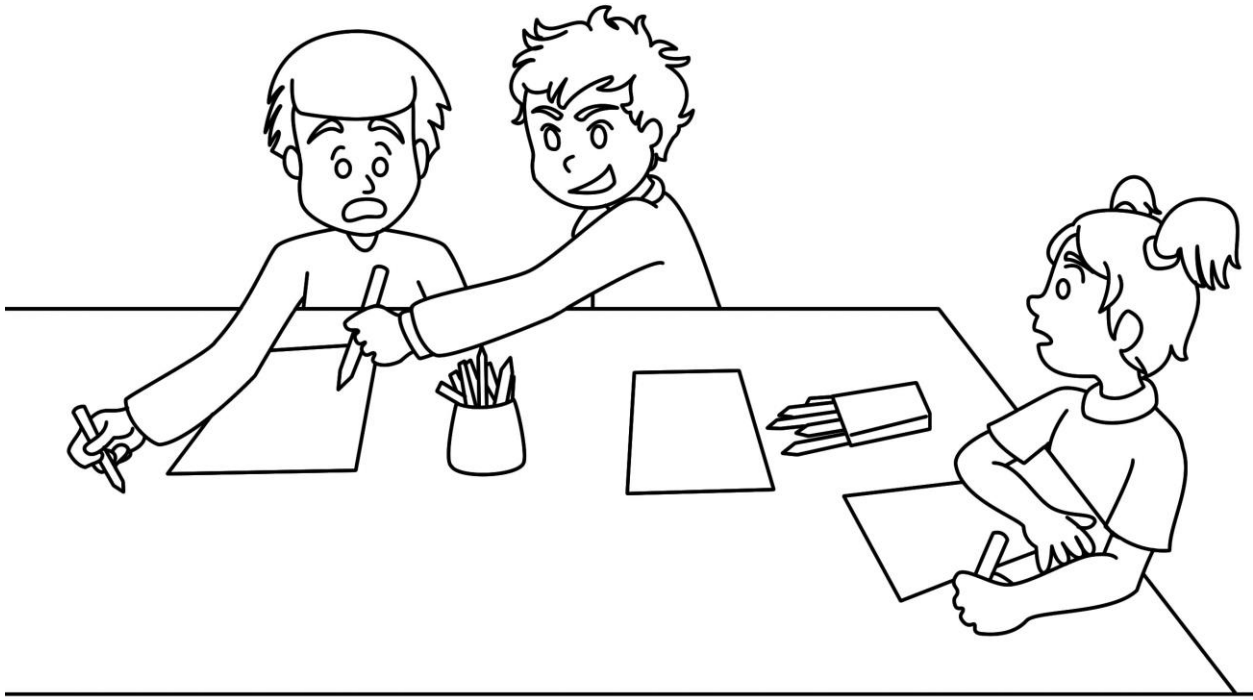




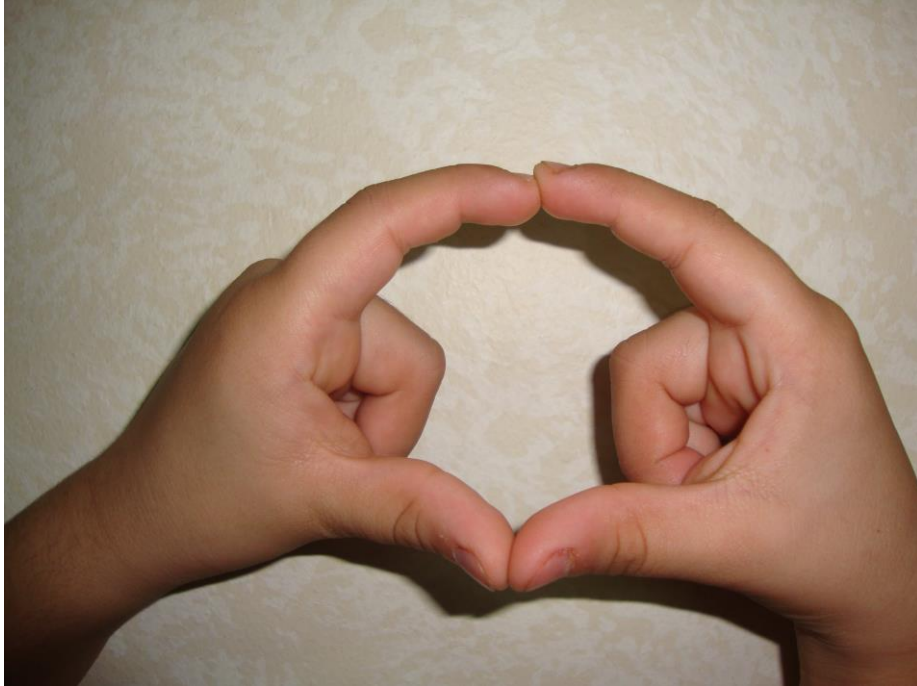








Workshop Four





Workshop Six

