



برنامج "كن حراً"
Be-Free Program



"Me and the Other" Series



Trainer's Guide for

"Prevention and Protection from Bullying"

Age Group
9-12

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Me and the Other
The Trainer's Guide to Bullying Prevention and Protection
For Children between the Ages of 9-12

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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 inflected 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 children ages 9-12 year old. They are designed to empower them to prevent bullying and handle it in a smart way when it occurs. 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 based 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 session;
- The children should be at similar age group.

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 so children are ready 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 when 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, so 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 Respect the Human Existence

Objectives of the Workshop

- For the child to recognize and acknowledge the sacredness of the human existence;
- For the child to realize that all humans are respectful regardless of how different they are;
- For the child to understand that humane acts enhance the respect of the human existence.

Preliminary Activity

“The Special Human”

Objectives of the Activity

This activity is designed to help children contemplate ways in which they (as humans) are inherently dignified. In the case where the children did not know each other; this activity can also serve as an ice breaker.

Duration

15-20 minutes.

Tools and Instruments

- Pieces of paper cut in the shape of a star (the size of a palm of a child) double the number of children;
- A display board to hold the stars or a cord connected to two opposite walls to hang the children’s work on using clips;
- Pencils, coloring pencils or crayons;

Implementation Steps

- The trainer joins the children in a circle;
- The trainer explains the activity “State your name and a way in which you believe God has set human beings apart from other creatures.” The trainer explains that it is ok for the children to mention similar points. She stresses that creativity is always welcomed and encouraged and proceeds to establishing the order of participation. An example would be to arrange the 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 encourages the children to progress into the activity and positions herself to be the last to state her name and one way in which she believes God has set human beings apart from other creature;

- The trainer requests that the children take their places and explains “God has dignified humans and positioned them to be the best of his creation” She continues to state examples of ways in which God has dignified humans. She cites examples such as empowering them to choose, to think, to do good, to help others and make a difference. She also states examples like the ability to learn , be creative and other skills;
- The trainer distributes the papers (cut in the shape of stars) among the children. She requests that each child writes two most important points that he believes set human beings apart from other creatures whether new or already discussed. The trainer allocates sufficient time for the completion of this step (3-5 minutes is recommended);
- Upon the completion of this step, the trainer requests that each child hangs both his stars on the display board (to be used in the next activity);

Main Activity

“I Act in a Humane Way”

Objectives of the Activity

- For the child to understand that any act that leads to hurting another person is an inhumane act;
- For the child to understand that humane acts enhance their humanity and their humane existence.

Duration

40-50 minutes.

Tools and Instruments

- The star shaped pieces of paper produced in the preliminary activity;
- Colored or white pieces of paper (size A5) double the number of the children (each child will receive two pieces of paper) ;
- Pencils, coloring pencils or crayons.

Implementation Steps

- The trainer points to the stars produced in the preliminary activity and explain that the stated reasons are among the reasons for which God had dignified humans and set them apart from other creatures. She reminds the children that because God honored the human than each and every one of them is honored and dignified by His wish;
- The trainer distributes the pieces of paper, pens and pencils among the children. She requests that they write or draw an act that they believe children practice and may hurt others or diminish the respect of their human existence. The trainer allocates sufficient time for the completion of this step (5- 7 minutes is recommended);
- Upon the completion of the allocated time, the trainer requests that each child steps forward, present his work and state how the expressed act

contradicts with respecting one's humane existence. The children hand the paper to the trainer who makes sure that all the children have participated in the activity. The trainer keeps the papers aside to be used in coming steps;

- The trainer brainstorms answers to the following question with the children "**Who are the children whose humane presence is often disrespected?**" the trainer allocates two minutes to listen to the answers donated by the children and refrains from commenting. In the case where the trainer believes that the answers do not reflect the group that is the most harmed, she suggests relevant examples such as children who have challenges in speech, movement, health or children who are different in terms of language, shape, social status or financial status;
- The trainer distributes the pieces of paper that contain the children's expressions among the children. She makes sure that each child has his colleagues' paper and not his own ;
- The trainer distributes empty pieces of paper (size A5) among the children and requests that each child looks at the drawing in hand and draw an act that can serve as a suitable alternative. The trainer allocates sufficient time for the completion of this step (3-5 minutes is recommended);
- In the case where there was excess time, the trainer requests that each child presents his work before his colleagues as done earlier. Otherwise the trainer commences the group discussion;

Group Discussion

- Were your feelings similar when you were expressing humane acts and inhumane acts? How and why?
- Why do some people choose to practice acts that hurt others?

- How do children feel when they are present in a family gathering or among friends and witness children hurting other children?
- How do you feel when being present with children who choose to practice inhumane acts?
- Who do you believe is respected and appreciated more; that who engages in acts that hurt others or that who engages in humane acts?
- How can you become a person that respects the humane presence?
- How can you encourage your friends to respect the humane presence?
- What do you think of the slogan “I am proud of my humanity and I respect the humanity of others?”

The Second Workshop

Bullying is an Inhumane Act and I Reject it

Objectives of the Workshop

- For the child to realize that hurtful acts are considered bullying;
- For the child to identify the feelings associated with hurtful acts and the feelings associated with good acts.

Preliminary Activity

“I Recognize the Feelings Associated with Bullying”

Objectives of the Activity

This activity aims to familiarize the child with hurtful acts that are considered “bullying”.

Duration

15-20 minutes.

Tools and Instruments

- An embodiment of a worm made of thick paper. The legs of the worm are made of thick rope and are equal to the number of the children (it is possible that the number of the legs are slightly higher than the number of the children). The legs are strongly attached to the worm in order to allow the children to comfortably move around them and attach feet to them;
- Thick paper cut in the shape of feet (it is possible to cut rectangular paper in 3 x 5 cm instead). Each child receives one foot to be attached to one of the worm's legs;
- Glue (The trainer can choose any other effective way to attach the feet to the worm's legs);
- Pens, coloring pencils or crayons.

Implementation Steps

- The trainer brain storms answers to the following questions with the children “Picture a child in school that always hurts others. What are the hurtful things that he does?” The trainer allocates sufficient time to listen to the answers donated by the children (2 minutes is recommended);
- The trainer explains that she will distribute pieces of paper that serve as the worm's feet among the children. She states that each child is required

to write the worse act a child can do to hurt another. She elaborates that the stated acts may or may not be drawn from the earlier discussion. The trainer allocates sufficient time to listen to the answers donated by the children (1 minute is recommended);

- Upon the completion of the allocated time; the trainer requests that the children attach the feet to the worm's legs (to be used in the main activity).

Main Activity

“I Do Not Hurt Others”

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 a result of a child's choice to practice power in an unhealthy way;
- For the child to identify the feelings experienced by victims of bullying.

Duration

40-50 minutes.

Tools and Instruments

- The embodiment of a worm generated in the previous activity;
- Small paper plates double the number of the children (each child will receive two paper plates). If unavailable; the trainer provides one large paper plate per child;
- Pens, coloring pencils or crayons;
- Glue;
- Colored papers;
- Scissors.

Implementation Steps

- The trainer presents the worm and the statements that have been written on its feet. She clarifies that consecutive harmful acts against a child are called “bullying”. She further states that a child who bullies others believes that he possesses more power than his colleagues or classmates. But unfortunately he chooses to use this power in disrespectful and inhumane acts;
- The trainer poses a number of questions that are drawn from the statements written on the worm's feet. She chooses questions that will

help the children understand the meaning of the word “bullying”. The questions asked by the trainer are answered by the word “bullying”. The following are examples:

- What do you call the following act “A child takes his classmate’s meal by force, just because he is bigger than him?”
 - What do you call the following act “A child that mocks his friend for being different?”
 - What do you call the following act “ A child beats his classmate every day after school hours”
-
- The trainer gives each child two paper plates;
 - The trainer poses the following question **“How does a bullied child feel?”** She brainstorms answers together with the children for one minute;
 - The trainer requests that the children choose one harmful feeling and express it on one of the given paper plates. She specifically requests that the children draw the expressions of a child experiencing those feelings. She allocates sufficient time for the completion of this step (1-2 minutes is recommended);
 - Upon the completion of the previous step; the trainer asks the children to raise their drawings in order to allow everyone to see them;
 - The trainer poses the following question **“Is it acceptable for children to do things that make other children feel the way you have expressed in the paper plates?”** The trainer listens to the answers donated by the children which will be in the form of Yes or No;
 - The trainer poses the following question **“What are some of the positive feelings that children can give other children through practising**

humane acts?" The trainer allocates sufficient time for the completion of this step (1 minute is recommended);

- The trainer requests that the children express a positive and beautiful feeling on the second paper plate. If the children can think of many such feelings; the trainer requests that they choose the most important one to them. She allocates sufficient time for the completion of this step (1-2 minute is recommended);
- Upon the completion of the previous step; the trainer asks the children to raise their drawings in order to allow everyone to see them;
- The trainer requests that the children look at the worm's feet and choose one harmful act; she encourages them to express a positive and beautiful alternative that can give the other a good feeling on the paper plate. The trainer allocates sufficient time for the completion of this step (2-3 minutes is recommended);
- The trainer explains that the children will form a train of humane acts that is meant to generate positive and beautiful feelings. The first child steps forward, states a humane act and raises the plate followed by the second child who will also state the humane act that he has expressed while raising his plate, all the children take part in the humane train. The trainer establishes the order of participation before commencing this step. An example would be to arrange the participation by seating order: The first participant begins followed by the rest of the group in order (from right to left or from left to right);
- The trainer makes sure that all the children have participated in the activity. She requests that they give themselves a round of applause in recognition of their participation in the train of humane acts.

Group Discussion

- How did you feel when standing in the train of humane acts?
- Did you feel differently when expressing humane and inhumane acts in the paper plates? How?
- Why do some children bully others?
- Do humane acts make you feel stronger?
- In your opinion; how will a child's life and feelings alter once he decides to stop bullying others and do more humane acts?
- What can you do to help children do more humane acts?

The Third Workshop

Bullying Prevention Skills

Among the most important bullying prevention skills:

- I walk with a straight back;
- I look my colleagues in the eye as I speak to them;
- I do not hurt or provoke others;
- I choose good friends;
- I am a good friend and I help my friends;
- I always address my challenges with a parent or a relative I trust.

Objectives of the Workshop

- For the child to acquire a set of bullying prevention skills;
- For the child to acquire skills that would help strengthen their personalities;
- For the child to understand that bullying reflects one's weakness even if it seemed to be a demonstration of power.

Duration

75-90 minutes.

Tools and Instruments

- Four or five lines sketched on the floor in a way that allows four or five children to simultaneously walk on them from one point to the next. If unavailable, the trainer can use chalks to sketch parallel lines on the floor;
- Colored pieces of paper (size A5); if unavailable the trainer can provide white pieces of paper;
- Pens, pencils or crayons;
- A small ball;

- Small pieces of paper cut in the shape of an apple or any other fruit. Alternatively, the trainer uses small pieces of paper cut in the shape of circles;
- A large paper cut in the shape of a tree placed on the display board or attached to the wall. The tree is placed in an accessible place where the children can attach papers on it;
- Glue.

Implementation Steps

- The workshop is delivered in a series of activities each addressing one prevention skill. The trainer explains “There are skills that help children develop strong personalities; these specific skills help children prevent bullying”

Skill # 1: I walk with a straight back:

- The trainer explains that walking with a straight back is among the practices that give the child confidence and conveys it to others as well. This ultimately gives the child strength and power. The trainer states the slogan of the skill “I have a strong personality... I walk with a straight back”.
- The trainer splits the children into groups of four or five (maximum). She can split the children using any method she sees fit;
- The trainer requests that the children of each group stand on the beginning of the sketched lines and start moving together towards the end points with their backs held straight. The trainer requests that the children repeat the slogan of the skill in a unanimous voice while the others clap for them. If suitable; the trainer requests that the rest of the group joins them in chanting the slogan;

- The children from the first group return to their seats. The trainer instructs the second group to walk on the sketched lines with their backs held straight and repeat the slogan of the skill as did the first group;
- The activity ends upon the participation of the last group.

I look my colleagues in the eye as I speak to them:

- The trainer explains “looking other people straight in the eye gives us power and pushes our fears away. That is why it is always good to practice looking our classmates in the eye while talking to them”;
- The trainer explains that each two children setting next to each other form one group. In the case were 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 further explains “Each two children will set facing each other and say the slogan of the workshop “I have a strong personality ... I look my classmates in the eye while I speak to them”.
- The trainer makes sure that all the children have participated in the activity;

I always address my challenges with a parent or a relative I trust.

- The trainer distributes pieces of paper (size A5) among the children;
- The trainer explains the activity “Draw or write about a person you like to go to when you face a challenge” she adds “you will keep this to your selves” The trainer allocates sufficient time for the completion of this step (2-3minutes is recommended);

- The trainer explains that strong and smart children like the ones in the training group think deeply and thoroughly about the people they choose to share their problems with in order to make sure that they are making smart decisions. The trainer explains that she will ask five questions to help the children evaluate their choices. She states “each one of you is required to place a tick or a cross in the paper before him to signify answers to each question”:
 - Do your parents know the person and believe he is a good person?
 - Does this person welcome informing your family of the conversations you have?
 - Does this person encourage and help you to do good things?
 - Does this person value your family, talk about it with respect and consider it important?
 - Do you have peace of mind when talking to this person? Do you know that your family does not mind?
- The trainer requests that each child places a star next to the sign signifying “Yes” and leave the space next to the sign signifying “No” empty;
- The trainer concludes “count the number of stars in your paper. If you have five stars; you would know that talking to this person is a smart choice. However, if the number of stars in your paper is less than five, it is best to think of another person to share your challenges with”

I do not hurt or provoke others

- The trainer joins the children in a circle;
- The trainer explains that when a child provokes or attempts to hurt others, he is ; in effect making himself more exposed and vulnerable;

- The trainer poses the following question “ **when a child provokes others , how does he stand to be hurt?**” the trainer explains that she will toss the ball to one of the children, the child will grab it and states one way that he believes the child who provokes other stands to be hurt. The child tosses the ball to another child in the circle who will also state one way that he believes the child who provokes others will be hurt. The ball travels among all the children. The activity ends upon the participation of the last children.

I am a good friend and I choose good friends

- The trainer distributes the pieces of paper (cut in the shape of apples) among the children and requests that each child writes one quality that he likes his friend to have. She allocates one minute for the completion of this step;
- The trainer requests that each child reads the quality that he has written out loud and attaches his paper to the tree. The trainer provides assistance if needed;
- The trainer concludes “the qualities that you have stated are qualities that you like your friends to have. Therefore, it is good that we adopt them as well” The trainer explains a number of points that are important in friendship :
 - A good friend helps me in the time of need;
 - A good friend brings my mistakes to my attention gently;
 - A good friend does not say words that hurt or embarrass me;
 - A good friend does not allow others to talk badly about me and refuses to listen to those who do.

The Fourth Workshop

I Enter the Circle of Power

Objectives of the Workshop

This workshop is designed to help the child reflect on different aspects of his life and personality in a way that can give him power and help him gather his strength when he needs it the most (when being afraid or vulnerable).

Preliminary Activity

“My Power Comes From My Self-Esteem”

Objectives of the Activity

- For the child to understand that there are different sources of power;
- For the child to understand that the strength of a person can be driven from different traits and values such as confidence, tolerance and love;

Duration

15-20 minutes.

Tools and Instruments

A duct tape.

Implementation Steps

- The trainer sketches a circle that is big enough for a child to stand in on the floor using chalks, duct tape or other appropriate materials;
- The trainer brainstorms answers to the following question with the children “**what sources of strength and power exist in humans other than physical power?**” The trainer allocates sufficient time for the completion of this step (1-2 minutes is recommended);
- The trainer explains that the strength stemming from one's personality surpasses any type of physical power. She affirms a number of points mentioned by the children and highlights traits such as strong personality, tolerance and love;
- The trainer requests that each child chooses a non-physical trait that he believes is the most important, jump into the circle and state it referring to himself. For example if a child chooses self-confidence as the most important source of strength he will jump into the circle and say “my

confidence is the source of my power and strength" a child who chooses tolerance will jump into the circle and say "My tolerance is the source of my power and strength" The trainer establishes the order in which the children will participate;

- The trainer 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;
- The activity ends upon the participation of the last child.

Main Activity

“The Circle of My Power

Objectives of the Activity

For the child to understand and feel the powerful aspects of his persoanlity in order to fall back on them when encountering different situations in daily life or when feeling particularly vulnerable.

Duration

40-50 minutes.

Tools and Instruments

- Thick and colored paper cut in the shape of a circle. Alternatively, the trainer provides paper plates equal to the number of the children;
- Pens, pencils and crayons;
- Glue;
- Scissors; equal to the number of the children;
- Small decorative materials that can be used in decorating the paper plate.

Implementation Steps

- The trainer explains that the children will produce beautiful art that will reflect their power in a circle called “the circle of power”;
- The trainer distributes that papers, decorative materials, pens, pencils and crayons among the children;
- The trainer requests that the children split the papers in front of them into ten equal parts. She allocates one minute for the completion of this step;
- The trainer explains that she will pose seven questions and allow the children two minutes to express their answers on their circle of power;

- The trainer begins to address the following points and explains that all the children have strong sides in all of the addressed points and are in liberty to express them in any way they like. The trainer stresses that the children should connect to their feelings while attempting this activity;
 1. You have many unique aspects in your personality. Feel your uniqueness and express it in the circle of power;
 2. Express one of your achievements and feel the pride while expressing it in the circle of power;
 3. Express one of your beautiful qualities and feel the pride while expressing it in the circle of power;
 4. Express (draw or write about) one person that you believe your presence is important for them (a parent, a relative, a friend ...) and feel the importance of your existence in the life of that person;
 5. Express an encounter that you had with a friend or a family member which you believe carried a positive impact;
 6. Express something that makes you feel successful like excelling in a specific type of sports or a hobby and feel the success while expressing it in the circle of power;
 7. Express events were you helped another person and feel your ability to help others while expressing it in the circle of power.
- The trainer requests that the children express three more points in the remaining slots. The trainer stresses that the children can express anything they want which may or may not be relevant to the stated points. The trainer allocates sufficient time for the completion of this step (3-4 minutes is recommended);

- In case there was excess time; the trainer requests that each child steps forward, presents his circle of power and express his feelings regarding it;
- The trainer explains that the circle of power represents a small and simple portion of the strength and power that is lying within them. She encourages them to feel their strength at all times especially when being bullied, feel weak or vulnerable. She asks them to remember that they have beautiful power that they can rely on in times of need.

Group Discussion

The trainer discusses the following questions with the children:

- How did you feel when expressing your feelings in the circle of power?
- Did your feelings about your power and strength differ before and after working on the circle of power? Why and how?
- How can you remember your strength and power which you have partly expressed of in the circle of power when needed?
- How can you become stronger every day?
- How can remembering the circle of power help you in your daily lives?
- How can you help other children think and feel the circle of power? Especially those that have lower amounts of self esteem and often fall victim to bullies?

The Fifth Workshop

I Have a Strong Personality

Among the most important bullying prevention skills:

- I respond with firmness and I do not give in;
- Bullying is not my fault;
- I look for alternatives;
- I inform a parent or an adult I trust.

Objectives of the Workshop

- For the child to understand that they do not deserve to be bullied and that no child deserves to be bullied;
- For the child to learn a number of basic skills that help them be safe when subjected to bullying.

Preliminary Activity

“No One Deserves to be Bullied”

Objectives of the Activity

The activity aims to help children conclude that bullying is never the fault of the victim.

Duration

15-20 minutes.

Tools and Instruments

A bundle of wool

Implementation Steps

- The trainer joins the children in a circle. She explains that bullying and hurting other children is a wrong and an inhumane act. She stresses that no child deserves to be harmed or bullied. The trainer explains the activity “I will grab the end of the thread and toss the ball on to one of you. The child who receives the ball is requested to say one sentence that explains why no child deserves to be harmed or bullied. He will then hold the thread and toss the ball on to another child at random. The ball travels among all the children and forms a web that connects all of you together”;
- The trainer comments “you can all work together and be connected as you are in this web. You know that bullying is never the fault of the child who is subjected to it and you can help others know that as well. No child deserves to be bullied or treated in an inhumane way”

Main Activity

“I Write a Story”

Objectives of the Activity

This activity aims to communicate basic bullying protection skills and discusses ways of applying them in the child's daily life.

Duration

40-50 minutes.

Tools and Instruments

- Papers (size A5) equal to the number of the children;
- Pens, pencils and crayons,
- The following protection skills written/printed on a large paper in a way that is easy to read for all the children. Alternately, the trainer uses a display board or screen:
 - I respond with firmness and I do not give in;
 - Bullying is not my fault;
 - I look for alternatives;
 - I inform a parent or an adult I trust.

Implementation Steps

The trainer discusses the basic bullying protection skills with the children by posing a number of questions and citing a number of examples. The trainer poses and discusses one question at times. The trainer allocates sufficient time to listen to the answers donated by the children (1-2 minutes is recommended):

- “I respond with firmness and I do not give in” this is a core protection skill. Suppose that a classmate always try to take your food or your money by force. You can respond with firmness and say “This is my money and I will not give them to you”.

- How does responding with firmness help you when being hurt or bullied?
- It is very important for all the children to know that bullying is the fault of the bully and is never the fault of the child who is being subjected to it. Do you believe that all the children know that? How?
- If you were friends with a group of children who force you to do things that you do not want to do and threaten to stop playing with you if you were to refuse. Do you think that they are true friends to you? (true friends do not bully their friends).
- Are there things that you can do to avoid doing things that you do not like and avoid being bullied as well? (Answers may include: saying “No”, looking for true friends who do not bully him, do other things away from them....) .
- A child who bullies others believes that they have a weak side which he can exploit and when they address this with a parent or an adult they trust, they can be protected from bullying. How is that important and how does it help children be more protected?
- Upon the completion of this step, the trainer distributes the papers among the children and requests that each child writes or draws a story that shows a child who managed to keep himself protected from bullying through utilizing one of the discussed protection skills. The trainer allocates sufficient time for the completion of this step (5 minutes is recommended);
- Upon the termination of the allocated time; the trainer requests that each child steps forward and read his story in less than one minute. The trainer makes sure that no child comments on the stated stories whether positively or negatively;
- 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;

- In case were there was excess time; the trainer discusses the best ways to apply bullying protection skills in daily life. The trainer encourages the children to state their ideas, brain storms possible situations were challenges my arise and possible ways to address them.

The Sixth Workshop

My Existence is a Source of Good

Objectives of the Workshop

- For the child to understand the feelings desired by the bully;
- For the child to transform his desire to demonstrate power through bullying to demonstrate power through doing good;
- For the child to feel real strength by doing good in a way that adds value to others.

Preliminary Activity

“How the Bully Feels”

Objectives of the Activity

For the child to understand that children practice the act of bullying to experience a good feeling but they choose they wrong way to arrive at it.

Duration

15-20 minutes.

Tools and Instruments

- Colored; thick paper cut in the shape of a circle (20 cm) equal to the number of the children. If unavailable; the trainer provides regular paper;
- Pens, pencils and crayons;
- A display board.

Implementation Steps

- The trainer brainstorms answers to the following questions with the children “**why do some children choose to practice the act of bullying? What feelings do they want to experience?**” The trainer allocates sufficient time for the completion of this step (2-4 minutes is recommended);
- The trainer listens to the answers donated by the children and adds “feeling important” and “being respected” to their answers;
- The trainer distributes the papers, pens, pencils and crayons among the children and explains that each child is required to write an answer that he genuinely believe is true for the question posed by the trainer. The trainer repeats the question to make sure that all the children have understood it;
- Upon the completion of this step; the trainer requests that each child attaches his paper to the display board.

Main Activity

"I Choose to do Good To Feel Good"

Objectives of the Activity

This activity aims to inform the children; particularly those who practice the act of bullying that doing good to feel good makes the person stronger in the eyes himself and others. Additionally, he will without a doubt experience the good feelings that craves to experience through bullying.

Duration

20- 30 minutes.

Tools and Instruments

- Colored papers (size A4) equal to the number of the children. If unavailable the trainer provides white papers;
- Pens, pencils or crayon.

Implementation Steps

- The trainer requests that the children either choose the feeling that they have stated on their own round paper or one stated by another participant (the feelings that the bully desires to achieve though the act of bullying). The trainer allocates sufficient time for the completion of this step (1 minute is recommended);
- The trainer brainstorms answers to the following question with the children "**what good and beautiful things can a person do to arrive at the feelings written on the hanging round papers?)**" The trainer allocates sufficient time for the completion of this step (2 minute is recommended);
- Upon the completion of this step, the trainer adds the following (if unmentioned by any of the children): helping others, bringing joy to others, helping two children become friends after having a fight, ...

- The trainer distributes papers, pens and pencils among the children and explains that each child is required to express either by drawing or writing one good thing a child can do to arrive at that feeling. The trainer allocates sufficient time for the completion of this step (5 minutes is recommended);
- The trainer requests that each child steps forward, share the feeling that he had chosen and why he believes that the specific act that he recommended will help the child experience that feeling. The trainer establishes the order of participation; The trainer makes sure that no child comments on the presentation of another and she encourages them to give each child a round of applause upon the completion of his participation;
- The activity ends upon the participation of the last child.

Group Discussion

- How do people feel when practicing good and humane acts? Why?
- What is the difference between feeling strong as a result of hurting and bullying others and feeling strong as a result of doing something that is good and humane?
- What short term effects do bullying have on children (same day or following days)?
- What long term effects does bullying have on children (in future years)?
- How can you help your friends choose humane practices to arrive at feelings they want to experience?

Appendix

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.