



## Professional Training

### Series of training guides on Essential Protection Skills for Children with Disabilities

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Outcomes of «I am Smart, Strong, and Safe... Despite my Disability» program, that was launched under the patronage and presence of the United Nations Special Rapporteur on Disability

# Essential Protection Skills

For Children with  
Hearing Impairments



«كن حراً»  
«Be-free»

For Safe Childhood ... Conscious Adolescence ... Cohesive Family ... and Humanistic Society ...



**A Guide to a Specialized Training Program**  
**On Fundamental Protection Skills**  
**For Children with Hearing Impairments**

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## **The Objectives of the Program This Manual...**

This training manual is part of a series of specialized training manuals of the program “I am Smart, Strong, and Safe Child... Despite my Disability” that aims at protecting children from abuse. The program was launched under the patronage of United Nations Special Rapporteur on Disability, and covers 4 main types of disabilities: motor disability, speech impairment, visual impairment, and mild mental disability.

This training manual aims at developing children’s protection skills, their personality, self esteem and sense of self-worth. It is specifically designed for children challenged by hearing disabilities. It focuses on introducing good and safe conduct in situations where hearing disabled children are vulnerable to abuse, it further offers prevention techniques and methods by which children can build positive thinking skills.

### **Key Notes**

- The workshops in this training manual has been developed in a way that any trainer with a background in training and practical experience in dealing with children with hearing disability can conduct them. However, to get the best out of the manual, it is recommended that the trainer attends a specialized professional training by Be-Free Program to get a deeper understanding of the concepts, and to be able to effectively communicate them to children.
- 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” and “Workshop” are used interchangeably.



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## **The Fundamental Concepts of Protection Skills in the Program**

This program consists of seven fundamental concepts conveyed to the children in the format of slogans.

### **Concept # 1: I Believe in My Capabilities and I am Proud of Who I am.**

A child's strong personality is the foundation of his protection; this however is drawn from his self confidence and sense of self-worth. This concept helps a child recognize his uniqueness and capabilities.

### **Concept # 2: I Do Not Allow Bad Secrets in My Heart.**

This concept aims at helping children identify and establish the difference between a "Good Secret" that makes them feel happy and joys, and a "Bad Secret" that makes them feel uncomfortable, frightened or disturbed. Children are encouraged to inform an older person whom they trust, potential candidates would be a parent, a teacher or perhaps an older sibling.

### **Concept # 3: Say NO to Strangers.**

This concept discusses how a child should act in situations involving strangers whom may attempt to initiate contact with the child through offering of sweets, presents or perhaps a ride.

### **Concept # 4: My Body Belongs to Me.**

This concept is designed to familiarize children with their bodies. It aims at establishing their absolute ownership over their own bodies and stresses that no one is entitled to touch them or look at parts of their bodies in a way that makes them feel violated or uncomfortable.

### **Concept # 5: I Tell the Difference Between a Good Touch and a Bad Touch.**

This concept helps a child differentiate between a “Good Touch” that makes him feel happy and Joys like a mother’s hug and a “Bad Touch” that makes him feel frightened, upset or disturbed.

### **Concept # 6: I Think With a Smile.**

This concept is designed to help children become aware of their thinking process. It helps them understand how they can change negative feelings they may experience in addition to their prospect of life by altering the way they think.

### **Concept # 7: I Add Beauty to The World.**

This concept seeks to convince children that their existence is of great value and that God created them because the world is not complete without them. Regardless of how small we are, our way of life, what we do or do not have, we can all add something beautiful to the world.

## **Time Allocation for Proper Implementation of this Program**

This program consists of seven concepts delivered to the child in the form of slogans. It is advised to allocate a day to discuss each concept. Therefore, the workshop can be completed within seven days. The trainer is free to decide whether or not the children need additional time to comprehend any one of the concepts.

## **Activities and Teaching Aids Implemented in this Program**

Activities provided in this guide are divided throughout the training sessions as follows:

### **First: Preliminary Activities**

Preliminary activities are designed to stimulate children's attention, keep their motivation levels high and break any repetitiveness that may occur. Their main objectives are:

- Breaking the ice and familiarizing the children with the trainer in addition to establishing friendly relationships.
- Arriving at mutual trust between the children and the trainer.
- Giving the children an opportunity to know each other in case they did not prior to the workshop.
- Creating a fun and enjoyable atmosphere in the workshop.

### **Second: Main Activities**

These activities are designed to communicate the fundamental concepts of protection to the children. Further, they create a channel through which children can acquire both prevention and protection skills in an enjoyable approach; by employing various mechanisms such as Puppet Shows, Flannel Boards and more.



### **Third: Evaluation Activities**

Each protection concept/skill is independently evaluated in a process that gives the child liberty to express what he has learned. Evaluation activities take place at the end of training sessions; that is at the end of each day. Children are encouraged to exemplify and embody their newly acquired knowledge.

Resources needed to complete the activities must be made available prior to the commencement of each session. Color pencils and paper in case of activities involving drawing, clay in case children were expected to express their learning through molding.

## Motivational Tools Employed in this Program

In this section, we cite a number of motivational tools that can be used throughout the workshop. It should not be left unmentioned that no one child or group of children should feel neglected as a result of not being at the recipient end of any of the following tools. The workshop has to be conducted in a way that grants every child feelings of content and self confidence. The following are examples of motivational tools:

- **Physical motivational Tools**

Small toys consistent with preferences of girls and boys , sweets with no artificial colors (if available), or color pencils given to all the children.

- **Symbolic Motivational Tools**

Small stickers and stars to be given to a child upon completion of a task or simply upon carrying out a “Good Job!”.

The trainer must ensure that each child is given a symbolic motivation at some point during the workshop. When faced with a non participative child, the trainer can highlight a positive behavior demonstrated however small; for example: the trainer can complement a child calmness and respect and thus award him a star.

- **Moral Motivation**

A round of applause, a gentle pat, speaking affirmative statements or simply a smile can be regarded as a moral motivation. Again; the trainer has to make certain that all the children receive a moral motivation at some point during the workshop and that no child feels neglected or undervalued.

Motivational tools should be exploited in balance and steadiness in order to encourage children to gain knowledge of protection, yet maintain the value and significance of motivation.

## **Slogan of the Concept**

In this guide, each protection concept is introduced as a slogan based on which children are trained. Prior to the commencement of each training session, the trainer will write the respective slogan in big clear letters, making it easily readable to all. Further, the trainer will repeat the slogan along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop. Furthermore, it is recommended that the trainer prints the slogans on colored papers, have them laminated and give them to the children by the end of the workshop.

## **The First Concept**

### **“I Believe in My Capabilities and I am Proud of Who I am”**

This concept aims at installing and reinforcing children’s self confidence. It also intends to bring to their awareness the uniqueness and exclusivity they possess as well as their creative capabilities and ability to process thoughts in a manner that renders their lives filled with confidence and pride.

### **Preliminary Activity**

#### **“We Share Together”**

### **Objectives of the Activity**

For the child to learn that he can always find items in common with other people in spite of different thoughts and opinions that each hold. Further; to acknowledge other people’s beliefs while taking pride in what he accepts as true.

### **Tools and Instruments**

- Papers cut into small pieces.
- Each word from the following list should be written on two pieces of paper, for example:
  - The word “Animals” written on two pieces of paper.
  - The word “Colors” written on two pieces of paper.
- The following is the list of words that can be used to execute this activity:
  - Animals
  - Fishes
  - Sports
  - Cartoons

- Fruits
- Vegetables
- Colors
- Birds
- Sweets

Note: In the unlikely event in which the number of trainees exceeds 18, the trainer can either add new relevant words to the list or repeat few of her choice.

- The trainer takes the number of children into account while preparing the words and insures that each word is written in pair.

### **Implementation Steps**

- The trainer distributes the papers among the children.
- The trainer assists the children to form groups of two, in case the number of children was odd the trainer opts for one of the following options:
  - She forms a group with the remaining child.
  - She assigns the child to an existing group of two; forming the only set of three children.
- The trainer gives each group a pair of words. She requests that each child states his favorite item under the given category/word, and together; form a sentence using them.

For instance: Group A is given the word “Colors”. The first child states “Blue” as his favorite color and the second child states “Green” as his favorite color. Together they form a sentence containing both words such as “The Rainbow consists of different colors like Blue and Green”, “Our school fence is colored in Blue and Green” in case children were faced with difficulties phrasing the sentence; the trainer helps them form a sentence as simple as “We love Blue and Green”.

- The trainer emphasizes the value of listening to and respecting other people's opinions in spite of differences. Additionally; she attempts to maintain a fun and enjoyable atmosphere throughout the activity.
- The trainer makes sure that all the children have participated in the activity. She subsequently concludes with a suitable motivational tool. For instance: She can request that the children give themselves a warm round of applause acknowledging the effort they made.

## **Main Activity**

### **“My Beautiful Qualities”**

#### **Objectives of the Activity**

- To amplify the child’s self confidence and help him realize his uniqueness and individuality.
- To encourage the child to look for the positive components in other people’s personalities.

#### **Tools and Instruments**

- Color pencils or crayons.
- Colored A4 papers.
- Different accessorizing materials such as colored pieces of paper or raw macaronis.
- Glue.
- One pair of scissors per child.

#### **Implementation Steps**

- The children are seated in half a circle and the trainer takes a seat facing the group.
- The trainer begins with an introduction “today’s activity is fun and it will help us discover beautiful things about ourselves”.
- The trainer explains that she will call upon each child individually to come and stand next to her. Three children will then join the child on the trainer side each saying one beautiful quality about the child whose name was called (voluntarily or through trainer’s encouragement) .

- The trainer adds one beautiful quality to the three qualities listed by the children.
- The trainer makes sure that all the children have participated in the activity and that the activity was executed in a fun and enjoyable atmosphere. Further; she insures that no one child is being mocked or ridiculed.
- The trainer moves to the second part of this activity. She begins by rearranging the children in groups of three or four.
- The trainer gives each child a colored A4 paper. Furthermore; she makes sure that all the children have access to accessorizing material to effectively complete this activity.
- The trainer explains that the children will use the material provided to create and accessorize a poster displaying the positive qualities they were described by. The trainer allocates sufficient time for the completion of this step.
- The trainer makes sure that the children are reflecting on their positive qualities, she reinforces feelings of happiness and pride and provides assistance when needed.
- Upon termination of the activity, the children rise there posters and the trainer repeats the slogan “**I Believe in My Capabilities and I am Proud of Who I am**” along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop.

### Evaluation Activity

No evaluation activity is needed as the creation of the poster serves as an evaluation activity.



## **The Second Concept**

### **“I Do Not Allow Bad Secrets in My Heart”**

This concept attempts to familiarize children with the difference between a “Good Secret” and a “Bad Secret”. Further; it intends to educate them on best conduct should they encounter a situation involving a “Bad Secret”.

### **Preliminary Activity**

#### **“Geometric Shapes”**

### **Tools and Instruments**

- A box or a basket.
- Small papers cut in the form of geometric shapes (the trainer chooses 4 geometric shapes, for instance: a triangle, a square, a rectangle and a circle) to be distributed among the children, each child obtaining one piece of paper representing one geometric shape.
- Large pieces of paper (fits a child) cut in the form of geometric shapes pinned to the ground or otherwise drawn with removable markers.

### **Implementation Steps**

- The trainer and the children encircle the geometric shapes pinned to the ground.
- The trainer places the small geometric shaped papers in a box and requests each child to draw one at random.

- The trainer chooses one geometric shape and calls it, for example “Triangle!”
- All the children who drew a triangle from the box will each stand in the triangle and share with the group their favorite food (the trainer can choose any category in which the children can choose a favorite from).
- The children start from one end to the other.
- The trainer makes sure that all the children holding a triangle have entered in the triangle shape and shared their favorite food with the group.
- The trainer, then; calls the three remaining geometric shapes consecutively, and replicates the previous steps. The trainer uses different categories for the children to share their favorites from each time.
- The trainer maintains a fun and enjoyable atmosphere throughout the activity.

## **Main Activity**

### **“Expression of Secrets”**

#### **Objectives of the Activity**

- For the child to fully comprehend the concept of a secret.
- For the child to be able to differentiate between a “Good Secret” and a “Bad Secret”.
- For the child to identify the feelings associated with a “Good Secret” and those associated with a “Bad Secret”.

#### **Tools and Instruments**

- Papers used for drawing.
- Color pencils or crayons.
- Pencils.

#### **Implementation Steps**

- The trainer asks a question “ What does a secret mean?” , she hears from the children and builds on their answers in order to arrive at the definition of a secret which can be at its simplest form “For a person to say something to another or do something and ask them not to tell anyone about it”
- The trainer provides each child with a paper, a pencil and coloring pencils and requests that they each write a text or draw an image that represents a secret whether it is pleasant or not(a story or an encounter are both applicable).
- The trainer stresses that this activity is not centered around the art of writing or drawing but rather on what they are attempting to exemplify.

- The trainer provides assistance when needed, in particular with children facing difficulties arriving at an idea or exemplifying it.
- Upon completion of this step, the trainer allows each child time to articulate his creation. She makes sure that all the creations are well received and accepted by the children and that no one child is being mocked or ridiculed.
- The trainer uses the examples provided by the children to convey the concept of a “Good Secret” and a “Bad Secret”.
- The trainer is to determine whether or not the children need additional examples to comprehend the concept of a “Good Secret” and a “Bad Secret”. She can use the following supplementary examples to illustrate the concept of a “Good Secret”:
  - My brother said that we will through my sister a surprise birthday party!
  - We are going to surprise Mohamed with a celebration for returning home from the hospital, but we do not want him to know.
  - We will give our teacher a gift and celebrate “Teacher’s day” with her, but we want it to be a surprise.
- The following are supplementary examples to illustrate the concept of a “Bad secret”:
  - A person requests that a child goes someplace with him without telling anyone.
  - A person giving a child presents and asking him not tells anyone.
  - A person touching a child in an inappropriate way and asking him not to tell anyone.
- The trainer stresses that “Good secrets” make us happy and joys. She adds “Good secrets always have a defined period” they end when a specific event takes place. For example: a surprise birthday party ends when the birthday party takes place.

- On the other hand, “Bad secrets” make us scared, distressed and uncomfortable. Further; “Bad Secrets” do not have a defined period and we do not know when they are expected to end.
- The trainer concludes “Our hearts are beautiful places, therefore; we should only allow beautiful feelings in it. Fear, distress and discomfort are not beautiful feelings and should not be permitted into our hearts.
- The trainer asks “Who are the people that we could talk to about “Bad Secrets”?” the trainer hears from the children and insures that their answers include older people they can trust such as parents, teachers or older siblings and not children of their own age. She emphasizes that children should continue telling them even if they were not believed or taken on serious account.
- The trainer repeats the slogan **“I Do Not Allow Bad Secrets in My Heart”** along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop.

### Evaluation Activity

Upon termination of the workshop, the trainer obtains feed back by facilitating an expression by molding clay activity. The trainer insures that all the children are executing this activity in a fun and enjoyable atmosphere. She also makes certain that all the children leave the workshop with feelings of confidence and content.

## **The Third Concept**

### **“Say NO to Strangers”**

This concept concentrates on preventing children from responding to strangers attempting to communicate with them. It stresses that children should never walk with strangers, accept rides or presents from them regardless of how tempting the offerings may be.

### **Preliminary Activity**

**“I am the Child who...”**

### **Tools and Instruments**

- Small pieces of paper with the following statement written on them “I am the child who \_\_\_\_\_”. Note: a blank space is placed after the word “who” for the child to fill.
- Pencils.
- A box or a basket.

### **Implementation Steps**

- Each child receives a paper with the statement “I am the child who \_\_\_\_\_” written on it.
- The trainer requests that the children fill in the blanks with an item of their preference. For instance: “I am the child who likes to eat Mango”, “I am the child who is a good footballer”, “I am the child who helps his mother” or simply “I am the child whose friends call him Mahmud”.
- The trainer requests that each child folds his paper once and places it into the box.

- The trainer explains “Each one of you will draw a piece of paper from the box (withdraw again if found his own paper) and look for its owner. When the child finds who wrote the paper he holds his hand.
- When the children come together in a circle, they perform a motivational act such as giving themselves a round of applause or jumping three times.

## **Main Activity**

### **“The Stranger, the Close Person and Role Playing”**

#### **Objectives of the Activity**

- For the child to be able to distinguish between strangers and individuals close to his family.
- For the child to understand that he should by no means leave with a stranger, ride in his car or respond to his attempts to initiate a conversation.

#### **Tools and Instruments**

- There are no specific tools or instrument needed to complete this activity.

#### **Implementation Steps**

- The trainer joins the children in a circle.
- The trainer explains the concept of a stranger “A person whom we are not related to, and did not previously speak to in the presence of our parents or an older person from our family” .The trainer continues “I will mention few people and I would like you to tell me whether or not they are strangers”.
- The following are examples that can be used to illustrate non strangers:
  - Uncles.
  - Family members.
  - Teachers.
  - The school’s principle.
- The following are examples that can be used to illustrate strangers:
  - A person whom we do not know walking down the street .



- A person in a car parked next to our school.
- A person in the store.
- A person in the gym.

(It is advice to communicate the concept of a stranger in different locations and under variant circumstances in order to enhance children's comprehension of the matter)

- The trainer explains “Each one of you is a strong, smart and safe child. For this reason; you do not talk to a stranger or go places with a people you do not know even if they insist” She further emphasizes “ Because you are strong , smart and safe children you never accepts presents from strangers”
- The trainer assists the children to form groups of two, in case the number of children was odd the trainer opts for one of the following options:
  - She forms a group with the remaining child.
  - She assigns the child to an existing group of two; forming the only set of three children.
- The trainer asks the children to prepare an act illustrating an encounter with a stranger. The trainer allocates sufficient time for the children to prepare a piece. The children are free to move to scattered locations within the training hall to execute this step.
- The children are seated into half a circle.
- The children observe each group as they act their piece. The children subsequently; perform a motivational act upon the complication of each piece, such as; giving them a round of applause.
- The trainer comments on the scenarios and extract ideas to build upon. She stresses the main concept which is “Say No to Strangers”. She also lays emphasis on immediately cutting conversations with strangers, not to walk or ride with them and never to accept gifts from them regardless of how alluring they may appear.

- The trainer insures that the children are learning the concept in a fun and enjoyable atmosphere. The trainer is to evaluate whether or not the children need additional time to comprehend this concepts, in the case that they do; she can mention variant situations and examples to fully convey the concept.
- The trainer repeats the slogan **“Say NO to Strangers”** along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop.

### Supplementary Activity

- Should there be any excess time; the trainer can facilitate the following activity in order to reinforce the concept:
- The trainer prepares an embodiment of a store using an empty box, papers, broad cloths and other materials. In this example the store is a “tape store”.
- The trainer uses a toy to symbolize the salesperson. Additionally, she builds a room in the second storey that serves as a storage room.
- She uses a toy or a puppet to show a child walking into the store. The trainer executes the following scenario “The child asks the salesperson to bring him a particular tape. The salesperson asks the child to follow him into the storage room upstairs were he keeps the tapes”
- The trainer poses the following questions:
  - What is the correct way to behave in this situation?
  - Should the child go to the storage room upstairs with the salesperson?
  - Should he wait downstairs for the salesperson to go and get the tape?
  - Should he offer to go home and come back in an hour to purchase the tape?
- The trainer puts emphasis on the concept of **“Saying NO to Strangers”** and not going anywhere with them even if they insist and regardless of what they say or the way they treat us.

### **Evaluation Activity**

Upon termination of the workshop, the trainer obtains feed back by facilitating an expression by drawing activity. The trainer insures that all the children are executing this activity in a fun and enjoyable atmosphere. She also makes certain that all the children leave the workshop with feelings of confidence and content.

## **The Fourth Concept**

### **“My Body Belongs to Me”**

This concept stresses the actuality that a child’s body belongs only to him. It also highlights the fact that nobody holds the right to touch or look at a child’s body in a way that makes him uncomfortable, scared or distressed.

### **Preliminary Activity**

#### **“My Beautiful Dream”**

### **Tools and Instruments**

- Small pieces of paper; containing the names of the children .
- A box with pieces of cork (or any similar material).
- A beautiful cloth hat, paper hat or paper crown for the child to wear when talking.

### **Implementation Steps**

- The trainer states that the box contains the names of all the children; she will draw one at random and call it.
- She will place the hat on the child’s head and asks him to share with the group “his dream for when he grows up and how will he be dressed for it”
- When the child is finished, he receives a round of applause and proceeds to draw a name from the box and call it. He places the hat on the child’s head and the game starts over.
- The trainer tries to maintain a fun and enjoyable atmosphere throughout the activity and insures that no child is mocked or ridiculed.
- The trainer concludes that “dreaming and making our dreams come true is one of the beauties of life”.



## **Main activity**

### **“I Recognize that I Own My Body”**

#### **Objectives of the Activity:**

- For the child to be completely aware of the fact that all parts of his body belong exclusively to him.
- For the child to realize the importance of safeguarding his body.

#### **Tools and Instruments**

- There are no specific tools or instrument needed to complete this activity.

#### **Implementation Steps**

- The trainer joins the children in a circle.
- The trainer raises her hand and asks “What is this?” She listens to the children’s answers and then raises her hand once more and asks “whose hand is this?” and allows the children to answer.
- The trainer lifts the hand of the child next to her and asks “Whose hand is this?” The children subsequently answer “ It is Younes’s hand” ( The children will state the name of the child whose hand had been lifted)
- The trainer asks “Can I say that Younes’s hand is mine?”
- The trainer rephrases the question “Can I take Younes’s hand for me?” or “ Is this Younes’s hand or Ali’s” ( The trainer can choose the name of any other child within the circle)

- The trainer listens to the children's responses and then progresses to other parts of the body such as; head, foot or stomach. This activity is designed to emphasize the concept of ownership over one's body.
- The trainer concludes "Your body belongs to you; nobody has the right to see or touch parts of it in a way that makes you feel uncomfortable, specially the areas that we always cover and do not show to anybody" she adds "If anything happened to make you feel uncomfortable, you should always inform an older person like a parent a teacher or an older sibling".
- The trainer repeats the slogan **"My Body Belongs to Me"** along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop.

### Evaluation Activity

Upon termination of the workshop, the trainer obtains feed back by facilitating expression by molding clay activity. The trainer insures that all the children are executing this activity in a fun and enjoyable atmosphere. She also makes certain that all the children leave the workshop with feelings of confidence and content.

## **The Fifth Concept**

### **“I Tell the Difference between a Good Touch and a Bad Touch”**

This concept intends to educate children on the different kinds of touches they might encounter. It also attempts to help them identify each one by the feelings associated with it. A “Good Touch” brings happiness and joy, whereas the “Bad Touch” inflicts distress, fear and discomfort. It also places great emphasis on the correct conduct when faced with a “Bad Touch” which is to immediately inform an older person such as a parent, a teacher or an older sibling.

### **Preliminary Activity**

#### **“The Two Sided Ruler”**

#### **Tools and Instruments**

- Two colors of paper. Each child receive both colors; for example Blue and Green. If unavailable white paper can be used.
- Color pencils or crayons.
- Big plastic or wooden rulers, alternatively; wide wooden sticks used in the kitchen per child.
- Glue.

#### **Implementation Steps**

Note: The outcome of this activity will be used in the Main Activity.

- The trainer distributes the prepared papers among the children (one color) and asks them to draw a happy face and color it. The trainer allocates sufficient time for the completion of this task.



- The trainer insures that all the children have completed the first task. She distributes the second color paper and requests that the children draw a sad face and color it.
- The trainer provides each child with a ruler and glue. She requests that they paste the happy face to one side of the ruler and the sad face to the other. The trainer begins by pasting two faces to the two sides of her ruler to insure that all the children have fully comprehended the task. She provides assistance when needed.
- The trainer makes sure that all the children have successfully completed the task and that all the rulers carry a face at each side.
- The trainer asks the children to raise their rulers allowing everyone to see their work. Afterwards; the children perform a suitable act of motivation such as giving themselves a round of applause.

## **Main Activity**

### **“The Touch and the Faces”**

#### **Objectives of the Activity**

- To familiarize the child with the concept of a “Good Touch” and a “Bad Touch”
- To help the child distinguish between a “Good Touch” and a “Bad Touch”

#### **Tools and Instruments**

- The two sided ruler put together in the preliminary activity.
- Images portraying different situations; for example ( A mother hugging her child, a women greeting her friend , two people setting close to each other , a person dragging a resisting child, ...)

#### **Implementation Steps**

- The trainer seats the children in a half a circle.
- The trainer begins by reflecting back on the previous concept “My Body Belongs to Me” as the two are closely related. In order to accomplish that, the trainer can ask the following question “Who can remind us of what we talked about in the last session”.
- The trainer explains “We all have our own bodies that are exclusively ours. Sometimes other people touch them, we like some of these touches because they make us feel comforted and happy and we may dislike other touches because they make us feel frightened, distressed and discomforted. The touch that makes us feel happy is called a “Good Touch” while the one that makes us feel fear , distress or discomfort is called the “Bad Touch””
- The trainer explains that she will display several images; if the image was an illustration of a “Good Touch” the children should raise the happy face, however; if the image was an illustration of a “Bad Touch” the children should raise the sad face towards the trainer.

- If the children did not provide similar or correct answers for one of the images the trainer explains the situation further and then asks the children for their opinion again. The children respond by raising their rulers.
- Images that illustrate a “Good Touch” could be any of the following examples :
  - A grandfather hugging a happy child.
  - Friends shaking hands.
  - A teacher pats a smiling student.
- Images that illustrating a “Bad Touch” could be any of the following examples:
  - A person dragging a resisting child
  - A person hugging a child who looks upset
- The trainer repeats the slogan **“I Tell the Difference between a Good Touch and a Bad Touch”** along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop. She stresses that when a child encounters a “Bad touch” he should not allow himself to stay in this uncomfortable situation but immediately notify an older person like a parent or a teacher.

### **Evaluation Activity**

Upon termination of the workshop, the trainer obtains feed back by facilitating an expression by molding clay activity. The trainer insures that all the children are executing this activity in a fun and enjoyable atmosphere. She also makes certain that all the children leave the workshop with feelings of confidence and content.

## **The Sixth Concept**

### **“I Think With a Smile”**

This concept attempts to familiarize children with their thinking process. It further highlights methods for children to endorse positive thinking.

#### **Preliminary Activity**

#### **“What Did We Do to Help Others?”**

##### **Objectives of the Activity:**

- For the child to share his accomplishments with others, and listen to what they have accomplished in helping other people.
- For the child to learn to appreciate others, the way he would like to be appreciated.

##### **Tools and Instruments**

- An empty bottle of water, juice or soft drink.

##### **Implementation Steps**

- The trainer joins the children in a circle on the ground.
- She explains that helping our families and friends is a beautiful thing to do. The trainer further adds that she will spin the bottle on the floor and whomever it points towards will share with the group something he did to help a family member or a friend. She stresses that no matter how small our contribution is, it is still beautiful.
- Should the bottle point in an area between two children, the trainer will choose the one closer to the bottle and tell the other child that he will be the next to answer. In the case where the bottle points at a child who has already

answered, the child on his right will share with the group what he did to help other people.

- The trainer begins by saying what she did to help a family member or a friend ( She chooses a simple situation for the children to be able to relate to and understand)
- Afterwards, the trainer spins the bottle and the child towards whom it points will be the next to share. He will then, spin the bottle once more and so the activity continues.
- The trainer makes certain that all the children have participated in this activity. She insures that no one child's experience is being mocked or ridiculed. If any child makes negative comments the trainer should gently explain that "Any kind of help no matter how small is significant and beautiful" .

## **Main Activity**

### **“The Smiley Envelop”**

#### **Objectives of the Activity:**

- For the child to focus on the topic of “Thinking”.
- For the child to be introduced to positive alternatives within negative situations.
- For the child to understand that he can be happy and content through positive thinking.

#### **Tools and Instruments**

- Small envelopes (one per child) with a smiley face and the following statement “I think with a Smile” written on them.
- A pencil per child.
- Small pieces of paper (size: ¼ of an A4 paper), 8 pieces of paper per child.

- The trainer prepares statements illustrating situations that can be difficult for children. The followings are examples of such statements ( to be printed/written on pieces of paper) :
  - When something I like breaks,
  - When my friend stops talking to me,
  - When I am not well,
  - When I lose in a game,
  - When my parents forbid me from playing with my friends,
  - When I make a mistake and may parents scold me,
  - When I score poorly in an exam.

### **Implementation Steps**

- The trainer gives each child an envelope and asks them to write their names on them.
- The trainer gives each child 8 pieces of empty papers.
- She explains that “we all go through hard situations in life , we have the choice to either become sad or to think with a smile .She further explains “when we choose to be sad nothing will change and the difficult situation will remain the same , but when we choose to think with a smile , we will feel better and we will give ourselves the option to improve the situation”
- The trainer begins by saying different statement illustrating hard situations; she asks the children to think with a smile in that situation and try to figure out what is the positive alternative that they could opt for. To illustrate: “when our scores in the science exam come out poorly, one of the choices that we have would be to cry and resent class”, she adds “it is good to acknowledge that our grades were not good and be sad for that, but it is important not to stay sad, instead; think with a smile and study hard to arrive at grades in the next test”.
- The trainer begins by writing a statement on the board or presenting it on a prepared oversized piece of paper in order to facilitate children’s concentration.

- The trainer will state a negative situation and discuss its positive alternatives with the children. For instance: when a toy we received as a present breaks (the statement) we shout and cry (the negative situation).
- The trainer asks “if we think with a smile. What will we do?” She listens to the children and helps them generate positive alternatives to the negative situation. Such as “making sure we maintain our other toys well”, “invent a toy from the material we have around the house”, “try to convert the broken toy into something bizarre” , “ we remember the person who gave us the toy and thank him in our hearts” or “we go to our friend house and play him”.
- The trainer stresses that when we think with a smile everything around us become more beautiful and we feel better.
- The trainer continues with another negative statement and a negative situation and brain storms positive alternatives with the children. When the children have stated a number of alternatives the trainer asks them to write what they think is the best in the papers provided to them.
- The trainer enunciates the first sentence of the situation, as follows: (when my friend stops talking to me \_\_\_\_\_) and allows them to complete the sentence with their choice.
- The trainer repeats this activity within the assigned time, she makes sure that no child is being mocked or ridiculed. If a child states an alternative that is not positive, the trainer helps him broaden his horizon, by stimulating his thoughts “what about doing this or this?”
- The children insert each written statement in their envelopes and take it home. The trainer encourages them to put in writing negative situations which they or any of their friends encountered along with their favorite behavior when they think with a smile.

### **Evaluation Activity**

Upon termination of the workshop, the trainer obtains feed back by facilitating an expression by molding clay activity. The trainer insures that all the children are executing this activity in a fun and enjoyable atmosphere. She also makes certain that all the children leave the workshop with feelings of confidence and content.



## **The Seventh Concept**

### **“I Add Beauty to the World”**

This concept intends to bring to the child’s awareness the important role he plays in the world. It stresses that God has created him because he is capable of making beautiful and unique contributions to the world.

#### **Preliminary Activity**

#### **“Can you not Smile?”**

#### **Tools and Instruments**

- There are no specific tools or instrument needed to complete this activity.

#### **Implementation Steps**

- The trainer divides the children into two groups facing each other with a distance of a meter and a half to two meters in between.
- The trainer explains that the group on the right (or the left) will start. One child from the first group will walk a straight line towards the second group looking directly at them; he is not allowed to look at his team mates or any other direction. Meanwhile all the members of the second group try to make him laugh by crafting funny moves and facial expressions. The child has to resist laughing to win the game.
- If he succeeded in not laughing he will go back to his team and another child from the first team will walk a straight line towards the second team. If he did not succeed, however; he will join the second team and a child from that team will walk a straight line towards the first team.
- The activity ends when all the children have participated, the trainer insures that the activity is executed in a fun and enjoyable atmosphere rather than competitive setting.

## **Main Activity**

### **“The Sea Portrait”**

#### **Objectives of the Activity:**

- For the child to realize that a beautiful work cannot be completed without him.

#### **Tools and Instruments**

- A big blue paper with a line in the middle representing the horizon (separating the sea from the sky), the sun and one single fish in the sea.
- Colored or white pages.
- Scissors ( one per child if possible)
- Color pencils or crayons
- Glue.

#### **Implementation Steps**

- The trainer hangs the big paper in a place easily accessible to children.
- She explains that they will all turn this paper into a beautiful sea portrait.
- The trainer asks the children to draw whatever they see fit in the sea or outside the sea like clouds, boats, birds or people. She asks the children to draw, paint and cut two or three items and write their first name on them (depending on the size of the group) and paste them in the portrait.
- When the children are finished with their art work the trainer asks that they paste each item in the correct place: fish in the sea, boat floating on the surface, etc.

- When all the children have pasted their items, the trainer concludes that this portrait is beautiful because of all the different pieces in it, the differences of the pieces is what made this portrait unique and beautiful.
- The trainer asks the following questions and discusses the answers with the children.
  - What will happen if all the pieces were identical?
  - Would the portrait be as beautiful as it is now?
- The trainer concludes “you are all important people and you add beauty to the world just like these pieces. Should any one of these pieces be removed, it will not be as beautiful and as complete as it is now. The same applies to our lives, we are all important. Even though we look different, we come from different families and we have very distinct capabilities, we all make a beautiful contribution to the world and it can never be complete without each and every one of us”.
- The trainer repeats the slogan **“I Add Beauty to the World”** along with the children to be definite that it had been fully comprehended and memorized before concluding the workshop.

### **Evaluation Activity**

The trainer asks each child “How do you feel when you see your contribution in this beautiful portrait?” The trainer maintains the discussion in a positive frame and stresses that all the contributions are special and unique. She further emphasizes that the portrait would not be as beautiful and as complete as it is now if any one drawing was removed.

## Appendix

## **Artistic Activity1: The Paper Crown**

This activity attempts to reinforce children's self confidence in support of the seven concepts that had been discussed during the course of this workshop. It also serves as a symbolic medal which the child can take home to be reminded that he is indeed a "Strong, Smart and Safe Child".

### **Implementation Steps**

- The trainer cuts colored papers in the shape of a crown (in the size of a child's head).
- The trainer joins both ends together.
- The trainer prepares pieces of papers with the slogan "I am a Strong, Smart and Safe Child" printed on them, she insures that their size fits the front of the crown.
- The slogan "I am a Strong, Smart and Safe Child" is pasted on the front of the crown.
- The trainer places the crown on each child's head, while the other children cheer the slogan "I am a Strong, Smart and Safe Child".

## **Artistic Activity 2: Poster of the Concept's Slogans**

The trainer prints the seven slogans in addition to the main theme of the workshop “I am a Strong, Smart and Safe Child” on a beautifully designed A4, laminate it and hands a copy to each child.