



Professional Training

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

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 Minor Mental Disabilities



«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 Minor Mental Disabilities

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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 mild mental disabilities. It focuses on introducing good and safe conduct in situations where mentally 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 mental 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 don’t 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.

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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

“Coloring Similarities”

Objectives of the Activity

For the child to realize that he shares a number of similarities and differences with people around him. However; it all adds up to a beautiful end.

Tools and Instruments

- Color pencils or crayons for all the children.
- A coloring page per child (identical), with a loved character or animal printed on it such as a bear or a cat.
- The trainer prepares five questions that naturally have different answers. For example :
 - Do you have sisters?
 - Do you have brothers?
 - Which do you prefer; Oranges or Apples?
 - Which do you prefer; homemade cookies or the ones you get at the store?
 - Which do you prefer; playing or watching television?

Implementation Steps

- The trainer insures that all the children have the colors they need to complete the activity. (Colors are by choice of the trainer)

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- The trainer distributes the coloring pages among the children.
- The trainer begins asking questions and assigns a color to each answer. The following scenario further illustrates this point:
 - Do you have brothers? If your answer is “Yes” color the bear’s ears in red. If your answer is “No” color the bear’s ears in yellow.
 - Upon the completion of the first task, the trainer moves to the second question. Asking: Do you have sisters? If your answer is “Yes” color the bear’s face in yellow. If your answer is “No” color the bear’s face in pink.
 - It is essential that the trainer does not pose a new question before confirming that all the children have successfully attempted the previous question by coloring parts of the image as instructed. The trainer can then proceed to asking the third, fourth and fifth questions as follows:
 - Which do you prefer; Oranges or Apples? If your answer is “Oranges” color the bear’s hands in brown. If your answer is “Apples” color the bear’s hands in blue.
 - Which do you prefer; homemade cookies or the ones you get at the store? If your answer is “Homemade cookies” color the bear’s legs in red. If your answer is “The ones you get at the store” color the bear’s legs blue.
 - Which do you prefer; playing or watching television? If your answer is “Playing” color the bear’s stomach in yellow. If your answer is “watching television” color the bear’s stomach in pink.
- Upon the completion of this activity; the children display their papers by holding them up or arranging them on the floor (In the children were seated on the ground) in order to allow them to look at their peers paintings.
- The trainer encourages the children to look at each other’s paintings and observe the similarities and differences. She concludes that despite the fact that our paintings are similar at some parts and different at others, they are all beautiful, special and unique.

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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

- Small pieces of paper to write the child’s name on.

Implementation Steps

- The trainer writes the children’s names on the prepared pieces of paper (insuring that no one name is omitted), folds them and places them in a box.
- The trainer joins the children in a circle.
- The trainer explains that everybody possesses beautiful capabilities and everyone is; at the essence an important person. She further explains that she will pick a name from the box at random and invite the child to stand next to her.
- The trainer asks the children to state one positive trait, quality or skill that the child whose name appeared possesses.
- Occasionally, it will be noticed that the children may be uncertain of what positive trait, quality or skill to state. The trainer can provide assistance by

encouraging them to speak affirmative statements such as “you are our friend” or “you are a strong, smart and safe child”.

- The trainer begins by speaking a positive statement to the child. Following that; the children continue from one end to the other. It is crucial to state the child’s name in each affirmative sentence as follows; “you are very generous Ahmed”, “you are kind Ahmed”, “you are a painter Ahmed” or “we love you Ahmed”.
- The trainer makes certain that all the children took part in this activity. It is also necessary to maintain a fun and enjoyable atmosphere throughout the session. Further, the trainer insures that no harsh words are ever uttered or negative expressions made.
- The child whose name appeared will receive a warm round of applause after hearing the affirmative statements from his peers.
- Before returning to his place, the child withdraws another name from the box and gives it to the trainer. She calls the name on the paper and the activity starts over.
- The trainer makes sure that all the children have participated in the activity. She subsequently concludes with a simple confirmatory sentence such as “Every one of you possesses beautiful and unique capabilities. You are important and special. You are smart, strong and safe children”
- 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

Upon the termination of the workshop, the trainer obtains feed back by requesting each child to draw himself or his feelings in a piece of paper. Alternatively, children can write an affirmative statement which they believe is true about them; using few words or a complete sentences (if possible).

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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

“I Choose My Quality”

Tools and Instruments

A number of empty name cards on which children’s names will be written. The cards will then be attached to the child’s cloths. Alternatively they can be placed in any other way as long as they are visible and easily readable to all the children.

Implementation Steps

- The trainer joins the children in a circle.
- The trainer begins by introducing herself; stating her name and one positive quality; for instance “I am the Happy Sarah”, she follows that by a simple explanation sharing the reason she chose this quality; for example “I chose this quality because I love being happy”.
- The trainer requests that each child introduces himself by his name and a quality of his choice. The trainer can assist the children by suggesting few qualities similar to: Brave, smart, strong, etc. This activity brings to the child’s awareness the positive and well received qualities he may possess and validate them in the presence of others.

- The trainer begins with the child on her left or right side. The children introduce themselves using their names and a quality of their choice, for instance “I am the unique Miriam” or “I am the smart Ahmed”. In case a child was faced with difficulties choosing a quality, the trainer can provide assistance by proposing several positive qualities for him to choose from. The trainer has to be absolutely certain that no one child is left without being introduced.
- Once the child states his name and quality, the trainer writes them down on the name card and attaches it to the child’s cloths positioning it in a clear and visible manner.
- Upon the end of this activity; the trainer concludes that all the children in this workshop are smart, strong and safe. And thus the “I am a smart, strong and safe child” workshop series begin.

Main Activity

“Amer and Hassan’s Secret”

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

Puppets representing two individuals, for example: Amer and Hassan.

This activity is divided into two parts

Implementation Steps of Part One

This preliminary activity is specifically designed to construct a foundation that is essential to acquire the second protection skill “I Do Not Allow Bad Secrets in My Heart”. It is crucial that the concept of a “Secret” is fully understood before proceeding to draw distinction between a “Good Secret” and a “Bad Secret”.

- The trainer introduces the puppets to the children by their assigned names “Amer” and “Hassan”.
- In the first scenario Amer is whispering something to Hassan.
- The trainer asks “What are they doing”?
- The trainer tries to help the children respond to the best of their knowledge. She subsequently explains that Amer was telling Hassan a secret.

- The trainer asks another 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”

Implementation Steps of Part Two

A: A Puppet Show Scenario to Convey the Concept of a “Good Secret”

The trainer stages a puppet show using the same puppets representing the characters in the first scenario, which in this case are Amer and Hassan.

Scenario

The Trainer: Hassan was playing in the school yard when he heard Amer calling him.

Amer: Hassan, I want to tell you a secret.

Hassan: Really?! What is it?

Amer: On Thursday, There will be a big celebration in our class, and I plan on bringing candy for everyone.

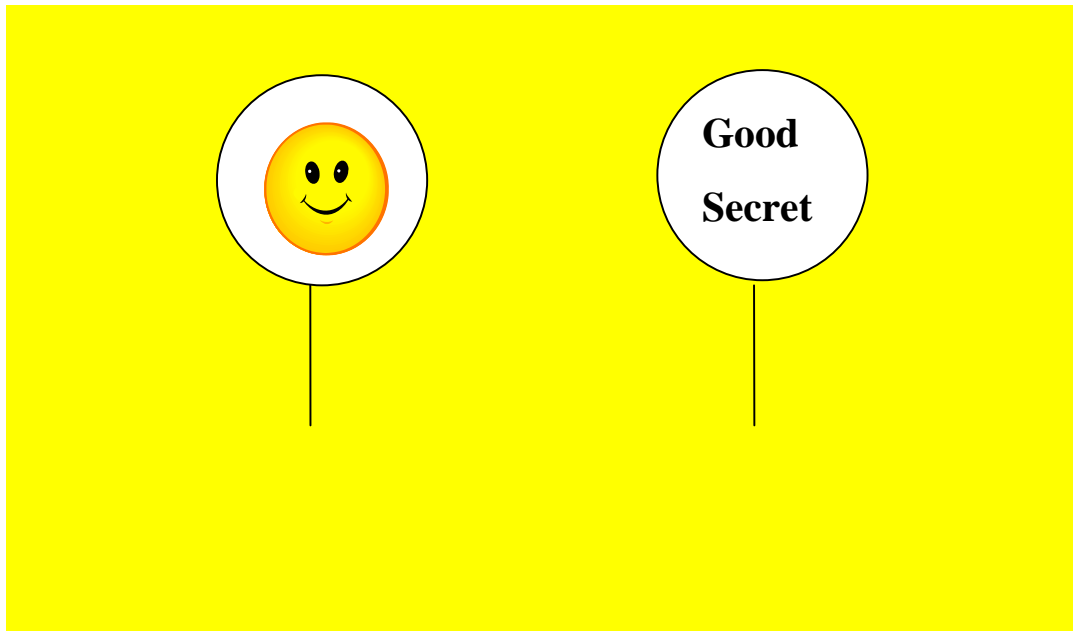
Hassan: That is good news! I will bring some candy too; it will be a surprise to everyone.

After observing the puppet show, the children are asked the following questions:

- What was the secret that Amer told Hassan?
- How did Hassan feel when Amer told him his secret?
- Had anyone ever told you a nice secret like Amer’s? How did it make you feel?

Each of the previous questions is to be asked separately with enough time allocated to hear back from all the children. The trainer should avoid hinting to the correct answer; instead strive to build on the children's responses and help them arrive at the correct answer themselves. The trainer concludes that this kind of secret is called a "Good Secret"; hearing it makes us happy and joys.

Afterwards; the trainer raises two sticks simultaneously. The first has a smiley face printed and attached to it, while the second has the words "Good Secret" printed and attached to it. The trainer then states that "Good Secrets" are always associated with happy feelings. The image below further illustrates this point.



B: A Puppet Show Scenario to Convey the Concept of a “Bad Secret”

- It is preferred to use different puppets in executing this scenario. If unavailable, however; the same puppets could be used with different names.

Scenario

The Trainer: Issa was walking back from the school’s lavatory when he ran into a much bigger boy.

The Big Boy: Hello, How are you?

Issa: Well.

The Big Boy (Whispering into Issa’s ear): Come to the back yard behind your class on the break.

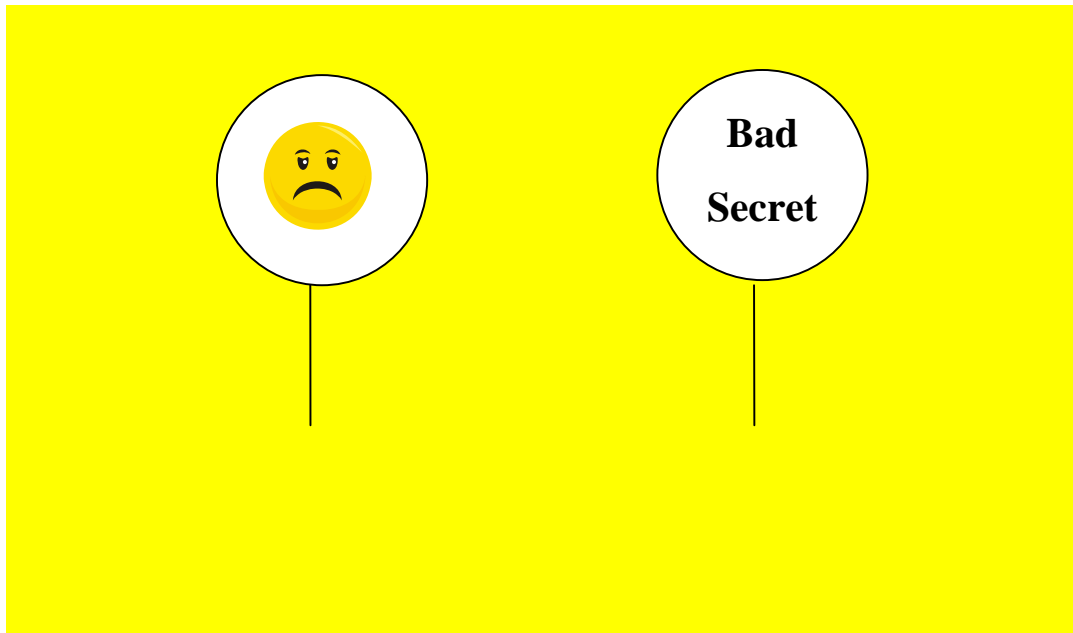
Issa: Why?

The Big Boy: Just be at the back yard behind your class on the break and do not tell anyone.

Issa’s facial expressions changed when he heard this secret, he felt fear, distress and discomfort.

- The trainer asks the following question “How did Issa feel when the big boy asked him to go to the back yard behind his class on the break?”
- The trainer hears from the children and mentions that he may have been scared, distressed and uncomfortable.

Afterwards; the trainer raises two sticks simultaneously. The first has a frowned face printed and attached to it, while the second has the words “Bad Secret” printed and attached to it. The trainer then states that “Bad Secrets” are always associated with fear and distress. The image below further illustrates this point.



- The trainer poses the final question “How did Issa handle this situation?”
- She hears from the children and then explains that Issa is a strong, smart and safe child. Therefore, he did not keep this secret in his heart, instead he informed his teacher. Since Issa understands that he should never keep a bad secret in his heart, he will always inform an older person such as a teacher, a parent or an older sibling whenever faced with a similar situation.
- 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 one of the following activities: Expression by drawing or expression by molding clay. 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.

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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

“Look at My Hat! ”

Tools and Instruments

- A hat that fits the head of a child.

Implementation Steps

- The trainer seats the children in a circle.
- The trainer warmly welcomes the children and tells them that they will play a fun game.
- The trainer explains the game to the children as follows “ You will all be seated in a circle , just like you are now, One of you will wear this hat and run around the circle calling “Look at my hat!” “Look at my hat!” and you will all respond “Give me your hat” “Give me your hat”. The child who is running will chose a child from within the circle and places the hat on his head. The child who now wears the hat should run after the first child before the later succeeds in taking his place in the circle.

- The game starts over with the child who now wears the hat running around the circle calling “Look at my hat!” “Look at my hat!” choosing a child from within the circle and placing the hat on his head.

Main activity

“The Smart Child and the Stranger”

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

- Puppets.
- Candy.

Part One

Implementation Steps

- The children are seated in a circle to watch the puppet show.
- The trainer stages the puppet show as follows:
- The Trainer: Ali and his family went to the park on a sunny weekend. Ali walked away from his family towards the swings.
- Illustrating with the puppets the trainer continues: An older person approached Ali and said “I have delicious candy, would you like to try them with me? Come with me and let us eat some together”
- The trainer poses the following questions:

- What will Ali do when offered candy from a strange person? Is he going to accept it?
- What is the smart thing do when we are faced with a similar situation?
- The trainer listens to the children’s answers and allows them the liberty to articulate their opinions.
- The trainer stresses that the correct way to behave in a similar situation would be not to accept candy or anything else offered by a stranger. She further explains that Ali is a smart child, he said “NO” to the stranger and ran towards his parents and informed them of what happened.

Part Two:

Tools and Instruments

- A flannel Board.
- People illustrated by broadcloths.
- Car toys, buildings, school, etc.

Implementation Steps

- The trainer prepares the flannel board to symbolize moments after the school day is finished. It shows a crowded seen were the school building is encircled with cars, buses and many people (students, parents, teachers and others).
- The trainer asks the following questions:
 - What does this board represent?
 - What do you see?

- The trainer points to a person symbolized by a broadcloth and says “Look at this girl Leila, she is standing away from her friends, what is Leila doing?”
- The children will give different answers such as “waiting for her mother, father , the bus, ...”
- The trainer further explains “While Leila was standing there all by herself , a beautiful car stopped in front of her and a person whom she does not know stepped out”

Scenario

The Stranger: Hello.

Leila: Hello.

The Stranger: Are you waiting for somebody?

Leila: Yes, I am waiting for my mother.

The Stranger: why don't you let me give you a ride home, it is very hot here! Come one, step into my car.

- The trainer asks the following question “Do you think Leila made the right decision or wrong decision by talking to the stranger?”
- The trainer carefully listens to all the answers and then adds “A smart child would never answer or converse with strangers and people he does not know”
- The trainer poses another question “What would Leila do, if she was smart?”
- The trainer listens to the answers given by the children and stresses that “Leila is a smart girl , she does not respond or talk to a person whom she does not know , she did not respond when the strange person greeted her or asked her if she was waiting for someone”

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- The trainer concentrates on the right conduct when Leila was asked to ride in the car, she screamed “NO, NO, NO”. The stranger was as a result frightened and fled the school area.
- The trainer states affirmatively to the children “You are all strong, smart and safe children. You will scream NO! NO! NO! Just like the smart Leila did whenever faced with a similar situation”.
- The trainer will then cheerfully shout **NO! NO! NO!** , along with the children to be definite that the concept had been memorized before concluding the workshop.

Evaluation Activity

Upon termination of the workshop, the trainer obtains feed back by facilitating one of the following activities: Expression by drawing or expression by molding clay. 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

“Put Your Right Hand in”

Tools and Instruments

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

Implementation Steps

- The trainer arranges the children in a circle allowing them some space to move.
- The trainer warmly welcomes the children and tells them that they will be playing a fun game.
- The trainer explains the game to the children “You will move parts of your body while singing the following song”:

“You put your right foot in,
You put your right foot out;
You put your right foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!”

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The game continues with the children putting in all the other parts of the body, and finishing up with their whole self!

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 anyone" 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 one of the following activities: Expression by drawing or expression by molding clay. 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 Talking Ball”

Tools and Instruments

- A small ball that produces sound when squeezed.

Implementation Steps

- The trainer joins the children in a circle.
- The trainer explains the activity to the children “Each person will squeeze the ball and when it produces a sound he will introduce himself and share with us what game he likes to play”
- The trainer begins by squeezing the ball and stating her name and a game she enjoys. She would then choose a child at random and pass the ball to him and so the game continues.

Main activity

“Images of Touches”

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

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 joins the children in a circle.
- The trainer begins by reflecting back at the previous concept “My Body Belongs to Me” as the two are closely related. In order to accomplish that, the trainer can ask “Who can remind us of what we talked about in the last session” Alternatively she can repeat the slogan “My Body Belongs to Me” along with the children in rhythm.
- The trainer states the following “We all have bodies that are exclusively ours. However, sometimes other people touch our bodies, who are those people?”
- The trainer listens to the children’s answers that would most likely include “Our Mother, Our Father...” she will then display images illustrating a

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“Good Touch” (A mother hugging her smiling child for instance) followed by this question “How do you feel when your mother, father, aunt or uncle hugs you?” Answers may include “Happy, safe, Joys”

- The trainer then displays additional images that illustrate a “Good Touch” such as a grandfather hugging a happy child, friends shaking hands, a teacher pats a smiling student, etc.
- The trainer discusses each image with the children and concentrates on the feelings generated from every situation. Further, she asks the children how they feel following every image.
- The trainer stresses that a touch that makes us feel happy is called a “Good Touch”.
- The trainer proceeds to displaying images that illustrate a “Bad Touch” an example of such images could be a man grabbing a scared child from behind.
- The trainer discusses the image in detail with the children , asking the following questions
 - What do you see in this picture?
 - How does this child feel?
- The trainer listens to the children’s answers and processed to display further images illustrating a “Bad Touch” (a person dragging a resisting child, a person hugging a child who looks upset, etc)
- The trainer brings the image of the mother hugging her child and the image of the man grabbing an upset child from behind together. She asks the children “What is the difference between the feelings of these two children? Why?”

- 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.

Evaluation Activity

Upon termination of the workshop, the trainer obtains feed back by facilitating one of the following activities: Expression by drawing or expression by molding clay. 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

“Who is Your Hero”

Objectives of the Activity

- For the child to share who he accepts as a hero with his peers, Listen to other children’s opinions and acknowledge and respect differences.

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.
- The trainer explains “Each one of us believes that someone or something is a hero (The child’s hero could either be a real character or fiction). We all have different choices but we also have valid reasons to make these choices.”
- The trainer further adds “We will share with each other; who is our hero and why”
- The trainer walks the children through the activity as follows: she will place the bottle at the center of the circle and spin it. The bottle will point at a child at random, he will state his hero and the reasons why he believes makes him a hero. Should the bottle point in an area between two children,

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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 whom he believes is a hero and why.

- To demonstrate; the trainer begins by stating whom she believes is her hero and why. The trainer has to make sure that her choice of “Hero” is easily accessible to children and avoid stating complicated or ideal reasons.
- 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 is being mocked or ridiculed, if any child makes negative commentaries the trainer should gently explain that “All the different beliefs and opinions that we hold are beautiful and they should all be respected , whether or not we all agree on them”.
- The trainer states “There are big and well known heroes in the world. There are also small heroes that are not well known; but they are still heroes” She further adds “ All of you can become heroes whether or not you become well known”.

Main Activity

“The Positive Amer”

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

- Two puppets. In case puppets were unavailable, the trainer can cut images representing two people, paste them to a ruler and motion them as puppets. (In this scenario we use the names; Amer and Hassan. It is essential that the trainer avoids using any of the children’s names)

Implementation Steps

- The trainer tells the children that they will hear a very nice story.
- The trainer begins by introducing the puppets by the names assigned to them and proceeds with the scenario (Using words understandable by children):

The Trainer: Hassan does not think with a smile, but Amer always thinks with a smile.

Hassan: I am bored.

Amer: Think with a smile Hassan. Draw something nice or do something fun and productive.

Hassan: My friend Majed does not love me.

Amer: Think with a smile Hassan. It is possible that your friend Majed is facing a problem right now, but I am sure you have so many friends who love you. Tell me Hassan which of your friends loves you?

Hassan: You Amer, Ahmed and Saleh.

Amer: Yes Hassan. Think with a smile.

Amer: I do not have a bicycle and all my friends have one.

Hassan: Think with a smile Hassan. What are the beautiful things in your life?

Amer: My family is beautiful, I have a beautiful notebook, and my mom cooks delicious rice (The trainer should avoid mentioning a parent if one of the children has lost his)

Amer: How did you feel when you were talking about your family, your notebook and your mom?

Hassan: I had a beautiful feeling.

Amer: You are a strong, smart and safe child Hassan. try to think with a smile all the time and look at what you have and be happy for it.

Hassan: How can I think with a smile?

- The Trainer: Amer will not answer this question. Can you tell Hassan how to think with a smile?
- The trainer encourages the children to share their opinions and take the time to discuss the answers presented.
- The trainer presents the following as examples of what Hassan could have said. (The trainer is of liberty to choose topics that she believes is more relevant to the children)
 - Hassan: My siblings pick fights with me and each other all the time.
 - Hassan: I cannot tie my shoes well.

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- Hassan: I cannot use the computer well.
- Hassan: My father does not let me spend the night at my friend's house.
- Hassan: I did not win the drawing competition.
- Hassan: I cannot play volleyball well.
- The trainer makes certain that all the children are involved in the discussion including the more timid ones. She does not dismiss any answer, in case a child presents a wrong answer, the trainer can use the following expression to arrive at the correct answer “Yes, Hassan can also do this and this in order to think with a smile”.
- Hassan thanks both Amer and the children for helping him think with a smile. He says that he is a happier child now. The children give Hassan a warm round of applause.
- The trainer repeats the slogan **“I Think with a Smile”** 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 individually “What can you do to think with a smile?” In case she needed to correct a child's understanding of the concept, she uses what he said as a foundation and from it; arrives at the right answer. This approach leaves the child with the feeling that his contribution is important and it had been used in the session. Each child receives a warm round of applause for his answer.

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

“The Shared Portrait”

Objectives of the Activity:

- For the child to realize the important role he plays within his group.
- For the child to feel the team spirit that lies within him.

Tools and Instruments

A white board and colored markers; the trainer draws a circle that represents a person’s head without adding any features. (If unavailable a black board and chalks can be used)

Implementation Steps

- The trainer explains “Each one of us will draw one feature of this person. Collectively we will complete a drawing of a human. It will be rather different but surely very beautiful”
- The trainer starts by drawing an eye. She states that the children are welcomed to draw the features in a different way. For example an eye could be drawn as a rectangle or a square.
- Each child draws one single feature; for example an ear. It is not necessary for ears, eyes, hands or legs to be identical. If a child is not sure what to

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draw the trainer can assist him by making few suggestions that he can choose from. For example: a figure, a ring or a shirt.

- The trainer chooses one affirmative phrase or expression for the children to repeat after each child completes his drawing. Such affirmative phrases can be “Beautiful! Beautiful!” Or perhaps the children can cheer for the child at the board “Issa! Issa! Issa!” or clap their hands in a rhythm.
- Upon the completion of the task; the trainer concludes “this beautiful fun portrait is a product of all of our efforts and contributions. We should give ourselves a round of applause”.
- The trainer tries to maintain a fun and enjoyable atmosphere throughout the activity and insures that no child is mocked or ridiculed.

Main Activity

“Joint Hands”

Objectives of the Activity:

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

Tools and Instruments

- Colored papers (if unavailable white papers).
- Color Pencils or crayons.
- A Big Paper (75 Cm x 50 cm for example).
- Scissors.
- Glue.

Implementation Steps

- The trainer gives each child a paper and makes sure that all the children have the colors they need to complete this activity.
- The trainer explains “We will draw our hands on the papers in front of us” she proceeds by drawing her own hand on a paper to insure that all the children understand how to perform this step. She provides assistance when needed.
- The trainer instructs the children to cut their hand drawings off their papers. She proceeds by cutting her own hand drawing to insure that all the children understand how to perform this step. She provides assistance when needed or allows the children to help each other.
- The trainer asks the children to paint whatever they like on their hand drawing. She stresses that no one drawing is better than the other and anything they like to draw would be beautiful and appreciated.

- The trainer pasts all the hand drawings on the big paper in a wholesome way. For example: the hand drawings can be combined to form the tail of a rooster or a peacock. They could form a big circle, or any shape that illustrates that all the children's contributions are vital for the completion of the portrait.
- The trainer makes sure that all the hand drawings have been pasted on the big paper.
- The trainer concludes "There is no extra or insignificant drawing in this beautiful portrait. Should any one of these hand drawings 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

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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 a reminder 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.