



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 Visual Impairments



«كن حراً»
«Be-Free»

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



**A Guide to a Specialized Training Manual
On Fundamental Protection Skills
For Children with Visual Impairment**

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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 mild 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 esteem 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 joyful, 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 or any other acts.

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 Joyful 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 manual

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 manual

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. Like clay in case children were expected to express their learning through molding.

Slogan of the Concept

In this guide, each protection concept is introduced as a slogan based on which children are trained. It is essential that 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.

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 esteem. 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

“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 or hanged on his nick.

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 right or left 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.
- Upon the end of this activity; the trainer concludes that all the children in this workshop are smart, strong and thus starts the "I am a Strong, Smart and Safe Child".

Main Activity

“I am special”

Objectives of the Activity

- To amplify the child’s self esteem 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

- Plastic eggs; corresponding to the number of children (small box or shaped papers can be used in case plastic eggs were not available).
- Small pieces of paper with the children’s names written on them.
- A basket.
- A paper crown with the statement “I am a unique child” printed on it using brail language.

Implementation Steps

- The children are seated in a circle.
- The trainer writes the children's names on small pieces of paper and puts them inside the plastic eggs. She proceeds by explaining to the children

“Every child is important , unique and possesses beautiful capabilities” She adds “ I inserted small pieces of paper that carry your names inside each plastic egg , I will ask you to take turns in drawing an egg and giving it to me , I will then read the name inside the egg out loud for all of you”

- Once she reads the name in the plastic egg, the trainer crowns the child with the paper crown that holds the statement “I am a unique child” and requests that each child shares something positive about the child in the crown, options may vary; a positive traits, skills or manners are all applicable.
- In case the children were uncertain what to say, the trainer can provide assistance by proposing affirmative statements like “You are our friend”, “ You are a strong, smart and safe child”, “you are a hero” , “You are brave” or any other assenting statements.
- The trainer ensures the participation of all children and that the activity is being executed in a fun and enjoyable atmosphere. She further ensures that no one child is being mocked, ridiculed or teased.
- A round of applause is given to the crowned child directly after the other children have shared positive statements about him.
- The activity continues as the crowned child draws an egg from the basket, gives it to the trainer who will subsequently read the name out loud. She crowns the child whose name appeared in the plastic egg and requests that each child shares something positive about him.
- The trainer begins by sharing something positive about the crowned child and then requests that the children take turns in sharing what they believe is positive about him (starting from right to left or from left to right) , it is essential that the trainer ensures everyone’s participation. It is also of importance that the children mention the crowned child’s name in every

statement, for example “ You are brave Ahmed” , “ You are smart Layla” , , “ You are polite Hashem” , “You are smart Maryam” , “You are unique Hashem” and so forth.

- At the end of this activity, the trainer concludes with simple affirmative statements like “Each one of you enjoys unique traits and beautiful capabilities. Each one of you is important and unique. You are all unique, strong and smart”.
- Upon termination of the activity the trainer repeats the slogan “**I Believe in My Capabilities and I am Proud of Who I am**” along with the children.

Evaluation Activity

At the end of the session, the trainer asks each child to verbally express his feelings using few words or a sentence if possible.

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

“Identifying Sounds”

Tools and Instruments

- A number of boxes commonly used in laboratories.

Criteria of choice would be their ability to generate sounds when filled with items such as: beans, sand, flour, pasta, lentils, paper, aluminum sheets, rice, beads or smellier material.

- The trainer ensures the availability of two boxes with smellier content to be used in matching sounds.

Implementation Steps

- The children are seated in a circle.

- The trainer welcomes the children and tells them “today we are going to play a fun game”.
- The trainer distributes boxes packed with variable contents and makes sure that none produces the same sound as the other when shaken in order to enable the children to distinguish between them.
- The trainer ensures that each two children receive a box of similar content.
- The trainer requests that each child brings the box close to his ear and shakes it in order to recognize and memorize the sound it produces.
- The trainer requests that each child (in turns) shakes his box loudly to enable all the children to hear the sound it generates. Afterwards, the trainer asks the children “which one of you has a box that generates a smellier sound when shaken”. She permits the children to listen to their own boxes one more time if needed.
- When the child finds his match (both with boxes of similar content), the trainer proceeds by saying “Mohamed and Samer have boxes that produce similar sounds” she adds “Now, share with us your favorite fruit”

- When both children have shared their favorite fruits, she proceeds with the activity by asking another child to shake his box loudly and try to find his match. She can ask both children to state their favorite game for example.
- The activity goes on as specified above; the trainer can ask each pair of children to share their favorite story, favorite character, favorite animal or other.
- The trainer makes sure that this activity is executed in a fun and enjoyable atmosphere.

Main Activity

“Husam, Samer and the 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

Three puppets representing the narrator, Samer, Husam . The trainer can prepare the characters using baize cloth.

Implementation Steps

- The trainer joins the children in a circle.
- The trainer poses the following 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 performs a play using puppets in order to communicate the concept of a good secret. She introduces the puppets to be used in the performance by their names and requests that each child touches and feels them to facilitate the delivery of the concept.
- The trainer begins by playing a dialog between the three characters using three different puppets.
- The characters are the narrator, Husam and Samer. The trainer changes her voice and her tone with the purpose of maintaining the children's attentions.

Part One: A puppet performance illustrating the meaning of a good secret.

Narrator: While Husam was setting in his room, his friend Samer entered the room.

Samer: Hello Husam.

Husam: Hello my friend Samer.

Samer: Husam, I have a secret to tell you.

Husam: Oh! Tell me, tell me quickly.

Samer: Our teacher is holding a party in the institute, I want us to buy a box of chocolate and surprise everyone. Please do not tell anyone about this.

Husam: Yes! Yes! I am happy with this idea.

The trainer discusses the following questions with the children.

- Does anyone of you like secrets?
 - What is the secret that Samer told Husam?
 - How you think Husam did feel when he was told the secret?
 - Was this a good secret or a bad secret?
 - Who would like to share with us a good secret that made him happy?
-
- The trainer discusses the concept with the children; she listens to their answers and allows each child an opportunity to state what he thinks. Further; she communicates her engagement/interaction through the tone of her voice.

Part Two : Situations illustrating the meaning of a bad secret.

- The trainer begins illustrating the concept of a bad secret and the feeling associated with it through presenting varies situations using puppets and a differing tone.
- The trainer poses some question following the presentation of each situation. Examples include: Was this a good secret or a bad secret? What is the feeling associated with this situation? She continues until the meaning of a bad secret and the feelings associated with it are fully communicated.

Situations that can be used in the above mentioned step:

- If somebody took your money/stuff, told you this is a secret and asked that you do not tell anyone.

- If somebody touched you in an inappropriate manner, told you this is a secret and asked that you do not tell anyone.
 - If somebody gave you money, told you this is a secret and asked that you do not tell anyone.
 - If somebody talked to us about inappropriate topics, told you this is a secret and asked that you do not tell anyone.
 - If somebody asked you to accompany them somewhere, told you this is a secret and asked that you do not tell anyone.
- The trainer discusses the previous situations with the children. She converses with them thoroughly, listens to their answers and shows respect and interest in each child. Further, she makes sure that she allocates sufficient time for every child to freely express himself. She ensures that each child fully understands the concept of a bad secret and the feelings associated with it like fear, distress and discomfort.
 - The trainer engages the children and requests that they state situations involving bad secrets. She listens to their contributions and gives them space to freely express themselves. Additionally, she makes certain that they have fully understood the concept of a bad secret.
 - The trainer poses the following question “who are the people that we can talk to about bad secrets” She listens to the answers given by the children and makes sure that they involve entrusted adults and not children of their age.
 - The trainer repeats the slogan **“I Do Not Allow Bad Secrets in My Heart”** along with the children. She emphasizes that children should tell any “Bad Secret” they know off to a parent, a teacher, an older sibling or any adult they trust.

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 love”

Tools and Instruments

- A small drum.
- A tape recorder.
- A cassette or a CD (if not available, the trainer can use any instrument that can make a sound).

Implementation Steps

- The children are seated in a circle.
- The trainer explains “I will give you one small drum. When I turn the tape recorder on, you will pass the drum between you from right to left or from left to right. For example: Samir holds the drum, he passes it to Samir whose is on his right and Samir passes it to Feras who is also on his right and so on.

- When the tape recorder is turned off, the child who holds the drum should pound the drum, stand up and share something he loves, for example “I love school”, “I love my mother”, “I love my friend”, “I love the sound of a roaster”, “I love the sound of rain” and so on.
- The trainer makes sure that all the children have participated in this activity. If deemed suitable, she can encourage the children to perform a motivational act like clapping three times, jumping up and down or any other act with the intention of adding fun and amusement to the process.

Main Activity

“A Trip to the Beach”

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 start the story: “The child Waleed was on a beach trip with his parents , his older brother asked his parents for permission to take Waleed to play in the sand”
- She adds “While Waleed was playing in the sand, his brother drifted away to play with his friends, and in few moments a stranger approached Waleed and said to him “I have some delicious sweets, would you like to try them with me? What do you say , let me take you to eat some””
- The trainer poses the following questions:

- What do you think Waleed did when offered sweets? Did he take them?
- What is the smart action that we should take, if we were in a similar situation?
- The trainer listens to the answers given by the children and allows them sufficient time to freely express themselves.
- After hearing from the children, she stresses the correct conduct whether or not it was mentioned by the children. She explains “Waleed is a smart child. Do you know how he responded to the stranger? He yelled No! No! No! I will not go with you” She further elaborates “Waleed’s brother heard him and rapidly came and informed his parents” Waleed is smart and he never accepts sweets or any other offering from a stranger.
- The trainer lays further emphasis on the correct behavior when faced with such situation. She stresses that; because Waleed is a strong, smart and safe child he yelled No! No! No! Loudly, the stranger escaped the scene.
- The trainer concludes “You are all strong and smart children who make good decisions, we will all yell No! Loudly like the smart child Waleed. The trainer playfully yells No! No! No! along with the children.
- The trainer repeats the slogan **“Say NO to Strangers”** along with the children.

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 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

“The Memory Game”

Tools and Instruments

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

Implementation Steps

- The trainer divides the children into three groups.
- She explains “I will mention different words including animals, fruits, vegetables and other” she further elaborates “ I will then ask you to help me remember what I said”

- The trainer begins by stating different words, for example: Rabbit, chicken, cat, horse, fish, turtle, banana, apple, orange, table, book, pen, chair.
- After reading the words in a clear way, the trainer asks each child to state at least one word from the list. If a child cannot remember any word , she provides assistance by reading the list again.
- She asks the children who have stated names of animals “what is your favorite animal, why?”
- She asks the children who have stated fruits “what is your favorite fruit, why?”
- She asks the children who have stated vegetables “what is your favorite vegetable, why?” and so on.
- At the end of the activity, the trainer speaks affirmative statements like “Good job!” or “Well done!”
- 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 ensures that no one child is being mocked or ridiculed.

Main activity

“I Recognize My Ownership over 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 children are seated in a circle on the floor.
- The trainer asks all the children to raise their hands. Afterwards, she asks them to put their hands on their legs and again on their heads, stomach and so forth.
- The trainer makes sure that all the children perform the moves she asked. She continues “Now I will raise someone’s hand or put my hand on his head, hand or leg. I want that child to answer my questions loudly in order to allow all the other children in the group to hear him”
- The trainer proceeds by raising the hand of a child in the group. For example she raises Mohamed’s hand. She asks him “whose hand is this” the child answers “This is my hand” the trainer then repeats loudly “Mohamed says

that this is his hand” she inquires again “Now, tell me, whose hand is this” the children respond “Its Mohamed’s hand” and so the trainer proceeds.

- The trainer poses another question “Can I say that Mohamed’s hand is my hand?”
- She poses another question “Can I take Mohamed’s hand for myself? Or can Mohamed’s hand be Sameer’s? (She can state the name of any child within the group)
- 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.

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 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 a “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

“Pouring Beans”

Tools and Instruments

- A small plastic pitcher.
- A thick plastic glass.
- Beans to be put in the pitcher, examples can be chick peas, green peas or red kidney beans.
- A cassette or a CD containing Music (or any other device that can produce sounds).

Implementation Steps

- The trainer joins the children in a circle on the floor.
- The trainer explains “ I will give each child a plastic glass to place in front of him on the floor”
- The trainer prepares a small plastic pitcher and fills it with quantities of chick peas, green peas and red kidney beans.
- The trainer explains “I will turn on the music and give the pitcher to you, the child who has the pitcher will pass it to the child on his right and so on until the music stops”
- The trainer further details “When the music stops, the child with the pitcher should pure some beans in the plastic glass in front of him”
- The trainer provides assistance if needed and makes sure that all the children have participated in the activity and that it was conducted in a fun and enjoyable atmosphere.

Main Activity

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

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”.
- To help the child understand the concept of “trusting ones intuition”.

Tools and Instruments

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

Implementation Steps

- The trainer seats the children in 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 God has endowed us with the blessing of intuition, she explains the concept of intuition and stresses that we should all trust our intuition and tries to link it with “touches”. She further states “You are smart , strong and unique children, and God has given you the unique gift of intuition , god has given all people this gift , but you are unique and therefore , you possess a stronger sense of intuition”
- The trainer asks “What is intuition?”
- The trainer listens to and validates all the answers.
- After discussing the previous question with the children , she proceeds for the following questions:
 - When we are frightened, what do we feel?
 - When we are hugged by our mother, father, grandmother or aunt, what do we feel then?
- The trainer explains that she will state a number of situations that could involve either good touches or bad touches and link them to the concept of intuition.
- She begins by stating examples illustrating a good touch and discusses them with the children.

Situations Involving a Good Touch

- Hammed met his friend Amer and shook his hand. Amer is happy and smiling. Is this a good touch or a bad touch?
- The grandfather hugged his grandchild Abdulla, Abdullah was very happy because he loves his grandfather. Is this a good touch or a bad touch?

- The teacher held Sami's hand and walked him to the school's garden, Sami was very happy with his teacher. Is this a good touch or a bad touch?
- The trainer tries to further elaborate on the subject in case a group of children categorized it as a good touch and others as a bad touch. After further explaining, the trainer asks the children one more time "Is this a good touch or a bad touch?" she stresses on the feelings associated with the touch.
- After that; she proceeds to discuss situations involving a bad touch.

Situations Involving a Bad Touch

- When somebody hugs us and we feel distressed. Is this a good touch or a bad touch?
- When somebody holds our hand in a way that makes us feel uncomfortable. Is this a good touch or a bad touch?
- The trainer listens to the answers of the above questions. She associates the concept of a touch with intuition and stresses " God has given each of us the feeling of intuition in order to let us know what is uncomfortable and brings about feelings of fear, sadness and distress" she adds "These feeling can sometimes be in the form of butterflies in our stomach , our knees or our body"
- The trainer poses the following questions and facilitates a discussion:
 - Should we keep these distressing feelings to ourselves, or get rid of them?
 - Should we talk? To whom?

- The trainer stresses if someone touched our body in a place that we know is uncomfortable or if someone asked us to do something we know is uncomfortable ; our intuition will tell us and we should always trust it”
- 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

“I am Creative”

Objectives of the Activity:

- For the child to understand that people process thoughts differently in attempts to find solutions.
- For the child to learn to appreciate others, the way he would like to be appreciated.

Tools and Instruments

Cards with the specific questions printed on them for the trainer’s use. The questions are as follow:

- What will happen if the sun turned cold?
- What will happen if the sea was made of chocolate?
- What will happen if people could fly?
- A box or a basket to place the cards.

Implementation Steps

- The trainer places the children in three groups.
- The trainer prepares cards with different questions printed on them. The questions should help the child to be creative and make use of his imagination.
- The trainer draws the questions from the box and assigns each question to a group. For example; group one is assigned “ What will happen if the sun turned cold?” group two is assigned “What will happen if the sea was made of chocolate?” and group three is assigned “What will happen if people could fly?”
- The trainer explains that each group should answer the question assigned to it in a creative way using its member’s imagination.
- The trainer allocates sufficient time for all groups to answer the questions. If any child inquired about the meaning of the question, the trainer encourages him to use his creativity and imagination.
- At the end of the time allocated for this step, the trainer requests that each group states the answers they arrived at.
- The trainer ensures that the activity is executed in an amusing and enjoyable atmosphere and that all the odd answers are taken in a fun way and seen to stimulate creativity.
- Upon the completion of the previous step, the trainer concludes that “Everyone acts differently in different situations because they process thoughts differently”.

Main Activity

“Similar Touches”

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

- Cards with different materials attached to them. The materials should feel different when touched by children (Wool, Macaroni, Cotton, sponge...). The trainer prepares two cards of each material.
- A box that contains the same materials for the use of the trainer.
- The trainer prepares a number of situations that are considered hard for children, the following are examples of such situations; the trainer is of liberty to choose situations that she believes are more relevant to the children in the group:
 - When something I like is lost;
 - When I cannot prepare something my teacher asked me to;
 - When my mother is ill;
 - When I lose in a contest;
 - When I do something wrong and my mother scolds me;

- When my exam grades come out poorly;
- When my father is upset with me.

Implementation Steps

- The trainer joins the children in a circle.
- 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 explains “We are going to play a game, I will distribute among you cards with different materials attached to them and therefore will feel differently when you touch them”. It should be noted that the cards should feel distinct in order to ease the process for the children, some can have wool attached to them, and other can have sponge, macaronis or other distinguished materials.
- The trainer takes the number of children into account while preparing the cards as to have the same type of material on two cards.
- The trainer draws one card from the box. For example: wool, she will subsequently ask “Who has wool?” two children will have wool as each material is attached to two cards.
- The trainer requests that the first child states a situation that can be hard for children and the second should think about it and say how the child will act if he was to think with a smile. The trainer stresses that the children should think thoroughly before they answer.

- The trainer begins by reading different statement illustrating hard situations; she asks the children to think with a smile and try to figure out what are the positive alternatives that they could opt for. To illustrate: “when our scores in the English exam come back 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 better grades in the next test”.
- The trainer states a negative situation (from the cards) and discusses 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 were to 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 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 reads the first sentence of the situation, as follows: (when a toy we received as a present breaks _____) and allows them to complete the sentence with their choice.
- The trainer makes sure that all the children have completed the sentence with a positive action.

- The trainer moves to another negative statement like (when my father is upset with me _____) and allows the children to complete the statement.
- The trainer repeats this activity within the allocated 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?”

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

“My Favorite Fruit”

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.
- She explains the activity “Each one of you will choose a fruit that he believes is the best fruit and share with us why he believes so”
- The trainer stresses that all the children should listen with respect to their peer’s opinions. She further adds that through this activity they can discover new dimensions in these fruits, ones they might not have paid attention to in the past.

- The trainer allocates a short period of time for the children to select a fruit.
- The trainer begins with the child on her right/left and makes sure that all the children have participated. The children give each child a round of applause upon the completion of his participation. The trainer makes sure that the activity is executed in a fun and enjoyable atmosphere.
- The trainer concludes as follows “There is beauty in everything around us , but sometimes we need to pay closer attention to be able to see them”

Main Activity

“The Beautiful Design”

Objectives of the Activity

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

Tools and Instruments

- Beads, large pieces of macaroon, small pieces of plastic with holes in the middle, rapped papers or any other objects that can be bind using a thread.
- A thread to connect the above mentioned. (Shoe strings can be used in this activity as well)
- A basket.

Implementation Steps

- The trainer joins the children in a circle.
- The trainer explains that everybody will participate in this activity, she mentions the tools and materials used in the activity and informs the children that they will all join together to design something similar to a necklace.
- She begins by allowing each child to touch and feel all the materials to be able to identify them.

- The trainer gives the first child the thread and presents him with a basket of all the above mentioned materials; he should feel the materials and decide which one/ones to thread (depending on the number of children).
- When the first child is finished, he passes the thread and the basket to the child next to him, and so forth until all the children have contributed.
- Upon participation of every child the trainer shares “Now, with your beautiful participation we have something similar to a necklace constituted of all the materials you have chosen”
- The trainer gives the necklace to the first child to feel it and realize it, he will then pass it to the child next to him until all the children have touched and felt the art they have participated in producing.
- The trainer stresses “each piece inserted in this necklace made it whole and complete, each child added uniqueness to this piece and only with all of your contribution we received such a whole and beautiful design”
- The trainer poses the following type of questions, discusses them with the children and builds on them. “What if Mohamed did not insert a bead, will this necklace be whole?” and so on.
- 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.

Evaluation Activity

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

Appendix

Artistic Activity: The Paper Crown

This activity attempts to reinforce children's self esteem 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 preferably in brail language, 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".

Supplementary Preliminary Activity

“A Birthday under Water”

Objectives of the Activity

- For the child to feel that he is an important element in presenting creative thoughts and that what he presents is vital in creating innovative ideas.

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 “You will all contribute with your beautiful thoughts to come up with innovative ideas”
- The trainer asks “If we were to have a birthday under water, who can tell me how that would be?”
- To communicate the idea more clearly, she can ask the following questions:

- How can we build a table underwater?
- What can we do to prevent the cake from melting underwater?
- How can we set in the bottom of the sea?
- How can we keep the candles lit?
- Thus can the trainer keep the children excited and encourage them to come up with creative ideas.
- The trainer welcomes all the answers and ensures that all the children have participated in the activity. In case a child is faced with difficulties producing an idea, the trainer provides assistance and encouragement.
- The trainer makes sure that no one child's contribution is being mocked or ridiculed even if the sentence donated appeared to be irrelevant. She stresses that the beauty of this game is the ability of each child to generate creative ideas even if it was unexpected or odd which can only add more fun to the process.
- The trainer concludes that all the ideas donated by the children are equally important. Should there be any one missing, the underwater birthday idea cannot take its present form.