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# Fostering Social Cohesion in Schools & Beyond

A Comprehensive Toolkit for K-12

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# About International Alert

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International Alert works with people directly affected by conflict to build lasting peace. We focus on solving the root causes of conflict with people from across divides. From the grassroots to policy level, we bring people together to build sustainable peace.

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## About the project

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This Toolkit was produced within the framework of the Nataf3al project, which aims at increasing access to school and enhancing social cohesion in Lebanon. The project strengthens cohesion through the promotion of the community school model, which emphasizes the importance of a safe and welcoming school environment, a shared sense of belonging to the school community and active measures to prevent violence. The project is funded by Agence Française de Développement (AFD) and implemented by the Norwegian Refugee Council, Ana Aqra Association, Amel Association and International Alert. The toolkit is in collaboration with the Center for Educational Research and Development (CERD) under the leadership of Professor Hiyam Ishak.

## Acknowledgements

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This Toolkit was developed by Rasha Halat and Caline Saad, and revised by Sayde Francis, Head of the Psychosocial Department of the Center for Educational Research and Development (CERD), Manal Moufarrej (Translator), Maria Geagea (Gender Specialist) and Ilina Slavova (Senior Conflict-sensitivity Advisor). Feedback from teachers in three public schools was collected through focus group discussions in preparation for the toolkit piloting during retention support activities.

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**Developed and Written by Rasha Halat and Caline Saad**

**Layout: LEOCEROS**

***This guide is part of the Nataf3al project implemented by International Alert in Lebanon.***



This photo was captured by Caline Saad. It shows the phrase "Social Cohesion" hung on a wall in Bourj Hammoud School to welcome visitors. As part of the project, the students, caregivers, teachers and school director collaborated in preparing it for the end of year celebration that was joined by all families from both shifts.

# Background to the Toolkit

This toolkit aims to support educators, administrators, school leaders, community leaders, schools, and NGOs to strengthen social cohesion in schools or other learning spaces by enhancing students', teachers' and caregivers' sense of belonging to the school community and prevent violence. It is developed within the framework of the Nataf3al project implemented by a consortium of organizations: The Norwegian Refugee Council (NRC), Amel Association, Ana Aqra Association and International Alert (Alert). The project has a multi-dimensional focus with components on education, water, sanitation and hygiene (WASH), and social cohesion. The project was implemented between 2021 and 2024 in 40 public schools in vulnerable communities spread out across Lebanon's five governorates.

As a peacebuilding organization, Alert works with all community members to address the root causes of conflict and social tensions and contribute to social stability. Alert draws on best practices in peacebuilding to support its education partners to conduct context analysis, develop and pilot activities to prevent violence in and around schools and create a sense of belonging to the school community. Alert also engages with partners to generate evidence of what approaches and tools are effective in strengthening social cohesion in schools. Along with specific activities with caregivers, teachers, non-teaching staff, school directors and students, Alert also encourages a participatory approach to developing school rules and creating a safe, welcoming and inclusive school environment.

The development of this toolkit builds on existing toolkits used by Nataf3al partners (the Quality Learning and Teaching, and the Better Learning Programme) and the national Socio-emotional Learning Framework (SEL) designed by the Centre for Educational Research and Development (CERD). The toolkit is aligned with the Child Protection Policy approved by the Lebanese Ministry of Education and Higher Education (MEHE) and the Ministry of Social Affairs. By providing educators with a set of activities that create protective environment for children and strengthen their SEL skills, this toolkit seeks to contribute to the wellbeing and healthy relations of students and teachers in every school community. The toolkit was informed by a needs assessment and a context analysis conducted in 13 public schools targeted by the Nataf3al project.

A draft version of the toolkit was discussed with teachers in three of the schools, thus ensuring the activities are tailored to teachers' understanding of the topics and their students' needs. Based on the input of the teachers, the sequence of activities was validated, and additional details were added. The toolkit activities were piloted during the intensive summer cycle offered in schools in Lebanon for retention support.

The final version of the toolkit was produced after thorough discussions held among all stakeholders: administrators, educators, and staff working with children and for children.

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# Introduction to the Toolkit

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The Social Cohesion Toolkit is a comprehensive resource designed to promote and foster social cohesion in learning spaces within diversified communities. The toolkit includes assessment tools, activities, and strategies that can be implemented at different levels by different stakeholders to create a more inclusive and cohesive environment.

## What is in this toolkit?

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The Social Cohesion Toolkit is comprised of several components that work together to promote social cohesion within a school and its surrounding community. One of the primary components is the assessment tools, which enable educators and administrators to evaluate the existing levels of social cohesion and identify areas that need improvement. These tools are essential for creating targeted interventions that address the specific needs of a particular community.

The toolkit also includes a wide range of activities that can be used at the school level by different stakeholders, including teachers, staff, and students. These activities are designed to promote communication, empathy, and understanding between different groups within the community and encourage students to engage in positive behaviors that foster a sense of belonging. For example, activities may include group discussions, team-building exercises, or cultural events.

In addition to these activities, the toolkit includes strategies for engaging with the broader community through community service projects or partnerships with local organizations, for example. These strategies help to create a

sense of unity and shared purpose between the school and the surrounding community.

## Who is it for?

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The Social Cohesion Toolkit is designed for a range of different stakeholders, including educators, administrators, school leaders, community leaders, schools, and NGOs. It is essential for anyone who is invested in promoting social cohesion and creating a more inclusive and welcoming environment. Educators and school leaders can use the toolkit to develop strategies and activities that promote social cohesion within the school community. Community leaders and NGOs can use the toolkit to collaborate with schools and promote social cohesion within the broader community.

Using the toolkit at all levels of a school community is essential because it ensures that everyone is working together towards a shared goal. By involving all students, teachers, staff, and community members, schools can create a sense of ownership and investment in promoting social cohesion.

## How is it to be used?

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Using the toolkit **requires commitment from all members of the school community**. Schools must prioritize social cohesion as a key value and make it a central part of their mission and vision. By incorporating social cohesion into their broader goals, schools can ensure that it remains a top priority over the long term.

For optimal use of the toolkit, it is essential for schools, educational centers, and other organizations to **utilize all its components**. The initial step involves a comprehensive evaluation of social cohesion among all stakeholders through the use of the assessment tools designed for both educators and students.

The analysis of the assessment results needs to focus on the different indicators highlighted in the assessment tools and how well each one is met. Following the initial assessment, the **institutions need to launch training for all stakeholders on the activities in the toolkit in the order they are presented**. Each organization needs to make sure that they work first on creating a platform for all the stakeholders to get to know each other through the first set of activities under each section. Following that initial phase, they need

to work on building a sense of belonging and trust through team-building activities. The last group of activities that need to be worked on are those that aim at building agency among the children and teachers. Along with the activities that target all stakeholders within the school, the toolkit provides strategies and community engagement tools, enabling educational institutions to build their ties with the wider community.

The toolkit should be used in conjunction with other assessment to evaluate the effectiveness of interventions and identify areas that require additional support. Regular evaluation would help ensure that the toolkit remains relevant and effective in promoting social cohesion over time.

## What is Social Cohesion?

Social cohesion is a comprehensive, dynamic, and multifaceted concept that has been explored and defined by various scholars and organizations, each emphasizing different aspects of this intricate term.

The understanding of this concept has evolved over time, with a progressive focus on its multidimensionality, incorporating a wide array of social, institutional, and interpersonal factors. Building on the definitions and perspectives of researchers in the field, **social cohesion** can be defined as a multidimensional and dynamic process that **involves the creation of a sense of shared identity, mutual trust, and belonging to a particular group, as well as the development of social institutions and structures that promote social inclusion, fairness, and equity**. This broad perspective encompasses interpersonal relationships,

shared values and beliefs, social norms, and mutual trust among group members. The concept also highlights institutional structures, and civic engagement with the larger community. As such, social cohesion is a key component for promoting unity and connectedness within a group or society, and it contributes to the promotion of social inclusion, equity, and justice.

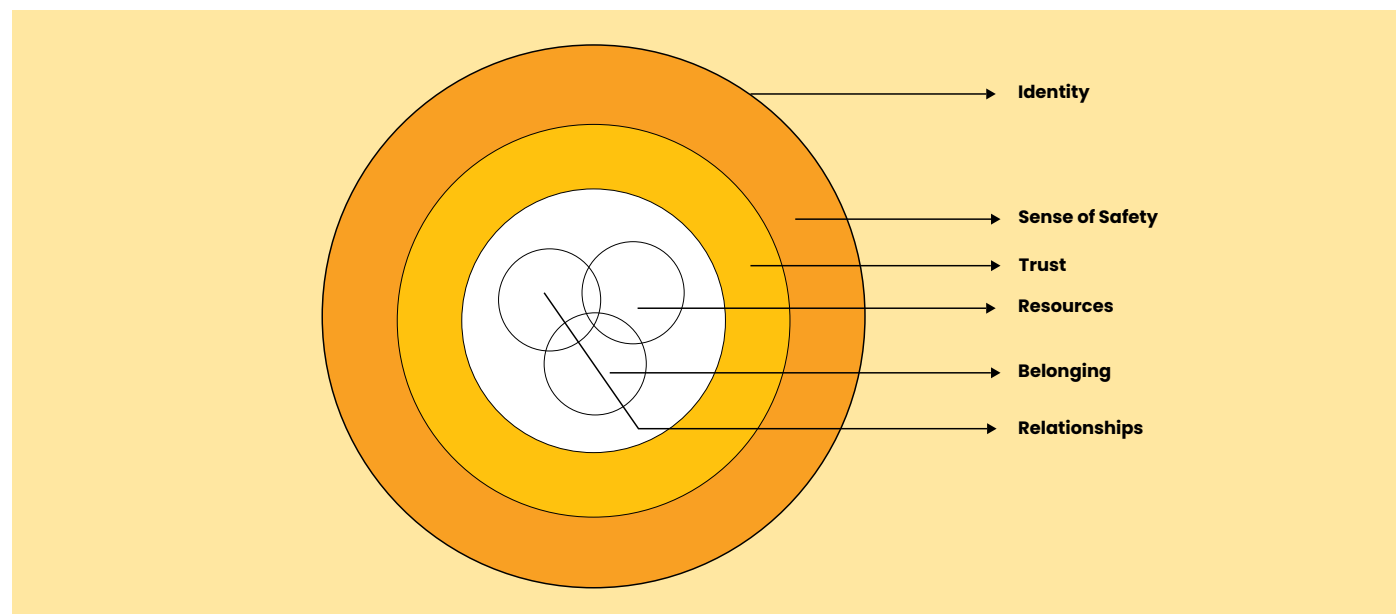


## The Main Pillars of Social Cohesion

The main pillars of social cohesion can be thought of as the key factors that contribute to a sense of unity and shared purpose within a group or society. According to the literature, these pillars include relationships, trust, resources, belonging, and identity (Baylis, Beider & Hardy, 2019; Kim, Sheely & Schmidt, 2020).

- **Relationships:** Positive and supportive relationships among individuals are essential for building social cohesion. Schools and communities can foster these relationships by promoting teamwork and collaboration, and by creating opportunities for individuals to interact and get to know each other.
- **Trust:** Trust is another important component of social cohesion. Individuals need to trust each other in order to work together effectively and to feel a sense of security within their environment. Trust can be built through open communication, transparency, and a shared sense of purpose.
- **Resources:** Access to resources such as education, healthcare, and economic opportunities is essential for building social cohesion. Addressing social inequalities and promoting equal access to resources can help to reduce social divisions and promote a sense of shared responsibility.
- **Belonging:** A sense of belonging and connection to one's environment is crucial for promoting social cohesion. Schools and communities can foster a sense of belonging by creating a welcoming and inclusive environment that values diversity and provides opportunities for individuals to interact with each other, participate in a variety of activities and contribute to the common good.
- **Identity:** A shared sense of identity or common purpose can also contribute to social cohesion. Schools and communities can promote a sense of shared identity by emphasizing shared values and goals, and by creating opportunities for individuals to work together toward common objectives.

By addressing these key pillars of social cohesion within schools and communities, educators and community leaders can promote a more cohesive and unified society<sup>1</sup>.



**Understanding group identity through underlying layers of relationships, individual identities, and resources.**  
Designed by Caline Saad.

## How to Achieve Social Cohesion?

Achieving social cohesion is a multifaceted and complex process that requires working on different layers to create a school community that is inclusive, supportive, and respectful of diversity. To achieve this, it is necessary to invest in capacity building for all stakeholders, including administrators, teachers, staff, and parents.

Creating a school community is a crucial step in promoting social cohesion. Schools can foster a sense of community by creating opportunities for students to connect with each other, promoting a shared vision and values, and encouraging active participation in school activities. This can be achieved through the development of student councils, clubs, and organizations that bring together students with shared interests and values. It is also important

to ensure that all students feel included and valued, regardless of their background, by promoting diversity and inclusion and creating a positive school climate that celebrates differences.

Capacity building for all other stakeholders within the schools is also essential for achieving the goal at hand. Administrators and teachers need to be trained on the principles and practices of social cohesion, including the importance of diversity, empathy, and understanding. They need to be equipped with the skills and knowledge necessary to promote positive intergroup relations, resolve conflicts, and create an inclusive and supportive school environment. Staff and all other workers at school should also be trained on the principles of social cohesion and encouraged to contribute to creating a positive school climate.

<sup>1</sup> The literature sources, such as Boehnke and Richter (2017), Jenkins and Smyth (2010), and the National Association of School Psychologists (2019), provide more detailed guidance and strategies for promoting social cohesion within different contexts.

Parents also play a critical role in promoting social cohesion. They need to be engaged in the school community and encouraged to participate in school activities. Parents can be involved in creating and implementing policies and programs that promote social cohesion, such as parent-teacher associations or family engagement programs. It is also important to provide parents with training on the principles and practices of social cohesion, including the importance of diversity, empathy, and understanding.

In summary, achieving social cohesion requires working on different layers to create a school community that is inclusive, supportive, and respectful of diversity. This can be achieved through creating a sense of community, promoting diversity and inclusion, and investing in capacity building for all stakeholders, including administrators, teachers, staff, and parents. By doing so, schools can create a positive school climate that fosters positive intergroup relations, resolves conflict and promotes social cohesion.

## Social Cohesion in Our Context

### Context Overview

The need for social cohesion is crucial, especially in contexts like Lebanon, which has been affected by multiple crises that enhanced the polarization of the different groups within the very complex Lebanese social tapestry. Lebanon has been facing economic, political, and social challenges, including the COVID19- pandemic, the Syrian refugee crisis, and the Beirut port explosion. These crises have had their toll on the whole Lebanese society, and have led to further polarization among the already fragmented pieces. Based on all the unprecedented social and economic upheavals, there is an urgent need for promoting social cohesion to help bridge the gaps and promote a sense of unity and togetherness among different groups.

A good starting point to create social cohesion bonds would be educational institutions. Schools play a critical role in promoting social cohesion, particularly in contexts like Lebanon where public schools serve students from diverse backgrounds, including Syrian

refugees in the afternoon shift. Schools can serve as important sites for promoting positive intergroup relations, building social capital, and fostering a sense of belonging and inclusiveness. Schools can also provide opportunities for promoting dialogue, understanding, and empathy among different groups, which can help reduce prejudice and promote positive attitudes toward diversity.

Therefore, schools in Lebanon (and in any other similar context) have a critical role to play in promoting social cohesion and fostering a sense of unity and belonging among all their students, regardless of gender. Schools can adopt a range of approaches, such as the ones mentioned earlier, as well as specific strategies like the ones that will be presented later. By promoting social cohesion within schools, Lebanon can foster a sense of unity and togetherness among its diverse population, which is essential for building a more peaceful and stable society.

## The Adopted Framework

One framework that is inclusive of all the indicators of social cohesion that were pointed out above is the “Binding - Bonding - Bridging and Alliance Building” which was inspired by Putnam’s framework (Putnam, 2000, CRS, 2017). Putnam’s approach has been adapted in various ways in social and political science research and community development initiatives.

The first level of social cohesion in this framework is “Binding.” This level refers to the sense of identity at the individual level. To promote binding, schools can create a strong sense of identity through self-awareness activities that target the staff, educators, and children and help them develop self-awareness. This can be achieved through getting the students to identify their own special traits and acknowledge their own emotions. These activities can help foster a sense of identity and belonging among students.

The second level is “Bonding”. At this level, schools need to work on the development of social ties and relationships between members of their community.

Bonding can be fostered through activities that encourage students to develop close relationships with each other through shared experiences and activities. To achieve that end, schools and organizations can work on team-building activities, group projects, and other collaborative activities that require students to work together towards a common goal. Through such activities, students will be able to build strong relationships and develop a sense of trust and cooperation all of which are key for the development of social cohesion.

The third level is “Bridging”, which refers to the connections and relationships between

different groups or communities. Bridging can be encouraged by creating opportunities for interaction and communication between different groups of students and other community members. To achieve that end, schools and other organizations need to design activities that bring together students from different backgrounds, such as cultural festivals or social events.

By promoting interaction and communication, schools can help break down barriers and promote understanding between different groups.

At the final level of “Alliance Building”, the aim is to develop partnerships and networks between different groups or organizations. At this level, schools and organizations need to go beyond their walls and should work with other community organizations, businesses, and other local and governmental institutions to promote social cohesion. This can be achieved through partnerships that promote community engagement, social responsibility, and shared goals. By building alliances, schools can help promote social cohesion at the community level.

The “Binding - Bonding - Bridging and Alliance Building” framework provides a comprehensive approach to promoting social cohesion within schools and between the schools and the community.

By focusing on acknowledging one’s own identity, building a strong sense of community, fostering relationships, promoting interaction and communication between different groups, and developing partnerships with community organizations, schools can create an environment that promotes social cohesion and supports the well-being of all students.

# Inclusivity within the Toolkit

The Social Cohesion Toolkit, integral to the Nataf3al project, represents more than just a manual; it's a blueprint for fostering an inclusive, community-centered educational environment. Termed a 'community school model', this approach resonates with the concept of a neighborhood school where inclusivity isn't just a feature – it's the core.

At the heart of this toolkit are 54 meticulously designed activities, segmented across the three educational cycles. For each cycle, six activities are dedicated to cultivating relationships, another six to nurturing team spirit, and the final six in each set focus on empowering students by giving them agency and influence in their contexts.

This structure is carefully crafted to ensure that inclusivity is woven into the fabric of every activity, even if not explicitly stated. Due to the toolkit's comprehensive nature, several stakeholders, other than students, are addressed in it.

Through its holistic approach, the toolkit encompasses a range of activities that aim at empowering teachers, non-teaching staff, principals, supervisors, community members, and caregivers. This broad engagement ensures that the benefits of the toolkit extend beyond individual students to the community at large. Thus, the toolkit transcends traditional educational boundaries, creating a cohesive and inclusive environment that benefits not only individual students but also the community at large.

Another key strength of the toolkit lies in its adaptability to accommodate children with diverse physical and emotional needs and

challenges. The activities are designed to be inclusive, allowing for modifications so that every child can participate fully.

Teachers are equipped with strategies to seamlessly integrate all students into these activities, ensuring no one is left behind due to physical or emotional constraints.

While the toolkit doesn't directly address learning challenges or disabilities in a conventional sense, it offers something equally vital – a social accommodation that resonates with the diverse needs of communities in Lebanon.

Tailored to the unique context of public schools and informed by a comprehensive needs assessment phase, the toolkit champions social growth, ensuring every student's voice is heard and valued.

Our commitment to inclusivity extends to adopting a gender-sensitive stance where gender inclusivity is a cornerstone of the toolkit. While the toolkit adopts a gender-neutral approach in its activities, there is a conscious effort to incorporate a gender lens, addressing the specific needs and perspectives of all genders, promoting gender equality.

This is done sensitively, respecting cultural norms while ensuring that girls and boys have equal opportunities to participate and benefit. Regular annotations in the activities guide teachers on how to apply this gender lens effectively.

Moreover, we consciously avoid reinforcing cultural norms that impose different educational needs on all students despite their gender.

All activities are designed for universal participation, fostering a change in behavior that elevates trust and confidence in one's environment and promotes the ownership of both genders of their academic and social roles.

In addition to the above levels of inclusivity, the toolkit redefines the school not just as a learning space but as a hub for social relationships and norms. The aim behind the toolkit activities is forming long-term, sustainable socialization

processes. The focus on long-term implementation by community focal points rather than external guests, underscores the toolkit's commitment to sustainability and inclusive social development.

In summary, the Social Cohesion Toolkit is not just an educational resource; it is a blueprint for creating inclusive, empowering, and culturally sensitive educational environments.

By fostering universal participation, respecting diversity, and empowering all students, the toolkit activities are not only meant for educating the students– they are laying the foundation for a more inclusive, understanding, and cohesive society.

## Social Cohesion Assessment Tools

### How to Use Assessment Tools?

The Social Cohesion Assessment Tools aim to assess the overall sense of community and interconnectedness in educational institutions. Both tools have been developed to capture the students' and teachers' perspectives on social cohesion within their context, and thus assess the level to which social cohesion is attended to within that context. These tools evaluate six fundamental pillars of social cohesion:

Relationships, Trust, Resources, Belonging, Identity, and Sense of Safety.

### Utilizing the Tools

Academic institutions and organizations should employ these tools at the start of the academic year to establish a baseline understanding of the institutions' level of social cohesion.

Following each subsequent intervention designed to improve social cohesion, the tools

need to be reused to measure the effectiveness of each initiative and highlight areas that may require further attention.

It is essential that all members of the school community – both teachers and students – participate in these assessments. Schools should reassure participants that their responses will be kept confidential and will not have any adverse implications on them.

The students' tool has been designed to be child-friendly, using simpler language and containing fewer items under each pillar than the teachers' tool. Given that children may have varying comprehension levels, some may require support in understanding and answering the items. Staff who administer the tools need to ensure that this assistance is available to students who need it.

## Interpreting the Results

Once the assessments are completed, schools should gather the responses while keeping the identity of the respondents private. This process reassures participants that their responses will not be linked back to them. Then, the responses from all participants should be combined to provide an overall picture of the school's social cohesion status.

With students using a three-point scale (Agree, Neutral, Disagree) and teachers using a five-point Likert scale, higher average scores under each pillar represent a positive state of social cohesion related to that aspect. Conversely, lower average scores may highlight areas that need attention. As a rule of thumb, for students, if more than 30% of responses disagree or are

neutral on an item, this could be indicative of an area of concern. For teachers, a mean score below 3 could be interpreted similarly.

Lastly, staff using the tools need to examine the variation in scores. High variability might suggest differing experiences within the school community, which warrant further exploration. By using these tools periodically, schools can track progress, evaluate the impact of interventions, and adapt strategies as necessary. These tools are invaluable for fostering a sense of unity, promoting mutual understanding, and creating a more supportive and inclusive learning environment.

**For the detailed scores, check the appendices.**



# Students' Assessment Tool

As part of the Nataf3al project, we want to know what students think of the school environment. Please answer these questions to the best of your ability. You do not have to write your name on the sheet. Please try to be completely honest. This will help us learn more about you and about your school, so that we can help improve the school environment for you.

If you have any questions, please ask your teacher or the person helping with this survey.

Choose the answer that applies to you.

Student ( Optional ): _____	Sex <input type="checkbox"/> Female <input type="checkbox"/> Male
Grade: _____	Nationality <input type="checkbox"/> Lebanese <input type="checkbox"/> Palestinian <input type="checkbox"/> Syrian <input type="checkbox"/> Other



## Student Assessment Tool Instructions

### Cycle of Activities:

Conduct student assessments before and after activities (pre- and post-assessments) to evaluate changes in perceptions of social cohesion.  
It is recommended that you use all activities from the toolkit over the course of several months.

### Scoring Instructions:

#### 1. Individual Scoring (Per Student):

Each student responds using the following scale:

- **Strongly Agree:** for each pillar refer to annex to identify the answer score points (1,2 or 3)
- **Not Sure:** for each pillar refer to annex to identify the answer score points (1,2 or 3)
- **Strongly Disagree:** for each pillar refer to annex to identify the answer score points (1,2 or 3)

Calculate the total score by adding the points for all items related to each social cohesion component (pillar).

**The highest possible score per student is 144 points.**

#### 2. Class Average Scoring (Per Class):

- Add up the total scores of all students to get the total class score.
- Divide this total by the number of students who completed the assessment to determine the average score.

To determine which pillars of social cohesion were most affected by the activities, calculate the average score for the class per category.

### Confidentiality:

Ensure that student responses remain confidential to maintain a safe and supportive assessment environment.



**Choose the answer that applies to you.**

## 1. Relationships


1. I have many friends.


 Strongly Agree

 Not sure

 Strongly Disagree

2. All my friends are from my neighborhood.

 Strongly Agree

 Not sure

 Strongly Disagree

3. My friends are the same ones inside and outside school.

 Strongly Agree

 Not sure

 Strongly Disagree

4. I play with other kids at school.

 Strongly Agree

 Not sure

 Strongly Disagree

5. I play with the same friends inside and outside school.

 Strongly Agree

 Not sure

 Strongly Disagree

6. I know my teachers well.

 Strongly Agree

 Not sure

 Strongly Disagree

7. I can talk to all my teachers in a friendly way.

 Strongly Agree

 Not sure

 Strongly Disagree

8. My teachers do different activities with us.

 Strongly Agree

 Not sure

 Strongly Disagree



## 2. Trust

---

9. I can tell my teacher(s) about my problems.

 Strongly Agree


 Not sure

 Strongly Disagree

---

10. I can tell the principal about my problems.

 Strongly Agree

 Not sure

 Strongly Disagree

---

11. I can share my personal stories with many people at my school.

 Strongly Agree

 Not sure

 Strongly Disagree

---

12. I feel very close to the students in my class.

 Strongly Agree

 Not sure

 Strongly Disagree

---

13. My friends at school are my secret keepers.

 Strongly Agree


 Not sure

 Strongly Disagree

---

14. I can talk about myself easily with those who are not my best friends.

 Strongly Agree

 Not sure

 Strongly Disagree

---

15. I sometimes get afraid that some students will make fun of me.

 Strongly Agree

 Not sure

 Strongly Disagree

---

16. Some teachers allow students to make fun of each other.

 Strongly Agree

 Not sure

 Strongly Disagree

---



## 4. Belonging

---

25. In my family, we all spend good times together.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

26. My family can come to the school any time they like.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

27. In our school, we are one big family.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

28. I want to stay in this school till I finish my education.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

29. In the town where we live, all people help each other.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

30. I know that if my family and I face a problem, there will be someone outside my family who will help us.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

31. I want to stay in this town with my family.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---



### 3. Resources

---

17. I get everything I need from the school.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

18. The school takes care of us and our well-being.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

19. The place my family and I live in is good enough for living.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

20. My family and I get all what we need from groups and organizations around us.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

21. The area my family and I live in is safe.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

22. My family and I know the people in the town we live in.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

23. My family and I know where to go for what we need, if we ever need help.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

24. My family and I can go to public places in my area.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---



## 5. Identity

---

32. My friends and I have a lot in common.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

33. This school is my second home.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

34. All the students at our school think of how they can help each other.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

35. When I work in a group with other students, I usually think of myself first.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

36. I always name the town I am living in when they ask me, "Where are you from?"

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

37. I think the place my family and I are living in is a temporary place.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---

38. I would like to go to the original place where my parents came from.

👍 Strongly Agree

👉 Not sure

👎 Strongly Disagree

---



## 6. Sense of Safety

---

39. I feel safe when I'm on my way to school.

 Strongly Agree

 Not sure

 Strongly Disagree

---

40. I feel safe at school.

 Strongly Agree

 Not sure

 Strongly Disagree

---

41. All students respect each other at my school.

 Strongly Agree

 Not sure

 Strongly Disagree

---

42. All students respect each other in my class.

 Strongly Agree

 Not sure

 Strongly Disagree

---

43. Other students at the school often make fun of me.

 Strongly Agree

 Not sure

 Strongly Disagree

---

44. I don't like to go to school every day because some students bully me and my friends.

 Strongly Agree

 Not sure

 Strongly Disagree

---

45. If other students bully me, I can ask for help at school.

 Strongly Agree

 Not sure

 Strongly Disagree

---

46. If I face a problem with other students at school, there is one teacher/staff member that I can talk to.

 Strongly Agree

 Not sure

 Strongly Disagree

---

47. There is a system at school that allows us to report problems.

 Strongly Agree

 Not sure

 Strongly Disagree

---

48. My parents come to the school every time I have a problem with other kids.

 Strongly Agree

 Not sure

 Strongly Disagree

---

# Teachers' Assessment Tool

Questionnaire is designed to help us understand teachers' reflection regarding the social climate at their school. Teacher through this questionnaire will reflect on the status of each pillar.

**(No right and wrong answers- toolkit does not include a scoring scale for teachers tool)**

After completing the "Biodata" section, try to answer each question in the best way you can. For each item, choose one of the following answers:

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

**All the respondents' answers will stay anonymous.**

Biodata				
Sex	<input type="checkbox"/> Female	<input type="checkbox"/> Male		
I teach	<input type="checkbox"/> Math	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Arts or Sports	<input type="checkbox"/> Other
	<input type="checkbox"/> Science	<input type="checkbox"/> Arabic	<input type="checkbox"/> A second language	
Years of experience	<input type="checkbox"/> This is my first year	<input type="checkbox"/> 1 - 3 years	<input type="checkbox"/> 4 - 6 years	
	<input type="checkbox"/> 7 - 10 years	<input type="checkbox"/> 11 - 15 years	<input type="checkbox"/> 16 - 20 years	
	<input type="checkbox"/> More than 20 years			
Years at this school	<input type="checkbox"/> This is my first year	<input type="checkbox"/> 1 - 3 years	<input type="checkbox"/> 4 - 6 years	
	<input type="checkbox"/> 7 - 10 years	<input type="checkbox"/> 11 - 15 years	<input type="checkbox"/> 16 - 20 years	
	<input type="checkbox"/> More than 20 years			

*(Mark only one choice)*



**Choose the answer that applies to you.**

## 1. Relationships

1. I work closely with all teachers in my department.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

2. I work closely with all teachers at my school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

3. I like to work mostly with people from my background.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

4. The other teachers and I hold some social activities at the school like having breakfast or lunch together.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

5. I participate in activities with other teachers outside the school such as having social gatherings together.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

6. I have a very close relation with the administrators at the school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

7. I can discuss any work-related issues with the principal at my school any time.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

8. The principal is close to all the teachers and staff at the school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

9. I feel close to all the students.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

10. My students usually approach me at the personal level inside the class (right before, during, or immediately after the class).

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

11. My students try to talk to me about personal issues outside the class (during the breaks or after school).

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

## 2. Trust

12. I can talk openly with the school administrators about any problems I notice at the school.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

13. I know that my opinion will be considered every time I share it with the administration.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

14. The administrators at the school respect the teachers' opinions and take them into consideration when making any decisions.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

15. My principal trusts my work and the quality of my teaching.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

16. My principal trusts that I am able to resolve any problems I might face in my class.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

17. My principal involves all teachers in school-level decisions.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

18. I can share any ideas I have with my colleagues without fear of losing credit for it.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

19. All teachers at the school feel that their work is appreciated by everyone.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

20. All teachers at the school feel that their work is appreciated by the administration and colleagues.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

21. All teachers at the school feel that their work is appreciated by parents and caregivers.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

22. Students approach me if they have personal problems.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

23. I try to support students at the personal and academic levels.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

### 3. Resources

---

24. The school provides us with all the resources we need within its capacity.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

25. The school provides the students with all the materials they need for their learning.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

26. The school provides teachers with a space where they can meet and socialize.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

27. The school gets support from the community.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

28. The school organizes extracurricular activities within the school.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

29. The school organizes extracurricular activities outside the school within the community.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

30. The school infrastructure is safe for the children.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

31. The school is a safe workspace for the teachers.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

32. The school has a clear school-wide child protection policy.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

33. The school has a clear school-wide social Code of Conduct.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

---

## 4. Belonging

---

34. I feel a sense of belonging to the school where I work.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

35. I support the school's mission and vision fully.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

36. In our school, we are one big family.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

37. I would like to continue working in the same school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

38. My colleagues and I share a lot in common.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

39. I know that if I face a problem at the school, almost everyone will support me and help me out of it.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

40. Teaching in this school was my number one choice.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

41. All teachers and staff work collaboratively together.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

42. All teachers care about the students who attend our school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

43. The school is my happy place.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

## 5. Identity

---

44. The job I have at the school was my dream job.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

45. I'd like everyone in my community to know that I work at this school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

46. I always think about how I can make this school a better place for everyone.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

47. I wish we had a different kind of students at our school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

48. I wish I had different colleagues at the school.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

49. I would like to have another job at a better place.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

50. I don't see myself continuing at this job for too long.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

51. I remind myself of the school's mission and vision almost every day.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

52. I strongly believe in the school's mission and vision and act based on it.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

53. The school works on creating a team spirit among all staff members.

☐ Strongly Disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly Agree

---

## 6. Sense of Safety

54. The students feel safe in my class.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

55. The school organizes activities to educate students around their rights and how to protect themselves.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

56. The school has a focal point to refer to if a child is facing problems.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

57. Over the past six months, the number of reported cases of violence against children or bullying has decreased.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

58. The school provides us with training on how to create safe spaces for children.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

59. The children at our school are lucky to be at this school.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

60. The school communicates frequently with the parents around their children's wellbeing.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

61. If the school suspects parental abuse, the school intervenes using agreed on strategies.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

62. Our school principal shows strong leadership on stopping bullying and creating social cohesion within the school.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

63. I have the needed knowledge and skills to deal effectively with issues of bullying and violence against children in and outside the class.

☐ Strongly Disagree    ☐ Disagree    ☐ Neutral    ☐ Agree    ☐ Strongly Agree

# School Level Activities Administrators and Teachers

The strength of a school's social cohesion is often a reflection of its organizational culture, which is largely shaped by the relationships and trust among its staff members. A positive school culture plays a pivotal role in the overall functioning and success of the educational institution.

It is the foundation upon which Codes of Conduct are not only developed but also effectively implemented.

## Activities that Foster Relationships and Trust

Building positive relationships and trust among school staff is a crucial starting point for fostering social cohesion within a school community. Just as in any organization or corporate setting, a school's culture plays a key role in shaping the overall environment and experience for all educators, staff and students. When relationships and trust are established among school staff members, they will be able to collaborate, communicate effectively, and maintain a harmonious learning environment.

The activities presented in this section are designed to foster this essential trust and positive relationships among school staff. They can be integrated into the school's routine in various ways. These can be part of regular staff meetings or specially organized staff retreats outside the school premises. They can take the form of both formal activities with specific objectives or informal gatherings aimed at promoting camaraderie.

While some activities may require specific

Developing trust and positive relationships among school staff is crucial for creating a harmonious work environment and a supportive learning atmosphere for students.

Administrators and teachers who respect and trust each other serve as powerful role models for students, embodying the values of empathy, cooperation, and mutual respect.

resources or funding, others can be carried out with minimal or no additional costs. However, it is important to consider the diverse needs and comfort levels of staff members when planning these activities. Moreover, it is crucial that the activities are organized in a way that encourages participation from all staff members, fostering a sense of inclusivity.

The initiation of these activities can come from different levels of school administration, but having the involvement and support of school leaders can significantly enhance their effectiveness. Engaging teachers in the planning process can also increase their sense of ownership and commitment to these activities.

These activities, when conducted regularly and effectively, can significantly contribute to fostering a positive school culture. By investing in building relationships and trust among staff, schools are essentially strengthening their social cohesion, which is indispensable for a harmonious and productive learning environment.

## Developing a Code of Conduct

---

A code of conduct serves as a guiding document that outlines the expected behavior and standards for all members of the school community.

When teachers are actively involved in the process of developing a code of conduct, they will feel a sense of ownership and commitment to its implementation.

Moreover, they will be able to share their unique perspectives and insights regarding the specific needs and dynamics of the school. Involving teachers in the development process helps to address any potential gaps or inconsistencies in the code of conduct as they are the ones at the forefront of interactions with students on a daily basis. Teachers and other staff members can contribute to refining and adapting the code to ensure its relevance and applicability to the unique context of the school.

To initiate this process, it is essential to create opportunities for teachers and other staff members to collaborate and provide input. This can be done through dedicated meetings, workshops, or committees specifically formed to discuss and develop the code of conduct. Such collaborative opportunities allow teachers to share their experiences, concerns, and suggestions, ensuring that the code of conduct reflects the collective wisdom and values of the entire staff. In these collaborative discussions, staff members can explore various aspects, such as establishing clear expectations for behavior, defining consequences for misconduct, promoting inclusive and equitable practices, and addressing any unique challenges or circumstances within the school community.

Once the code of conduct is developed collaboratively, it is important to

communicate it clearly to all staff members, students, and parents. This ensures that everyone understands the expectations and standards of behavior within the school community.

Regular discussions and reminders of the code of conduct can be incorporated into staff meetings, classroom practices, and parent-teacher conferences to reinforce its importance.

By involving teachers in the development of a code of conduct, schools foster a sense of shared responsibility, strengthen relationships among staff members, and promote a positive school culture that upholds respect, inclusivity, and social cohesion.

### Shared Meal Times:

---

Something as simple as a shared meal can be a powerful tool for social cohesion. Organize regular potluck lunches or picnics where staff members bring their homemade dishes. Teachers and administrators can organize these shared meals around specific holidays like organizing a Ramadan Iftar or a Christmas lunch. Such culturally relevant events can play a pivotal role in bringing the staff members together. This is a simple but effective way to foster strong interpersonal relationships and social cohesion.

### Team-Building Activities:

---

These can range from sports games to more structured team-building exercises. For instance, activities could include trust exercises or outdoor team-building activities. These not only foster teamwork and cooperation but also provide opportunities for staff members to interact in a relaxed and enjoyable environment.

- **Two Truths and a Lie:**

This is a simple icebreaker game that can also foster team bonding. Each participant states two true things and one false thing about themselves, and the rest of the group tries to guess which one is the lie. This can lead to fun and revealing conversations that help colleagues learn more about each other.

- **Trust Walk:**

This activity requires pairs where one person is blindfolded and the other guides them through an obstacle course using only verbal instructions. The goal of this activity is to build trust and improve communication skills. After completing the course, pairs can discuss the challenges they faced, how they overcame them, and how they felt during the process.

- **Scavenger Hunt:**

Organize a scavenger hunt where teams must work together to find items or complete tasks. The tasks can be designed to require a variety of skills and knowledge, promoting diverse contributions from all team members. For example, tasks might include finding a specific book in the library, taking a picture at a particular spot in the area, or solving a riddle related to the school's history. This activity promotes collaboration, strategy, and fun.

- **Lego Metaphors:**

Give each team a set of Lego pieces (or any similar type of game pieces). The teams must then try to build a model that represents their school community and then explain it. This activity encourages teamwork, communication, and creative thinking.

- **Human Knot:**

In this activity, team members stand in a circle and reach across to hold hands with two other people. The goal is to untangle the group without releasing hands, forming a circle. This game requires patience, cooperation, and physical coordination.

- **Role-Playing:**

This can be particularly useful in an educational context. Create scenarios that teachers or administrators often encounter, such as dealing with a difficult parent or managing a disruptive classroom. By acting out these scenarios, teachers and staff members can gain new insights into their colleagues' roles, responsibilities, and challenges.

## Problem-Solving Challenges

One classic problem-solving challenge is the "Egg Drop Challenge." In this activity, teams are given a limited set of materials (e.g., straws, tape, paper, cotton, etc.) and are tasked to design and build a structure that can protect an egg when it's dropped from a certain height. This requires communication, collaboration, and creative thinking. Another example can be "The Broken Squares Activity".

In this second activity, the teams have to complete their squares using the pieces given to them. The challenge is to collect the missing pieces from the other teams without asking for them. At the end of each of these activities, a reflection session can be held where teams discuss what worked, what didn't, and how they could improve their approach.

Each of these activities not only serves to build teamwork and communication skills but also provides opportunities for teachers and staff members to learn more about each other, fostering understanding and social cohesion.

Remember, the key to all these activities is to ensure they are conducted in a respectful and inclusive manner. It's also crucial to consistently assess the effectiveness of these activities and make adjustments as needed to ensure they are promoting social cohesion as intended.

## Activities that Foster Professional Relationships

The strength of any educational institution is not just defined by its academic achievements, but also by the quality of professional relationships among its staff members. To create an environment conducive to effective teaching and learning, it is essential to foster a culture of mutual respect, understanding, and collaboration among teachers, administrators, and other staff members. The activities in this section are designed to enhance these professional relationships, thereby strengthening the overall social cohesion within the school.

Engaging in shared professional activities can provide opportunities for staff members to interact, collaborate, and gain insights into each other's roles, responsibilities, and challenges. These activities do not only improve communication and cooperation but also contribute to a more supportive and effective work environment.

Many of these professional activities can be conducted at the level of the school or among different schools (of the same chain). The ultimate aim of these activities is to foster professional relationships among administrators, teachers, and staff members.

**Here are a few ideas for activities that foster professional relationships:**

- **Regular Staff Meetings:**

Regular staff meetings are an essential tool for fostering communication and mutual understanding. These should not just be about transmitting information, but also about giving everyone a chance to express their thoughts, concerns, and ideas. You could introduce a "roundtable discussion" portion of the meeting where each participant can share their thoughts on a specific topic. This promotes a sense of equality and mutual respect, which are key to social cohesion.

- **Roundtable Discussions:**

Organize regular roundtable discussions where staff members from different backgrounds can openly share their experiences, challenges, and perspectives.

These sessions should be moderated to ensure respectful and constructive dialogue. This platform for open communication can foster mutual understanding and empathy among staff members.

- **Professional Development Workshops:**

Organize workshops where both teachers and administrators can learn together. This could be on topics related to education or other areas of common interest. This not only equips them with new skills but also provides a platform for them to interact and bond. For instance, a workshop on "Social-Emotional Intelligence in Education" would not only improve their professional skills but also help them understand and empathize with each other's emotions and feelings, thus fostering social cohesion. The workshops can be short and as simple as sharing new learning about a new technique or a particular digital tool.

- **Peer Shadowing and Exchange Days:**

Implement a system where teachers and administrators from different departments can spend a day or more shadowing their counterparts in other departments or even schools. This experience can help participants understand the challenges faced by others and foster empathy. It can also provide an opportunity for sharing best practices and innovative ideas.

- **Cross-Departmental Staff Collaboration:**

This activity involves grouping teachers and administrators from different backgrounds together to work on a project or task. The task could be creating or enhancing a new curriculum unit, designing a community outreach program, or planning a school event. The goal is to foster understanding, cooperation, and respect among staff members from different backgrounds. Team members will need to meet regularly, communicate effectively, and work collaboratively to complete the task, which will ultimately lead to mutual respect and understanding.

- **Staff Exchange Program or Retreat:**

Arrange a program where teachers and administrators spend a few days or a week at a different school in a different area, particularly one that is affiliated with your organization. This will allow them to gain firsthand experience of the challenges and strengths of those schools and bring back ideas that could be beneficial to their own school.

- **Inclusive Decision-Making Workshops:**

Organize workshops focused on the importance of inclusive decision-making. Use these workshops to get administrators to involve teachers in the decision-making process. Simulate scenarios where teachers and administrators make decisions together, with each scenario followed by a reflective discussion on the process and outcomes.

Remember, fostering professional relationships is a cornerstone for building a supportive and cohesive school environment. The efforts invested in strengthening these

relationships can significantly contribute to a positive school culture, reflecting on the students' well-being and overall school success.

## **Activities that Bring All Stakeholders Together**

In any educational setting, the collective efforts of all stakeholders—students, teachers, administrators, and even parents—are crucial to cultivating a harmonious and effective school community. A sense of mutual understanding, respect, and collaboration among all these groups is key to building social cohesion and creating a positive learning environment. The activities outlined in this section aim to bridge any potential gaps among stakeholders, fostering a sense of shared purpose and unity. All the activities under this set are designed to encourage collaboration among all stakeholders; thus, leading to a sense of mutual understanding, empathy, and unity within the school community.

- **Inter-School Collaboration Program:**

Organize a program where students, teachers, and administrators from different departments can collaborate on joint projects. This could be organizing a trip, planning a fun day or a sports event, or a community service project.

This will encourage interaction and mutual understanding between different groups. The tasks of the team would involve regular meetings, planning, execution, and reflection on the project.

- **Community Outreach Program:**

Administrators, teachers, and students participate together in community outreach programs focused on supporting refugees or any other marginalized groups. This could involve tutoring refugee children, organizing fundraisers for resources, or awareness campaigns about the challenges a certain marginalized group is facing. Regular interaction with marginalized groups such as refugees can break down barriers and stereotypes, fostering social cohesion.

- **Cultural Sensitivity Training:**

Organize training sessions for teachers and administrators together to enhance their understanding and respect for different backgrounds. This could involve inviting speakers from different backgrounds to share their culture, beliefs, and practices.

- **Open Forums:**

Arrange regular open forums where teachers, administrators, and even students can openly express their thoughts, concerns, and ideas about the school and community. This should be a safe space where everyone, regardless of their position, feels heard and valued. These forums can also serve as a platform to discuss issues related to religion (if it is a community with different religious beliefs), socio-economic disparities, and refugee inclusion.

- **Mentorship Program:**

Implement a mentorship program where teachers and administrators mentor students from disadvantaged backgrounds or refugee students. This not only provides these students with academic support but also fosters stronger relationships and understanding between staff and students.

- **Volunteering and Community Service:**

Teachers and administrators participate together in community service activities. It could be specialized training (like first aid), cleaning a public space, or any activity that benefits the community. This brings the staff together outside of the professional environment and fosters a sense of collective responsibility and teamwork.

- **Joint Projects:**

Teachers and administrators work together on a joint project. This could be something like organizing a school event, or any other project that requires joint effort.

## **Conflict Resolution Training:**

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Given the differences between the different groups, it is important to equip staff members with the skills to handle conflicts effectively. Regular training sessions on conflict resolution can help administrators and staff understand how to approach disagreements in a constructive and respectful way, reducing tensions and promoting social cohesion.

Conflict resolution is a key skill set in any organization, and particularly within educational settings. It empowers individuals to handle disputes effectively, encourages healthy communication, and promotes an environment of mutual respect and understanding. Here is a detailed step-by-step guide on how to conduct conflict resolution training.

- **Understanding Conflict:**

This involves exploring the nature of conflict and its causes. Discuss the difference between healthy disagreements and destructive conflict.

## School Level Activities Children's Activities

- **Using of the Conflict Resolution Styles:**

Explore various styles of handling conflict, including avoiding, accommodating, competing, compromising, and collaborating. Understanding these styles can help participants recognize their default approach and consider more effective strategies depending on the situation.

- **Active Listening:**

Active listening is a key skill in conflict resolution. It involves fully focusing on, understanding, responding to, and remembering what another person is saying. Thus, it is essential that we encourage group members to listen to each other.

- **Effective Communication:**

Teach strategies for expressing thoughts and feelings in a respectful and clear way. This may involve nonviolent communication techniques or other approaches.

- **Negotiation and Mediation:**

Explore strategies for reaching agreement and resolving conflicts. This might involve training in negotiation techniques or the role of a mediator in facilitating dialogue between parties in conflict.

While developing the curriculum, remember to make it a participatory process.

Invite input from all team members, which can foster a sense of ownership and trust within the group. Colleagues may feel more comfortable with the training process if they have contributed to shaping its content.

Remember, conflict resolution training is an investment in the future health and harmony of your school community.

By carefully planning and preparing for this training, you can create a stronger, more understanding, and more resilient team.

The role of educators extends beyond academic instruction. Educators are responsible for nurturing their students' social and emotional well-being, fostering a sense of belonging and mutual respect among them, and empowering them to become active participants in their own communities. The activities under this section are designed for children in different age groups – from 6 to 15 years – and they cater to the critical emotional aspects of child development.

Utilizing these activities in the right way will help in strengthening the children's interpersonal skills, their cooperative skills, their sense of empathy, and their confidence level. The activities are organized based on the age group. Each age group – Group I (Children aged 6 – 9), Group II (Children aged 10 – 12), and Group III (Children aged 13 – 15) – has a tailored set of 18 activities. These activities are structured in a specific order and divided into three categories, each comprising six activities.

The first category is "Get to Know You" activities that aim at making the children know each other and find common traits among each other. This set of activities will make the children feel connected and will help them find commonalities among each other.

The second category aims at building team spirit among children. The six activities under this category are all focused on making the children realize the value of working in teams (both small and big). All the activities are designed to help build strong positive interdependence among all the team members.

As for the last 6 activities under the last category, they are designed to give the children agency and influence in their own environment. Through these activities, the children will be empowered and will have their own voice to act as agents of change in their own communities. To achieve the goal behind this set of activities, it is essential that the children feel connected and trust each other (which is the goal behind the previous two sets). Thus, the order of activities is of utmost importance in addition to the reflection on each activity after completing it.

We suggest integrating these activities within the teacher's regular teaching plan, using them as supplemental exercises to reinforce the curriculum's social-emotional learning component. The frequency of these activities can be adjusted according




to the teacher's own schedule, but regular engagement is recommended to foster continual development of these skills. While no additional resources are generally required, teachers are encouraged to adapt the activities to best suit their teaching style, students' needs, and school context. The reflection after each activity is a crucial step; it allows children to consolidate their learning and encourages introspection and group dialogue.

Remember, **the success of these activities heavily relies on the order they're conducted in**, and on the positive, inclusive environment in which they are carried out. As educators, we must model the behavior we hope to see in our students, fostering a classroom atmosphere of respect, empathy, and collaboration






# First Cycle




## "Get to Know You" Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
1	<b>Name Association Game</b>	<ol style="list-style-type: none"> <li>1. Knowing each other</li> <li>2. Building relationships</li> <li>3. Self-awareness</li> </ol>	<b>30min.</b>
2	<b>Action Introductions</b>	<ol style="list-style-type: none"> <li>1. Knowing each other's talents</li> <li>2. Building relationships</li> <li>3. Building self-awareness</li> </ol>	<b>30min.</b>
3	<b>Pass the Smile</b>	<ol style="list-style-type: none"> <li>1. Practicing social skills (smile, eye-contact, etc.)</li> <li>2. Building relationships</li> <li>3. Building positive emotions</li> </ol>	<b>30min.</b>
4	<b>Two Truths and One Untruth</b>	<ol style="list-style-type: none"> <li>1. Knowing each other at a deeper level</li> <li>2. Discovering common traits among each other</li> <li>3. Feeling connected</li> </ol>	<b>30min.</b>
5	<b>Feelings Scavenger Hunt</b>	<ol style="list-style-type: none"> <li>1. Identifying feelings and emotions through facial expressions</li> <li>2. Developing awareness of own feelings</li> <li>3. Developing empathy towards others</li> </ol>	<b>45min.</b>
6	<b>Human Bingo</b>	<ol style="list-style-type: none"> <li>1. Discovering special traits about big group members</li> <li>2. Identifying commonalities between group members</li> <li>3. Finding distinctive traits in group members</li> </ol>	<b>45min.</b>

## "Team Building" Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
7	<b>Corners</b>	<ol style="list-style-type: none"> <li>1. Building connections between different groups of students</li> <li>2. Building communication skills</li> </ol>	<b>40min.</b>
8	<b>Maze Trust Walk</b>	<ol style="list-style-type: none"> <li>1. Building team spirit</li> <li>2. Building trust</li> </ol>	<b>45min.</b>
9	<b>Recyclable Tower Challenge</b>	<ol style="list-style-type: none"> <li>1. Building team interdependence</li> <li>2. Building communication skills</li> <li>3. Developing problem solving skills</li> </ol>	<b>50min.</b>
10	<b>Mission Accomplished</b>	<ol style="list-style-type: none"> <li>1. Developing communication skills</li> <li>2. Building collaborative skills</li> <li>3. Building team positive interdependence</li> </ol>	<b>30min.</b>
11	<b>Art Collaboration</b>	<ol style="list-style-type: none"> <li>1. Setting unified goals</li> <li>2. Developing communication skills</li> <li>3. Building collaborative skills</li> </ol>	<b>50min.</b>
12	<b>A Group Mascot</b>	<ol style="list-style-type: none"> <li>1. Forming team identity</li> <li>2. Developing a sense of belonging</li> </ol>	<b>40min.</b>

## “Agency and Influence” Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
13	<b>Empathy Chains</b>	<ol style="list-style-type: none"> <li>1. Identifying own feelings</li> <li>2. Building empathy with others</li> <li>3. Respecting others' emotions</li> </ol>	<b>40min.</b>
14	<b>My Special Superpower</b>	<ol style="list-style-type: none"> <li>1. Recognizing own strengths</li> <li>2. Developing self-esteem</li> <li>3. Acknowledging the value of every member</li> </ol>	<b>40min.</b>
15	<b>Be Kind</b>	<ol style="list-style-type: none"> <li>1. Developing awareness of the needs of others</li> <li>2. Developing a sense of belonging to the community</li> <li>3. Developing responsibility</li> </ol>	<b>30 Minutes</b> for planning & later implementation
16	<b>Storytelling Circle</b>	<ol style="list-style-type: none"> <li>1. Developing the ability to self-express thoughts and feelings</li> <li>2. Developing empathy</li> <li>3. Developing self-esteem</li> <li>4. Developing social emotions</li> </ol>	<b>10min.</b>
17	<b>Under the Spotlight</b>	<ol style="list-style-type: none"> <li>1. Showing appreciation of each other</li> <li>2. Developing a positive attitude towards each other</li> <li>3. Developing self-esteem</li> </ol>	<b>10min.</b> Everyday
18	<b>A Thorn, A Bud, and A Rose</b>	<ol style="list-style-type: none"> <li>1. Developing reflective skills</li> <li>2. Developing appreciation of what they have</li> <li>3. Developing a sense of responsibility</li> </ol>	<b>40min.</b>

# First Cycle Activities

# Activity 1	Target Group	Time Needed
Name Association Game	First Cycle Children	30 min.



## Goal

To build relationships among the children and enhance the working memory.



## Objectives

Children learn each other's names and main characteristics.



## Materials

Softball/Stress ball



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**5-10min.**  
Depends on the group size.

1. Have children stand in a circle.
2. Start by introducing yourself as the teacher by saying your name. Then toss the ball to one of the children.
3. The child who catches the ball must then say his/her name and introduce him/herself.
4. The child who introduced him/herself then tosses the ball to another child in the circle, and the process continues.



**Note:** Remind the children that each time someone tosses it, they should toss it to someone who hasn't talked. If a child has trouble catching the ball, help them by gently tossing it in their direction.

## Second Phase of the Activity



**5-10min.**  
Depends on the group size.

1. Hold the ball again, this time saying your (the teacher) name and an adjective that goes with it (preferably an adjective that begins with the same letter as the name) (e.g. Ali - awesome or awesome Ali)
2. Toss the ball to another child, ensuring it is not the same child you tossed to in the first round.
3. The child who holds it should say his/her name along with the adjective describing them.
4. Then the child tosses it to another one who should do the same.

## Third Phase of the Activity



**5-10min.**  
Depends on the group size.

1. Repeat the first step. The child who catches the ball needs to repeat the name and adjective of the previous child. (e.g. He is awesome Ali and I am marvelous May). Then the third child repeats the names and the adjectives of the other two children.
2. The ball goes around until everyone has caught it. The last child has to repeat all the names.
3. The teacher notes down the names and adjectives describing the children and prepares name labels with the names and adjectives to be put up on the wall or on the bulletin board.



## Reflection

1. For reflection, ask the children why it is important to learn each other's names. Remind them that each has a special identity, part of which is their names. Highlight the importance of knowing each other's names for communication and using these names while addressing each other.



## Remarks

1. This activity is a first-day, first-session activity when students are new to each other.
2. If you have a big group, you can split it into two smaller groups. Make sure they are not more than 12 per group. Make sure you rotate between the two groups in this case.
3. Before stating the instructions, always remind students of class/school rules to maintain discipline, and thus a positive environment.

# Activity 2	Target Group	Time Needed
Action Introductions	First Cycle Children	30 min.



## Goal

To get children to be more aware of who they are and to know something special about each other.



## Objectives

1. Children share a special feature about themselves.
2. Children identify at least one special feature about each other.



## Materials

None



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**10–15min.**

Depends on the group size.

1. Have children stand in a circle keeping some distance between each other (usually the distance of a stretched arm) that would allow for physical movement.
2. Start by performing an action that represents something you like to do such as dancing, drawing, playing soccer, etc.
3. Invite the children to guess what it is that you like. Confirm their guess or reject it in case it is not true. Keep repeating the action until they guess.
4. Ask a volunteer to go next performing an action that represents something he or she likes to do. The other children try to guess what he/she likes.
5. Continue with the same pattern until all children have taken their turn.

### Second Phase of the Activity



**10–15min.**

Depends on the group size.

1. Get children to take turns each trying to name one thing he or she remembers about another child in the group.
2. Challenge children to try to list what is special about each of them. Encourage them to try and get as many volunteers as possible.

### Third Phase of the Activity



**10-15min.**  
Depends on the group size.

1. Get children to state the names of those who share common interests or at least similar ones.
2. Group children based on their common/similar interests and ask them to share more about their interests:
  - a. When do they do it?
  - b. With whom?
  - c. How often?
  - d. How do they feel after doing it? Etc.



### Reflection

1. Ask the children if they enjoyed the activity and encourage them to say why or why not.
2. Ask the children: why is it important to learn about each other and what is special about each one? Probe them to think of not only how special each is, but also how similar we can be.



### Remarks

1. This activity would work better if introduced after a name activity.
2. If the children seem to be hesitant, give them some time to think at first of what they like.
3. If there is one child or a very small group with unique interests, try to form a group of "Children with Unique Interests". (This is for the third phase of the activity)
4. You can create a corner in the class where interests are highlighted and hobbies that the children like to pursue are represented, if possible.

# Activity 3	Target Group	Time Needed
Pass the Smile	First Cycle Children	30 min.



### Goal

To build positive social skills.



### Objectives

1. Children build positive rapport with each other.
2. Children experience positive emotions.



### Materials

None



### Procedure / Steps + Time for each Step

#### First Phase of the Activity



**10-15min.**

Depends on the group size.

1. Have children sit in a circle. Ask them to show on their face how they are feeling.
2. Then, ask the children to look at the person on their right and smile at him/her.
3. The same action is repeated by every child sitting in the circle in turns.
4. Once all the children are done, ask them to repeat it again, but this time in a quicker way.
5. Repeat it for a third time at still a quicker pace.

#### Second Phase of the Activity



**10-15min.**

Depends on the group size.

1. After the students finish the third round, ask them to show on their faces how they are feeling after the activity.
2. Have a discussion on how we can control our feelings and how smiling can be reflected positively on almost everyone.
3. Focus the discussion on how a smile can affect our relations with those around us and how a positive atmosphere can positively affect our psychological state.



## Reflection



1. Ask the children if it was easy for them to determine their feelings at first? After they smiled?
2. Discuss with the children how important it is to control one's feelings and try to stay positive all the time because that affects our general state of well-being.



## Remarks

1. This activity can be repeated as an energizer between sessions (First Phase).
2. The teacher/coach can inform the children about the name of the activity "Pass the Smile" and start using it whenever he/she wants to remind students to smile.



# Activity 4	 Target Group	 Time Needed
Two Truths and One Untruth	First Cycle Children	30 min.



## Goal

To get children to develop self-awareness and to know each other at a deeper level.



## Objectives

1. Children identify special traits about each other.
2. Children find commonalities between them.
3. Children develop empathy with each other.



## Materials

None



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**10–15min.**

Depends on the group size.

1. Start by informing the children that you will be sharing special things about yourself, but not all of them are true. Tell them that two of the shared facts are true and one is false. Their job is to tell which is false and how they could tell.
2. You start the first round and encourage many to guess and justify their guesses.
3. Give the children around 2 minutes to think about what they want to say about themselves. Encourage them to think of facts that are not very obvious.
4. Children start sharing their statements one at a time. After each shares his/her statements, the others try to guess which is the untruth. Have a brief comment on each and what helped them guess.

### Second Phase of the Activity



**10–15min.**

Depends on the group size.

1. After all the children share their special statements, have a few processing questions:

- a. Which fact did you find out about the other that surprised you because it was new to you?
- b. What is a special thing you remember about each of your friends?
- c. What are some common features you discovered between you and others?



**Note:** Encourage children to speak and share their responses and elaborate on them during this stage.



## Reflection

1. Ask the children if they liked the activity or not. Encourage them to share their opinion.
2. Ask them which were the hardest to guess and why.
3. Probe the students to identify a new fact that someone else mentioned that caught their attention.



## Remarks

1. Make sure that the statements you share are really unique and won't apply to many people. (First Phase)
2. You should encourage children to speak as much as they can. If they tend to be hesitant at first, keep probing them.
3. If some children are not comfortable participating and wish to remain silent at this stage, you can respect that wish and encourage them at least to listen to their friends and guess what is special about each.

# Activity 5	Target Group	Time Needed
Feelings Scavenger Hunt	First Cycle Children	45 min.

### Goal

To get children to develop an awareness of their feelings and the feelings of others.

### Objectives

1. Children identify emotions by observing others.
2. Children discuss reasons behind emotions.

### Materials

Feelings chart - One copy/pair of children



**Happy**



**Angry**



**Sad**



**Disgusted**



**Afraid**



**Surprised**



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**15–20min.**

Depends on the group size & the space where activity is done.

1. Pair the children up. Give each pair a sheet with the emojis. (Can be with or without the words depending on the literacy level of the children).
2. Go over the emojis one by one and make sure the children understand what each refers to.
3. Inform the children that they have to perform this activity first in silence and that they have to observe carefully. Tell the children that each two will walk out together (it can be within the classroom or within the school or center grounds). They have to observe the faces of others and circle the emojis that each of the faces they look at represents.
4. Give the children around 10 minutes to come back, and encourage them to try to find as many people with different emotions as possible.

### Second Phase of the Activity



**15–20min.**

Depends on the group size & the space where activity is done.

1. After the children come back, ask each pair to choose one person/emoji to talk about. Get them first to act out the emotion as they saw it on that person's face.
2. Have a discussion around that emotion. You can get the children to answer these questions:
  - a. Why do you think that person might be feeling that way?
  - b. When have you yourself/yourself felt that way?
  - c. Is there anything you or others can do to help that person? (applies for both positive and negative emotions).



**Note:** Encourage children to speak and share their responses and elaborate on them during this stage.

### Third Phase of the Activity



**10–15min.**

Depends on the group size.

1. Ask the children if they would like to talk about their feelings.
2. Get different volunteers to describe their feelings and give the reasons that might have caused those feelings.



### Reflection

1. Ask the children how easy or difficult it is to identify their feelings and the reasons behind them. Highlight the importance of knowing how we feel and managing our feelings. Also, get the children to realize the value of understanding the feelings of others and developing empathy towards them.



### Remarks

1. This activity can be done within the class, school, or even in an open public space.
2. For the success of this activity, it is important that the children are already familiar with each other a bit and they are comfortable talking about emotions.
3. The first phase needs to be based on careful observation.
4. The third phase needs to be voluntary, and you should respect the children's right to privacy.



# Activity 6	Target Group	Time Needed
Human Bingo	First Cycle Children	45 min.



## Goal

Developing self-awareness and getting to know more about each other and what special traits each might have.



## Objectives

1. Children discover the special traits that different group members have.



## Materials

1. Pre-prepared Bingo sheets (1 copy /child)
2. 1 pen or pencil/child




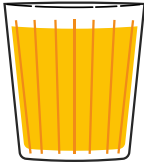

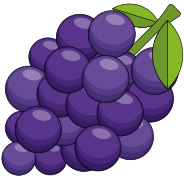




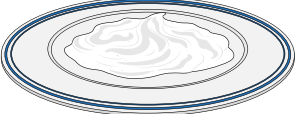
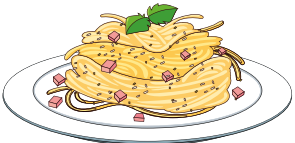
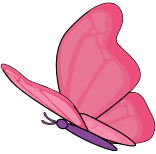



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**10-15min.**  
Depends on the group size.

1. Start by reminding children of how they got to know special traits about each other in previous activities. Proceed by explaining that they will recall some traits and learn new ones in this activity.
2. Show children the bingo sheet and explain that they need to cross 4 boxes horizontally, vertically, or diagonally as fast as they can to say Bingo! To be able to cross a box they will need to ask a friend if they like the image in the box or not. Tell the children that they have to remember who likes what.

			
Chocolate	Orange Juice	Vanilla Icecream	Grapes
			
Yellow Color	Green Color	Pink Color	Blue Color
			
Pizza	Labneh	Chicken	Spaghetti
			
Butterflies	Dogs	Cats	Horses

3. Give an example to show the children the procedure:

- Come close to a child, look at the sheet, and show the children how you're choosing a certain box (I love chocolate) then ask the child if he/she likes it too.
- Cross the box which shows the picture of chocolate in case the child agrees. If he/she doesn't, demonstrate what should be done; in this case asking another child the same question.
- Write the child's name next to the statement.

- d. Inform them that they need to keep on asking different friends until they get 4 boxes (in a row). Remind the children, that they should be asking as many other children as possible and not get all the answers from the same person.
4. Before distributing the bingo sheet and pen to each child, inform children that they can move around in the class and encourage them to engage in dialogue with their friends to ask them about a certain trait found in the bingo sheet. Emphasize that once asked they can say no if the trait/statement doesn't apply to them.
5. Once you hear the word bingo, make sure that the child got 4 boxes in a row.
6. Make the stop sign (Fist or any sign that the children are used to stop doing an activity) after around 10 of the students have said the word "Bingo".

## Second Phase of the Activity



**10-15min.**  
Depends on the group size.

1. Ask children to sit in a circle.
2. Make a round of questions and invite all children to share what they learned about their friends:
  - a. Whom did you ask?
  - b. What did you learn about the other person?
  - c. Do you share the same likes?
3. If time permits, you can repeat the activity if children enjoyed it and encourage them to ask about other traits or communicate with different friends.



## Reflection

1. Ask the children about their feelings during and after the activity and encourage them to talk about what made them happy/sad...etc.
2. Focus on how many things the children have in common and how similar we can be.



## Remarks

1. You can create your own bingo table on a word using the pictures and words suggested here.
2. This activity can be done with the whole class. You can divide students into two groups in case the class size is more than 20.

# Activity 7	Target Group	Time Needed
Corners	First Cycle Children	40 min.

## Goal

To strengthen bonds among children and start building team spirit among all class members.

## Objectives

1. Children practice strategies for effective communication.
2. Children discover common traits with different members in the class.
3. Children work with different teams at each corner.

## Materials

1. 4 sheets labeled as "A", "B", "C" or "D", each to be put up in one of the corners
2. If the group is more than 20 children, you can have "E" and "F" too
3. Overhead projector if available

## Procedure / Steps + Time for each Step

### First Phase of the Activity

 **5-10min.**  
For Introduction and demonstration..

1. Inform children that they will be presented with different choices, and they have to go to the corner that represents their favorite choice.
2. Present children with the first choice:  
What is your favorite animal, if a cat, go to corner A, if a dog, go to corner B, if a rabbit, go to corner C, and if a horse, go to D. (You can show choices over the overhead projector with each letter and the animal next to it).
3. After the children group at their favorite corner, ask them to speak one at a time saying at least one thing they like about that animal.
4. Ask one member from each group to summarize what the group agreed on.

## Second Phase of the Activity



**15min.**  
3 Rounds/5min. per round.

1. Repeat the same steps 3 times with the following options:

### 1st Round:

Which season do you prefer?

**Spring**

**Summer**

**Fall**

**Winter**

### 2nd Round:

Which Cartoon do you prefer?

.....

.....

.....

.....

**(Can be decided depending on what is popular at the time)**

### 3rd Round:

Which game do you prefer to play?

.....

.....

.....

.....

**(Can be decided depending on context again)**

## Third Phase of the Activity



**10min.**

1. Ask the children:
  - a. What did you learn about your friends from this activity?
  - b. Did you learn new things about your friends that you did not know before?  
What are some of these things?
  - c. Did you get the same people with you all the time?
  - d. Were you able to feel like a team?



## Reflection

1. Ask the children about their feeling working with different people.
2. Focus their attention on how they can be members of different teams for each round and what that means.
3. Try also to draw their attention that they will always find something in common with different group members.



## Remarks

1. You can decide on the prompts depending on your knowledge of the children and their backgrounds. Make sure that the choices are equally interesting to different children.
2. Make sure that the children really get to go to what they prefer and not group based on "buddy groups".



# Activity 8	Target Group	Time Needed
The Maze Trust Walk	First Cycle Children	45 min.



## Goal

To develop trust among children.



## Objectives

1. Children practice their communication skills.
2. Children build strong relations and strong interdependence among each other.



## Materials

1. Blindfolds
2. Obstacles
3. Chairs
4. Toys
5. Balls
6. Any other class objects which can be safely used to block one's way



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting up the Course or Path

1. This step needs to be done before the session. It can be on the playground or in class if there is enough space. Make sure you use safe objects to create the maze.

### Second Phase of the Activity: Starting the Activity

#### First Round



15min.

1. Start by telling the students about the goal behind the activity and how important it is to trust each other to complete it successfully.
2. Divide the children into pairs. The pair will complete two rounds of the activity switching roles for the second round.
3. Tell the children that one of each pair will be blindfolded first, and then he/she will try to walk through the maze you prepared. To be able to do so, they have to follow the instructions of their partners and trust them. Inform the children that they can only use verbal instructions.

4. Ask each pair to decide who would start being the “blindfolded walker” and who will be “the guide”.
5. Line up the pairs keeping a safe distance between them. Each pair starts once you give them the signal.
6. “The guide” walks closely by the side of the blindfolded and starts guiding him/her by giving clear instructions.
7. The pair has to walk through the maze till they reach the end without moving or hitting any of the objects on the way.

## Second Round

 **15min.**

1. Partners switch roles and start the same process again.

## Third Phase of the Activity

 **10min.**  
For discussion.

1. Once the two rounds are over, ask the children to sit in a circle.
2. Ask the children these questions:
  - a. How did you feel when you were blindfolded?
  - b. Were the guide’s instructions clear and helpful?
  - c. Did you want the guide to give you instructions in a different way? What is it?



## Reflection

1. Ask the children about what helped them trust their partner (or not trust).
2. Encourage children to think of the importance of trust among team members and how it helped them succeed.



## Remarks

1. Ensure the safety of the children during this activity by setting up a safe maze and closely supervising them throughout the process.
2. If the number of children is more than 20, create two maze courses and have another coach/teacher help you monitor the second group.
3. This activity can be done only after students have developed a certain level of trust toward each other.

# Activity 9	Target Group	Time Needed
The Recyclable Tower Challenge	First Cycle Children	50 min.



## Goal

Children will develop team building and problem-solving skills.



## Objectives

1. Children work collaboratively to finalize the task.
2. Children will be able to play different roles and work interdependently to achieve the goal together.



## Materials

Recyclable materials such as cardboard boxes, paper tubes, used papers, plastic bottles, tin cans, etc



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 10min.

1. Divide the children into teams of 3-4 members each depending on the size of the group.
2. Give each team a set of recyclable materials with a variety of items. Make sure that the materials are distributed equally among all teams.
3. Explain to the children that the teams will be competing in building the tallest tower out of the materials given. The challenge for each team is to build the tallest tower possible using what they have. The tower must be free-standing and must be able to support a lightweight object such as a table tennis ball.
4. Set the time using a clock that all the children can see. It can be a 20-minute sand clock.
5. Announce the beginning of the activity.

## Second Phase of the Activity: Building the Tower

 20–25min.

1. The children start working on building the tower.
2. Once time is over, use a sign that is agreed on to stop the activity.
3. Ask the different teams to present their towers and measure the height of each tower.
4. Award points or simple tokens to the tallest tower, most creative tower, most stable tower, etc. This way, you try to show appreciation of everyone's effort.

## Third Phase of the Activity: Debriefing

 10–15min.

1. Ask the children to sit in a circle with each team sitting close to each other.
2. Ask the children:
  - a. What helped you in building your tower?
  - b. What challenges/difficulties did you face and how could you work around them?



## Reflection

1. Ask children what they have learned about working together, problem-solving, and communication.
2. You can probe the students to think about the difference between working on a such task alone vs. working with peers.



## Remarks

1. Make sure you move around during the activity and make sure that the children are all collaborating.

# Activity 10	Target Group	Time Needed
Mission Accomplished	First Cycle Children	30 min.



## Goal

To work collaboratively towards the achievement of a common goal.



## Objectives

1. Children complete a certain set of tasks together within a timeframe (time management).
2. Children realize the importance of winning together as a team.



## Materials

A list of tasks (Can be on a big flipchart sheet or can be on separate working sheets/one per group, depending on the literacy level of the children)



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Introduce the Activity

🕒 10min.

1. Tell the children that you will be playing a team game. Tell them that each team will have to perform a certain set of tasks.
2. Inform the children that they can perform the tasks in whatever sequence they want. Every time they perform one, they place a tick next to it.
3. Highlight the need for all of the team doing it together.
4. Present the list of tasks on a flip chart or give each group a worksheet with the list if the children know how to read and write.
5. Divide the class into teams (3 - 4 members each depending on the size of the group).
6. Give each team a different colored marker. Each will use the marker to tick the tasks completed. If using the flipchart sheet for the whole class, ask teams to assign an ambassador who would come out and place a tick next to every completed task.
7. Present the list of 15 tasks, and ask the children to choose only 6. Here are some suggestions, but they can be changed depending on your knowledge of the group:

- a. Draw a picture of your favorite animal.
- b. List five animals you can keep at home.
- c. Make a funny face together.
- d. Jump up and down three times in synch.
- e. Spell the word "rabbit".
- f. Answer the following math problem:  $2 + 6$ .
- g. Do a balance challenge on one foot together.
- h. List five objects that start with the letter "A".
- i. Make 5 body moves of your choice at the same time (e.g.: raising and lowering your hand, bending and straightening your leg, etc.).
- j. Go say "hello" to all other groups.
- k. Name 4 teachers in your class or in the cycle.
- l. Choose a favorite song and sing it together.
- m. Name 5 healthy food items.
- n. Make a circle using different objects in the classroom.
- o. Name one positive trait for each group member.

### Second Phase of the Activity: Perform the Activity

 10–12min.

1. Set off the timer at 10 minutes or if you have a sand watch, you can put it in a place that is visible for all the children.
2. Children start completing the tasks one after another in whatever order they decide on.
3. The teacher/coach goes around to ensure that every member is participating or if the space is small, can take a central position to be able to monitor all groups at the same time.
4. Every time a team completes a task, they tick it off the list.
5. Once the 10 minutes are over, give the children the signal that their time is over.
6. Check the number of completed tasks for all teams and announce the winning team.

### Third Phase of the Activity: Discussion

 5–7min.

1. Ask children about the tasks:
  - a. Did you enjoy them? Why or why not?
  - b. Which was the most fun?
  - c. Which was the easiest?
  - d. Which was the hardest?



## Reflection

1. Ask the children about how they felt completing the tasks together.
2. Discuss whether it would be easier to do them alone or with the team.
3. Highlight the value of achieving the mission together within a timeframe.



## Remarks

1. If children do not know how to read and write, make sure that you repeatedly read the instructions for them and support each instruction with a picture.
2. Make sure that all the team members are working together and completing the tasks with each other.

# Activity 11	Target Group	Time Needed
Art Collaboration	First Cycle Children	50 min.

## Goal

To encourage collaboration among teams to produce one common art product.

## Objectives

1. Children produce an art piece together.
2. Children complement each other's work in teams.

## Materials

1. Large piece of paper from a roll-out. It can be 2–3 meters long (depending on the size of the space)
2. Markers, colored pencils, water colors, or crayons
3. Nylon bags/newspapers to protect the floor

## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 10min.

1. Get the material ready and start by sharing the instructions. Make sure that there is enough space for the whole group to be working together. Tell the children that they will be working together as a big group to produce a special art piece.
2. Show them the materials and explain the instructions. Tell them that they will all work on one large piece of paper on the newspapers or nylon bags.
3. Remind them of the need to follow the rules so that they keep their class clean and their work organized.
4. Divide the big group into teams of 3 children each.
5. Explain that all teams will be working together as a big group to create an art piece. Allow them to brainstorm ideas within their small groups and then share them with the bigger group. Encourage them to focus on themes they all like or learned about.
6. Assign the small groups a certain place around the big paper sheet ensuring a safe distance between them.

## Second Phase of the Activity: Producing the Art Piece

🕒 30min.

1. Start by having each small group draw a shape or object on the paper with a marker or colored pencil. The shape or object should be large enough to be visible from a distance to everyone, but not take up the entire paper.
2. Once all groups have drawn their shape or object, ask the groups to switch places and add details to each other's drawings. For example, if one group drew a square, another group could draw a triangle to make it into a house.
3. Once done with the rotations, ask the different groups to color the empty spaces.
4. Step back and admire the collaborative painting that all the teams have created together to represent teamwork.
5. Use the stop sign and display the painting in a prominent place in the classroom or school, highlighting the experience of working together as a team.

## Third Phase of the Activity: Discussion

🕒 10min.

1. Ask children:
  - a. What do you think of the painting?
  - b. Which parts do you like the most?
  - c. What would you still like to add to it?





## Reflection

1. Ask children about how working together has helped (emphasizing the idea of adding to each other's work and being able to do more in less time). Encourage them to think about how the painting represents the importance of teamwork.
2. Emphasize the idea of working within small teams and large teams, and how the more we collaborate together, the more we will be able to achieve.
3. Ask them about which parts were not easy, and how they were able to work around them.



## Remarks

1. In case the class size is big (more than 20), you can have the class produce two art products instead of one with two big teams working separately on the two sheets.

# Activity 12	 Target Group	 Time Needed
A Group Mascot	First Cycle Children	40 min.

### Goal

To help children develop a sense of identity and a sense of belonging to the group.

### Objectives

1. Children develop a group mascot that they would use as their logo.
2. Children explain their choice and what they think the mascot will help them in.

### Materials

1. Large piece of paper or poster board
2. Markers, colored pencils or crayons
3. Scissors, glue

### Procedure / Steps + Time for each Step

#### First Phase of the Activity: Getting the Children Ready

 10min.

1. Gather children in a circle.
2. Show them the materials and explain the instructions. Remind them that following the class rules would help them keep their class and work organized.
3. Explain the concept of a group mascot which can be any animal or object that they can use as their team symbol. Tell them that it is usually believed that a mascot would bring good luck.
4. Divide the group into teams, and tell them that together they will create a symbol that represents their team. If the group is small, you can have all of them work together to create the big group mascot.
5. Ask the children to brainstorm ideas for what their mascot could be. Encourage them to think about things that are important to their group, such as their common traits, interests, or goals.

## Second Phase: Developing the Mascot

🕒 10min.

1. Each group starts by deciding on the idea of their mascot.
2. Ask the children to draw a large sketch of the mascot on a piece of cardboard. The sketch should be big enough to be seen from a distance. You can provide the children with support whenever they need it.
3. Once the sketch is complete, have the children cut out the different parts of the mascot using scissors. For example, if the mascot is a dolphin, they might cut out the fins, the tail and the body,
4. Ask the children to put the parts of the mascot together by gluing them. Encourage them to use their creativity to decorate it using markers, colored pencils, or other materials to add details.
5. Once the mascot is complete, the group can hang it next to their seats as if it is the team flag.

## Third Phase of the Activity: Presentation

🕒 10min.

Get each team to present their Mascot. Encourage them to explain how the Mascot represents their group. Ask them why they chose it in particular.





## Reflection

1. To reflect with the children on the activity outcomes, you can ask them the following:
  - a. How did you feel working on the mascot as a group? Did you enjoy collaborating with your peers?
  - b. What did you learn about teamwork while creating the mascot together?
  - c. What steps did you follow while working together? For example, did different people do different things? Or did you work together on all the parts?
  - d. What challenges/difficulties did you encounter while working on the mascot? How did you overcome these challenges/difficulties as a group?



## Remarks

1. You can provide the children with other child-friendly materials such as stickers, cut-out shapes, or collage materials for decoration.
2. If the children cannot draw, you might provide them with the shapes once they decide on them – that would need a printing facility at the school or center.
3. It is recommended that you keep students seated with their teams for a period of 2 – 4 weeks where they get to work together as a team before you change the teams.
4. You can repeat this activity every time you form new teams.

# Activity 13	 Target Group	 Time Needed
Empathy Chains	First Cycle Children	40 min.



## Goal

Children will develop self-awareness, emotional awareness and empathy toward others.



## Objectives

1. Children create a chain of beads that represent their emotions and the emotions of others.



## Materials

1. Box of beads of different colors and shapes
2. Strings
3. Scissors



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 10min.

1. Remind children of previous activities that they did and how they talked about different feelings and emotions. Let them give an example of the feelings they learned or ask them to express how they are feeling.
2. Ask the children a basic question: Have you ever felt sad when you saw your friend crying for losing his/her favorite pen? You can encourage children to give different examples of situations when they felt empathy towards others or others felt empathy with them.
3. Explain to the children that they will be creating a chain using beads. Tell them that the beads they will be using are magic ones because they represent their emotions.
4. Show the children an example of a bead chain, and explain how each bead shows a specific emotion. For example, the red one represents my anger when I do not know how to do something, the pink one represents my happiness when I am playing out with my friends, the yellow is my feeling when I am around my cat, etc. Elicit some examples from the children, and make sure they are able to come up with their own color associations for different emotions.
5. Give each child a string and a plate of beads. Assign each group of 3-4 children to a table. They can have a shared plate of beads.

## Second Phase of the Activity: Chain-Making

 20min.

1. Ask children at the same table to tell their peers about their choice. Encourage them to exchange ideas. Then, ask them to start choosing a bead to represent their own emotions. Once they choose that bead, they string it into their cord.
2. Once done with the first bead, ask them to choose a bead to represent the emotions of someone they care about like a friend or a family member. They follow the same step and put it into the string.
3. Get the children to continue by adding beads that represent the emotions of different people in their lives such as family members, friends, teachers, etc.
4. Move around and check up on each child. Make sure that you ask them about each bead and what it represents. Encourage them to speak about their choices.
5. Once the children have added all the beads they want, help them tie off the ends of their string to create a chain.

## Third Phase of the Activity: Presenting the Chains

 10min.

1. Ask the children to sit in a circle.
2. Let each child talk about his/her chain and the emotions the beads represent. Encourage them to listen to each other and show empathy for the emotions represented by their peers' beads. If the children don't want to talk about all the beads, you can give them the choice to talk about a few selected beads.





## Reflection

1. Reflect with the children on the empathy beads activity. You can ask them the following:
  - a. How are you feeling after creating this bracelet or necklace?
  - b. Would you give away this piece to someone you know is feeling sad?



## Remarks

1. Make sure that you don't pressure any children to talk about their chains unless they want to.
2. Ask children to keep the class clean by collecting all beads in the box when they are done.

# Activity 14	 Target Group	 Time Needed
My Special Superpower	First Cycle Children	40 min.

### Goal

To encourage children to appreciate their worth and develop their self-esteem and self-awareness.

### Objectives

1. Children recognize their own strengths.
2. Children acknowledge each other's value.

### Materials

1. Papers
2. Coloring pencils, markers, and/or pencils



### Procedure / Steps + Time for each Step

#### First Phase of the Activity: Setting the Stage

 15min.

1. Start by asking the children about their special super-powered individuals . You can give them an example of your own super-powered individual; It can be a cartoon character like Peter Pan, Moanna, Kim Possible, Dora or a family member. Share with them the reasons behind your choice.
2. Ask the children about their super-powered individuals. Take a few answers from different volunteers. Make sure that they say why they chose that character or person.
3. Ask the children about the superpower they think they share with their superhero. Elicit a few responses from them.
4. Encourage the children to think next of a different and original superpower they think they have that truly reflects who they are.

## Second Phase of the Activity: Drawing Superhero and Superpower

 **15min.**

1. Distribute the materials and ask the children to draw the superhero character that represents their superpower.
2. Then, ask them to draw themselves and try to show their original superpower.

## Third Phase of the Activity: Superpower Sharing

 **10min.**

1. Ask the children to sit in a circle, and get them to hold their drawings.
2. Encourage children to talk about their superheroes and superpowers. Children take turns sharing their superheroes and superpowers.
3. Hang up the superhero drawings in the class to remind children of their unique qualities.





## Reflection

1. Encourage the children to reflect on the importance of the chosen superpower of each.
2. Ask them about what they learned from this activity. Probe them to think of how each of them is special, and how we all should be proud of our special traits.



## Remarks

1. Duration of the third phase may vary based on class size. For adjustment, you can ask each group of children sharing the same superpower to present together.
2. If children need support in drawing, you can provide them with the needed support, and encourage them to trust that they can do it.

# Activity 15	 Target Group	 Time Needed
Be Kind	First Cycle Children	30min. to prepare the students in class.



## Goal

Encourage and promote kindness among children to spread positivity in their community.



## Objectives

1. Children develop a sense of social responsibility and citizenship.
2. Children develop awareness of the needs of others.



## Materials

1. Paper
2. Pens and pencils
3. A jar
4. Crepe paper
5. Glue
6. Glitter
7. Modeling clay



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 15min.

1. Remind children of the concept of empathy and encourage them to share some examples of situations where they experienced empathy.
2. Introduce the concept of kindness through examples that apply to the context (e.g. saying hello, helping a classmate to collect his/her belongings, thanking a colleague for lending his/her pen, etc.) and explain how important it is to be kind to others in the community.
3. Give examples of different acts of kindness that can be as simple as feeding a cat or as big as helping a blind person cross the street.
4. Ask children if they have ever been kind to others. If children find it hard to answer, give them examples of acts such as smiling at someone who looks sad, sharing a snack with a friend, saying thank you to a friend or a teacher, etc. Elicit different answers from different children.
5. Ask children to brainstorm a list of different ways that they can show kindness to others in their class, school, and community. Write their ideas on slips of paper and place them in a Jar. Label the jar as a "Kindness Jar". Try to guide them to think of acts of kindness that they can do in their class as this will affect the second phase.

## Second Phase of the Activity: Performing the Acts of Kindness

 15–20min.

1. Ask each child to pick a slip of paper from the kindness jar and complete the listed act of kindness.
2. Provide the children with any material they might need to perform certain acts of kindness such as decorating the room or creating a gift, card, etc.
3. Allow children to go outside the class if their act of kindness entails that.

## Third Phase of the Activity: Sharing Own Acts of Kindness

 10min.

1. Gather the children in a circle, and ask them to share their acts of kindness that they prepared for or did. Encourage each child to share what they did.
2. Inform children that they will share their acts from time to time so ask them to document their acts and track them in a journal. Give them examples of what they should write in this journal: Whom they helped, how they helped, how did others feel, how did they feel. If children cannot write, you can tell them that they can seek the help of an adult.



## Reflection

1. Help the children reflect on the activity by answering the following questions:
  - a. How did you feel after doing the act of kindness?
  - b. Did any of your friends make an act of kindness to you? How did that make you feel?
  - c. How important it is to be kind to others around us? (You can probe the children to think of how they can help their community no matter how young they are).



## Remarks

1. You can have two jars, one for acts that could be done in the classroom on the spot and the other for acts that they can do outside the school. You can use the second jar in this case for acts of kindness that they can perform later.
2. Encourage the children to keep adding new ideas to the random act of kindness jar and continue practicing random acts of kindness on their own inside and outside the school.

# Activity 16	Target Group	Time Needed
Storytelling Circle	First Cycle Children	45min.

## Goal

To create a safe and supportive class environment where children can share their thoughts and feelings and develop emotional awareness.

## Objectives

1. Children share own stories with the rest of the group.
2. Children show understanding and empathy toward each other.

## Materials

1. A talking stick/A talking ball


## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 **10–15min.**

1. Start by sharing the purpose of the activity and how important it is to listen to each other's stories and learn more about each other. Inform them that the stories can be about any topic, but they should be focused on personal experiences and emotions.
2. Remind children of the rules related to good listening.
3. Ask the children to sit in a circle (the space can be pre-arranged). Show them the talking stick/talking ball, and tell them that only the person holding the stick/ball would be talking.
4. Start by sharing a personal story about yourself. It can be about a time when you felt bad and needed help, and how someone helped you.

### Second Phase of the Activity: Story Time

 **20–25min.**  
Can be more depending on class size

1. Ask for a volunteer who would like to start, and give him/her the talking stick/ball.
2. Encourage the children to start listening to each other without any interruption.

3. Whenever someone is done, you can open the floor for questions or comments if there are any.
4. Have different volunteers share their stories. If it is a big group, you can have a few share their stories on different days.





## Reflection

1. Get the children to reflect on the activity by asking the following questions:
  - a. What did you enjoy about the activity?
  - b. How did you feel when you were telling your story?
  - c. What did you learn from your friends' stories?
  - d. Why is it important to learn about each other?
  - e. How can we show empathy toward each other?



## Remarks

1. You can get puppets to classes to motivate children to practice storytelling.
2. This activity can only be done after the students have developed a certain level of trust toward each other.

# Activity 17	 Target Group	 Time Needed
Under the Spotlight	First Cycle Children	10min. everyday.



## Goal

To build self-confidence and self-awareness and to encourage positive self-talk.



## Objectives

1. Children develop a positive attitude towards each other.



## Materials

1. Music player, flashlight or a yellow cardboard circle



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**10min.**  
on a daily basis

1. Gather the children in a circle. Remind them of their special superpowers by referring to their drawings. Then, ask 2-3 children to talk about a positive quality they love about themselves, talent, or favorite hobby, or how they are using their superpowers. You can also motivate them to show their talents (sing, perform a dance, act, etc.).
2. Use the flashlight or put the yellow circle that represents the spotlight in the center of the classroom and have the child speak under the spotlight. You can turn on cheerful music to motivate the speaker. The other children will be the audience and will cheer and clap for each speaker (e.g. Well done, your presentation was beautiful, etc.).
3. After the child is done, ask the children in the circle to say at least one positive thing or one thing they like about the child under the spotlight.



## Reflection

1. Reflect with the children on this activity by asking the following questions:

- a. How did you feel when you were under the spotlight? (For the child under the spotlight)
- b. How did you feel when you shared your positive comments? (For the children giving the positive comments)



## Remarks

1. Each day choose different children. It's preferable not to push shy children to do this activity on the first few days; instead, you can praise them daily for participating and for improvement in a certain skill until they feel ready to talk about themselves.



# Activity 18	Target Group	Time Needed
A Thorn, A Bud, and A Rose	First Cycle Children	40min.

## Goal

To guide children to reflect on their experiences and identify both positive and negative aspects and to develop self-awareness.

## Objectives

1. Children develop reflective skills.
2. Children decide on things that they would like to do in their community.

## Materials

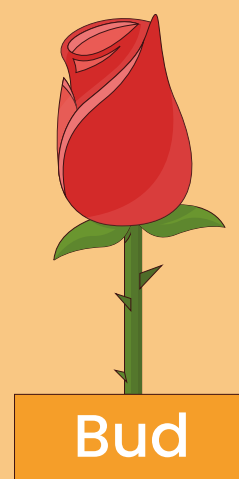
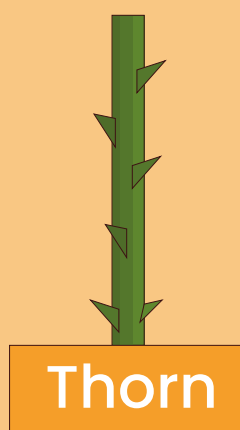
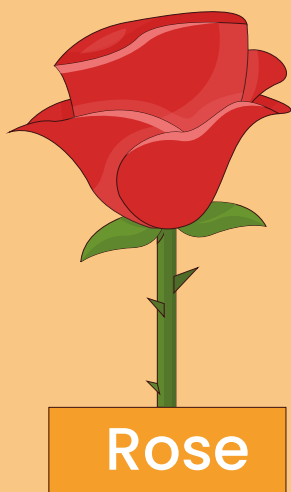
1. Picture, papers, pencils

## Procedure / Steps + Time for each Step

### First Phase of the Activity

⌚ 10min.

1. Show the children the picture and ask them to guess what each of the rose, the bud and the thorn represents.
2. After the children make some guesses, inform them that they all have their roses, buds, and thorns. Then explain what each of these means:



- a. A rose is something that they like in their class and they like to keep it as it is.
  - b. A bud is something that they like, but they need to make it better. For example, it can be the school garden which they would like to add flowers to.
  - c. A thorn is something that they would like to completely change within their class.
3. Tell the children that each of them should think of their rose, bud, and thorn.
4. Brainstorm some ideas together to make sure that the children fully understand the concept (e.g. The board, light, decoration, etc.).

## Second Phase of the Activity: Group Thinking

 20min.

1. Divide the children into groups of 3 or 4 members.
2. Ask the children to think of at least one rose, one bud, and one thorn.
3. After they choose their roses, buds, and thorns, children should think of what they can do to change the bud and thorn into a rose.

## Third Phase of the Activity: Group Sharing

 15min.

1. Have the different groups share their ideas with the big class.
2. Encourage the different groups to give additional ideas that would help their friends to change their buds and thorns into roses.



## Reflection

1. You can help children reflect on the activity by answering the following questions:
  - a. Can we help the people around us (at school, at home, in the neighborhood)? How?
  - b. What can each of us do to help in changing the things that we don't like?
  - c. How can you get the support of others? Your family? Teachers? Community leaders?



## Remarks

1. You can get a real flower/bud instead of using the picture.
2. Encourage children to think of changes that they can really help in.
3. Encourage children to think of different changes and not to repeat what you or their peers have said.




## Second Cycle

### "Get to Know You" Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
1	<b>The Story of My Name</b>	<ol style="list-style-type: none"> <li>1. Knowing each other</li> <li>2. Building relationships</li> <li>3. Self-awareness</li> </ol>	<b>30min.</b>
2	<b>Identity Bracelets</b>	<ol style="list-style-type: none"> <li>1. Knowing each other's special traits</li> <li>2. Building relationships</li> <li>3. Building self-awareness</li> </ol>	<b>30min.</b>
3	<b>Treasures of the Heart</b>	<ol style="list-style-type: none"> <li>1. Knowing each other more</li> <li>2. Building relationships</li> <li>3. Finding common preferences</li> </ol>	<b>30min.</b>
4	<b>Quick Net</b>	<ol style="list-style-type: none"> <li>1. Discovering special traits about big group members</li> <li>2. Identifying commonalities between group members</li> <li>3. Finding distinctive traits in group members</li> </ol>	<b>30min.</b>
5	<b>Emo Me</b>	<ol style="list-style-type: none"> <li>1. Identifying feelings and emotions through facial expressions</li> <li>2. Developing awareness of own feelings</li> <li>3. Developing empathy towards others</li> </ol>	<b>40min.</b>
6	<b>Emotions Expedition</b>	<ol style="list-style-type: none"> <li>1. Knowing each other at a deeper level</li> <li>2. Feeling connected</li> <li>3. Starting to feel empathy towards each other</li> </ol>	<b>40min.</b>




## Second Cycle

### "Team Building" Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
7	<b>Corners</b>	<ol style="list-style-type: none"> <li>1. Building connections between different groups of students</li> <li>2. Building communication skills</li> </ol>	<b>40min.</b>
8	<b>The Maze Trust Walk</b>	<ol style="list-style-type: none"> <li>1. Developing reflective skills</li> <li>2. Building trust among students</li> <li>3. Developing a sense of responsibility</li> </ol>	<b>45min.</b>
9	<b>Recyclable Bridge Challenge</b>	<ol style="list-style-type: none"> <li>1. Building team interdependence</li> <li>2. Building communication skills</li> <li>3. Developing problem solving skills</li> </ol>	<b>45min.</b>
10	<b>Scavenger Hunt</b>	<ol style="list-style-type: none"> <li>1. Developing communication skills</li> <li>2. Building team positive interdependence</li> <li>3. Working collaboratively towards a common goal</li> </ol>	<b>30min.</b>
11	<b>Collaborative Drawing</b>	<ol style="list-style-type: none"> <li>1. Setting unified goals</li> <li>2. Developing non-verbal communication skills</li> <li>3. Building collaborative skills</li> </ol>	<b>50min.</b>
12	<b>We Believe Crest</b>	<ol style="list-style-type: none"> <li>1. Forming team identity</li> <li>2. Developing a sense of belonging</li> </ol>	<b>40min.</b>

## Second Cycle

### "Agency and Influence" Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
13	Diversity Day	<ol style="list-style-type: none"> <li>1. Identifying own unique identity</li> <li>2. Building empathy with others</li> <li>3. Respecting others' emotions</li> </ol>	40min.
14	Circle of Trust	<ol style="list-style-type: none"> <li>1. Building trust</li> <li>2. Developing empathy and mutual understanding of others' needs</li> </ol>	40min.
15	Be Kind	<ol style="list-style-type: none"> <li>1. Developing awareness of the needs of others</li> <li>2. Developing a sense of belonging to the community</li> <li>3. Developing responsibility</li> </ol>	40 Minutes for planning & later implementation
16	Under the Spotlight	<ol style="list-style-type: none"> <li>1. Showing appreciation of each other</li> <li>2. Developing a positive attitude towards each other</li> <li>3. Developing self-esteem</li> </ol>	10 minutes everyday
17	Our Garden	<ol style="list-style-type: none"> <li>1. Developing leadership skills</li> <li>2. Developing agency</li> <li>3. Developing a sense of responsibility towards the community</li> </ol>	4-6 hours divided over several days
18	Student Council	<ol style="list-style-type: none"> <li>1. Developing leadership skills</li> <li>2. Developing agency and voice</li> <li>3. Developing communication skills</li> </ol>	Throughout the term

# Activity 1	Target Group	Time Needed
The Story of My Name	Second Cycle Children	30min.



## Goal

To build relationships among the children.



## Objectives

1. Children identify each other's names and main characteristics.



## Materials

1. Softball/Stress ball



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

⌚ 20min.

1. Gather the children in a circle. Then introduce the aim of the activity.
2. Ask the children if they know your name. If they know it, you can skip this step. Then, ask them if they can guess the story behind your name.
3. Share the story of your name in the form of an adventurous narrative. For example, *On March 10, 1998, the world was preparing for a great event. The "xxxx" family was preparing to receive a very precious gift. But they needed to go first to the hospital to look for the gift. Once they got there, They took the mother to a very special chamber. They told her, you need to be patient to get the gift of your life. You can start thinking about a name for that gift! After a few hours of waiting, the gift arrived; it was smiling at the world. The parents looked at it, and thought what can be the best name to give to this gift? They started thinking of options. What if we name it after the name of our parents, but then they decided that this special gift needs a more special name, so they started to think of modern names. Then, they decided that they wanted a name that begins with the letter "S" which is very musical, so they crossed all the names that don't begin with "S". The mom thought, I want the name to be short and sweet, so they crossed all the names that were long. They ended up with five names, so the father said, I want a name that can be used in all cultures, and that is when they agreed to name the baby Sara. And here I am, Sara in front of you.*

4. Share with children some weird names and discuss with them what the story behind these names would be.
5. Ask the children to think about the stories behind their names. You can give the children some hints, such as **a. Who named them, b. The reason for choosing this name, and c. The meaning of their name.** Give them enough time to think about it, and once they are ready, you can move to the next step. (Expected time: 2 minutes or so)  
If a child does not know the story behind his/her name, the situation can be remedied by encouraging him/her to ask his/her parents about it so that he/she can participate in the activity later.
6. Throw the ball randomly at a child and ask him/her to share his/her story. Encourage the rest to listen well to be able later to tell each other's stories. Once the speaker is done, he/she should pass the ball to another child who's ready to share.
7. Continue with the same pattern until all are done.

## Second Phase of the Activity

 10min.

1. When all children share their stories, ask the following questions:
  - a. What do you think of each other's stories? What did you learn about your friends from these stories?
  - b. Are some of these stories surprising? Easy to remember? Similar to your story? Etc.
  - c. Do these stories help you remember each other's names? Why or why not?



## Reflection

1. To help the children reflect on the activity, ask the following questions:
  - a. Do you feel more connected to your friends now that you know the stories behind their names?
  - b. Why is it important to learn each other's names? How would you feel if someone does not know your name?



## Remarks

1. This activity is a first-day, first-session activity when students are new to each other.
2. If you have a big group, you can split it into two smaller groups. Make sure they are not more than 12 per group. Make sure you rotate between the two groups in this case.

If you choose this option, you can form new groups after the first round with children from the two original groups mixed together. Then, you have each child tell the story of one of his/her peers.

3. If children say that they do not have a story, encourage them to use their imagination and create the story they would like to have for their name.
4. Before stating the instructions, always remind students of class/school rules to maintain discipline, and thus a positive environment.



# Activity 2	Target Group	Time Needed
Identity Bracelets	Second Cycle Children	30min.



## Goal

To develop self-awareness.



## Objectives

1. Children get to know each other's special traits.
2. Children state special things about themselves and their friends.



## Materials

1. Permanent marker
2. Beads box
3. Strings



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

⌚ 7-10min.

1. Start by asking the children:
  - a. Is it enough to know each other's names?
  - b. To know each other well, what do we need to learn about each other?
2. Elicit some responses from the students and write them up on the board.
3. Mention that each person has special traits. As an example, share some of your special traits. Try to think of traits that are not visible to others (For example: Sociable, determined, ambitious, stubborn, etc.).
4. Ask any volunteer to mention a special trait about him/her. Guide children to think about what makes them unique. Get more volunteers to share at least one trait with the group.
5. Inform children that they will create a special bracelet that reflects who they truly are. Tell them that they will use colorful beads to make their bracelets. They will write the letters of their names on one of the colorful beads first. Then, they will add around the letters of their names different colorful beads that show their different traits. Encourage them to add as many beads as possible.
6. They can write on each of these additional beads the first letter related to the trait they want to share OR they can draw something that represents that trait if the size of the bead allows for it.

## Second Phase of the Activity: Making the Bracelets

 10–15min.

1. The children start making their bracelets. You can go around to check their work and provide them with the support they need. Once done, you can help them tie it and wear it.

## Third Phase of the Activity: Sharing Identity Bracelets

 10min.

1. Gather the children in a circle and invite them to show their bracelets to the whole group. Encourage them to tell what trait each extra bead represents.
2. Encourage children to ask each other questions about these traits and how they really show them.



## Reflection

1. Help the children reflect on the activity by asking the following questions:
  - a. Why did you choose this trait?
  - b. What did you learn about yourself or others? Were you surprised by any of these traits?
  - c. Did you discover any special traits about your friends that you were not aware of? (Encourage children to share what they have in common as a big group)
  - d. How would you help your community with this special trait?



## Remarks

1. You can use colored ribbons instead of the beads. Children write each letter of their name on a ribbon and add colored ribbons between the letters with each colored ribbon representing one of their traits. They can either write on these extra ribbons the first letter of the trait it represents or they can draw something that represents that trait.
2. If children seem to be lost in expressing themselves and identifying their special traits, you can ask them:
  - a. What are your strengths?
  - b. What are the qualities you like about yourself?
3. Always remind children to clean up and maintain class rules.

# Activity 3	 Target Group	 Time Needed
Treasures of the Heart	Second Cycle Children	30min.



## Goal

To develop self-awareness and to get students to know each other at a deeper level.



## Objectives

1. Children identify their favorite things.
2. Children find commonalities among each other.
3. Children build stronger connections among each other.



## Materials

1. Papers
2. Pencils



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 5-7min.

1. Start the activity with a question:
  - a. What is your favorite pastime activity?
  - b. What is your favorite hobby?
2. If no one answers, you can start by talking about yours and what you like about it (For example: hiking, listening to music, etc.). Then, encourage children to start sharing theirs.
3. Explain that each person favors things that could be the same or different from what others favor. Emphasize that our favorite things are treasures for us. Remind them that each person has his/her own reasons for favoring things and it would be good to know about each other's favorite things.
4. Inform the children that they will create a list of 15 things they like the most.
5. Emphasize that these can be anything ranging from colors they like to animals and places they will always want to be around.
6. Encourage them to think of different categories of favorite things like people, things, places, animals, special moments, etc. They can list them under different categories.
7. Distribute the papers and pencils. Ask children to start forming their lists and to think about the reasons for choosing these items.

## Second Phase of the Activity: Forming the Lists

🕒 10–15min.

1. The children start forming their lists. They can either draw or write.
2. Go around and probe children who seem to be stuck by asking them to think about specific categories like a good time they never want to forget, a friend, a fictional character, a family member, a dear object, a treasured place, etc.

## Third Phase of the Activity: Sharing the Treasures of the Heart

🕒 10–15min.

1. Gather the children in a circle. Ask them to share their lists of items.
2. Ask the listeners to ask each other about the reasons for choosing the list of treasured items.
3. Then ask them to identify 3 favorite things, at the end of the activity, to produce a mosaic called “the class mosaic” that shall feature the common favorite items, then display it in the class on the display board, if any.



## Reflection

1. You can get the children to reflect by having a discussion around the following questions:
  - a. What have you learned about each other? (Encourage different children to speak and to say the name of a peer and the favorite things they discovered about him/her).
  - b. Were you surprised by any information or trait that you learned about your friends?
  - c. Did you notice the common hobbies among you? What do you think this means?
  - d. How would this help you build a stronger relationship with your friends?



## Remarks

1. Always thank the children for their participation and show appreciation of all their choices.
2. Encourage the children to continue exploring and expressing their special traits and identities.

# Activity 4	 Target Group	 Time Needed
Quick Net	Second Cycle Children	30min.



## Goal

To build self-awareness and emotional awareness and develop positive interactions.



## Objectives

1. Children foster bonds with as many people as possible in the group.
2. Children identify commonalities among the members of a big group.
3. Children identify distinctive traits among group members.



## Materials

1. None



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 5-10min.

1. Inform children that it is important to learn as much as we can about the people we see almost every day.
2. Explain that to be able to learn about each other, they will be moving around to talk to as many peers as possible and have a rich conversation. They should be aware that the time allotted for each peer is one minute only, so one piece of information must be shared to allow time to discuss it and write it down (For example: family composition, place of birth or place of residence, food preferences, or anything else that provides additional information about their peers).
3. Ask the children to think of some questions they can ask each other to learn new things about each other. Elicit a few examples.
4. Divide children into pairs and ask them to stand facing each other. Tell them that they need to ask each other questions to learn more about each other's experiences. Tell them that they have 1 minute to finish the conversation with one friend.

## Second Phase of the Activity: Forming the Net

 10–15min.

1. Use a timer to help children rotate after 1 minute.
2. Encourage them to ask different questions which could emerge from a previous conversation.
3. Move around and make sure all students are engaged at the same time.

## Third Phase of the Activity: Sharing Special Findings

 10min.

1. After you make sure that the children got the chance to talk to almost everyone, gather them in a circle and ask them to share at least one special or surprising thing they learned about a groupmate.
2. Encourage different children to speak.



## Reflection

1. Get children to reflect on the activity by asking the following questions:
  - a. What commonalities and differences did you identify with your friends?
  - b. Would these differences set any problems in your opinion? Why?
  - c. Do you feel more connected to your friends? How does that help you?



## Remarks

1. It's preferable to have this activity done in a large space for children to stay at a distance from each other and to be able to hear each other well.
2. If time permits and if the literacy level of the children is high, you can ask children to write a paragraph in their journal to describe what they felt about this activity. You can ask them to do this step after each activity.

# Activity 5	Target Group	Time Needed
Emo Me	Second Cycle Children	40min.

## Goal

To develop emotional awareness.

## Objectives

1. Children identify their own emotions.
2. Children identify their peers' emotions.

## Materials

1. Papers and pencils
2. Coloring pencils
3. Small cardboards
4. Glue
5. Scissors



## Procedure / Steps + Time for each Step



Happy



Sad



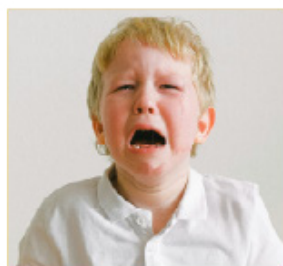
Pleased



Angry



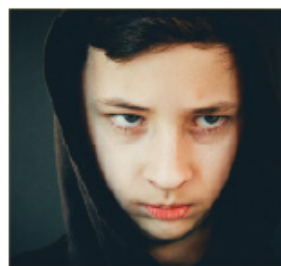
Confused



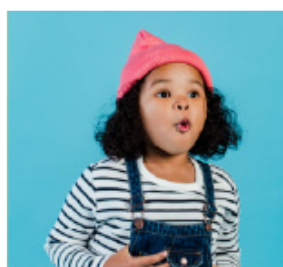
Tired



Disgusted



Irritated



Surprised



Stressed



Fearful

### First Phase of the Activity: Setting the Stage

🕒 10min.

1. Start by sharing an incident that was very important in your life. Allow children to guess how you felt when that incident happened. Then, express your feelings and emotions about that memory. It could be a recurrent event that makes you feel happy every time it happens.
2. Ask children to brainstorm some important events that made them experience different emotions – positive or/and negative ones.
3. Inform them that they will be representing these events by drawing the emotions that they felt when these events happened.
4. Distribute the materials they need: paper, pencils, coloring pencils, and cardboard for children. Tell them that they could start by writing about the significant events. Once they have all the events, they can draw them on the cardboards.

### Second Phase of the Activity: Drawing Emotions

🕒 10–15min.

1. The children start drawing their emotions associated with each event mentioned above (either as emoticons or faces with emotions).
2. Go around and provide support to the children who need it. Probe the students to think about a variety of emotions that they have experienced in their life.

### Third Phase of the Activity: Story Sharing

🕒 10min.

1. Ask children to sit in a circle and present their posters to their classmates. Encourage children to listen carefully and ask questions about any of the emotions that were drawn.
2. Suggest that the children either keep the poster to themselves if they wish, or hang it up in the class.



### Reflection

1. Ask the children to reflect on what they learned by asking the following questions:
  - a. Did you enjoy the activity? Did you find it difficult to express your feelings?

- b. How important is it for us to express our feelings – both positive and negative ones – like laughing when happy or crying when sad?



### Remarks

1. If a child refuses to show the poster, give him/her time until they feel comfortable sharing it. This could take days or even weeks until you build a trustworthy relationship with him/her and with his/her peers.
2. Give children the freedom to choose whether to share their feelings or not.

# Activity 6	Target Group	Time Needed
Emotions Expedition	Second Cycle Children	40min.

## Goal

To get children to develop emotional awareness, an awareness of their feelings and the feelings of others.

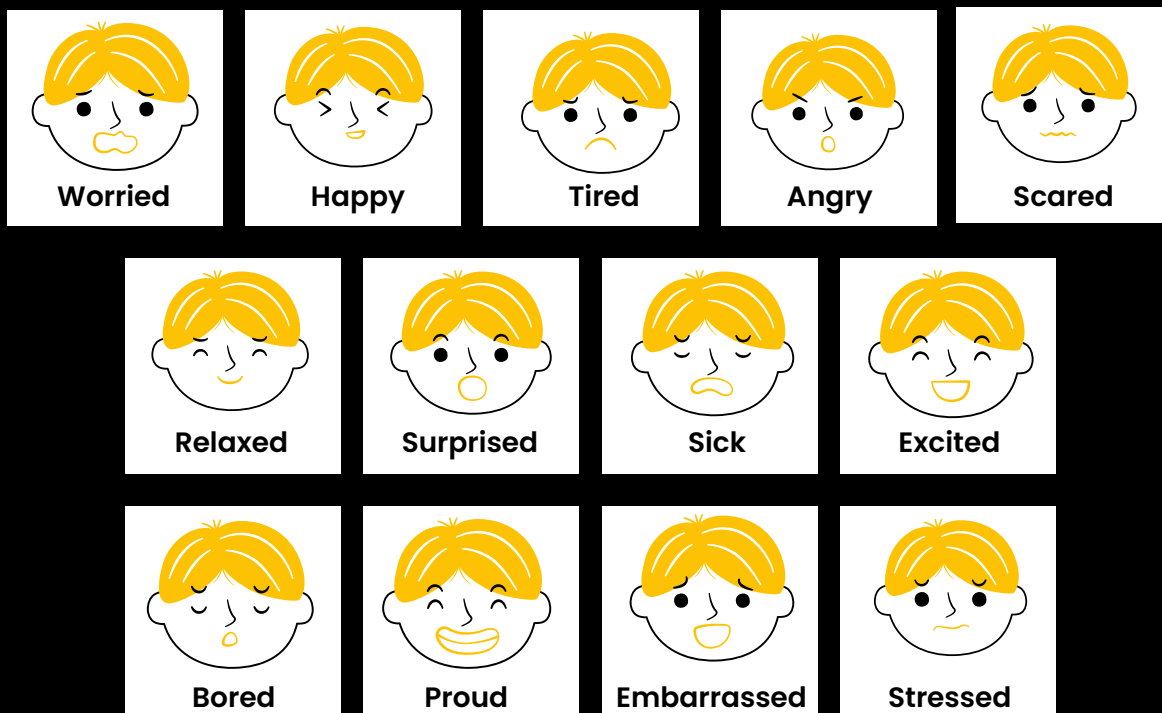
## Objectives

1. Children identify their own emotions.
2. Children discuss reasons behind emotions.
3. Children develop empathy toward others.

## Materials

1. Feelings chart - One copy/pair of children

## Procedure / Steps + Time for each Step



### First Phase of the Activity: Setting the Stage

 **10min.**

1. Remind children of the previous activity by referring to the posters they created. Explain that they need to know major feelings and understand how people would express their feelings.
2. Show children the image and ask what would make people feel stressed, angry or disgusted.
3. Pair the children up. Give each pair a sheet with the emojis. Go over the emojis one by one and make sure children understand what each refers to.
4. Inform children that they will walk together as a pair (either inside the class or within the school or center grounds) and try to observe the ones around them. Explain that the activity would require silent observation of others at first. As they observe the faces of others, they have to circle the emojis that each of the faces they look at represents.

### Second Phase of the Activity: Going on the Emotional Expedition

 **10–15min.**  
depending on the group size & the space where the activity is done

1. Give the children around 10 – 15 minutes to come back, and encourage them to try to find as many people with different emotions as possible.
2. Inform them that after they circle the different emojis for the different faces, they can take a few minutes to discuss their choices and why they chose them.

### Third Phase of the Activity: Sharing the Emotions Identified

 **10–20min.**  
depending on the group size

1. After the children come back, ask each pair to choose one person/emoji to talk about. Get them first to act out the emotion as they saw it on that person's face. Let the others guess what emotions they are talking about.
2. After they present the emotion, they try to explain why they chose it for that particular person. Probe them to talk about what made them think the person was feeling that way.



**Note:** Encourage children to speak and share their responses and elaborate on them during this stage.



## Reflection

1. Encourage the children to reflect on the activity by asking the following questions:
  - a. Why do you think that person might be feeling that way?
  - b. When have you yourself/yourself felt that way?
  - c. Is there anything you or others can do to help that person? (applies to both positive and negative emotions)



## Remarks

1. This activity can be done within the class, school, or even in an open public space as long as it is a safe one.
2. For the success of this activity, it is important that the students are already familiar with each other a bit and they are comfortable talking about emotions.
3. The first step needs to be based on careful observation.

# Activity 7	Target Group	Time Needed
Corners	Second Cycle Children	40min.



## Goal

To strengthen bonds among children and start building team spirit among all class members.



## Objectives

1. Children practice strategies for effective communication.
2. Children discover common traits with different members in the class.
3. Children work with different teams at each corner.



## Materials

1. 4 sheets labeled as "A", "B", "C" or "D", each to be put up in one of the corners
2. If the group is more than 20 children, you can have "E" and "F" too
3. Overhead projector if available



## Procedure / Steps + Time for each Step

### First Phase of the Activity



**5-10min.**  
for Introduction and  
Demonstration

1. Inform children that they will be presented with different choices, and they have to go to the corner that represents their favorite choice.
2. Present children with the first choice:
3. What is your favorite animal, if a cat, go to corner A, if a dog, go to corner B, if a rabbit, go to corner C, and if a horse, go to D. (You can show choices over the overhead projector with each letter and the animal next to it).
4. After the children group at their favorite corner, ask them to speak one at a time saying at least one thing they like about that animal.
5. Ask one member from each group to summarize what the group agreed on.

## Second Phase of the Activity



**15min.**  
3 Rounds/5min. per round.

1. Repeat the same steps 3 times with the following options:

### 1st Round:

Which season do you prefer?

Spring

Summer

Fall

Winter

### 2nd Round:

Which Cartoon do you prefer?

.....

.....

.....

.....

(Can be decided depending on what is popular at the time)

### 3rd Round:

Which game do you prefer to play?

.....

.....

.....

.....

(Can be decided depending on context again)

## Third Phase of the Activity



**10min.**

1. Ask the children:
  - a. What did you learn about your friends from this activity?
  - b. Did you learn new things about your friends that you didn't know before? Why or why not?
  - c. Did you get the same people with you all the time? What does that show? (We have something in common with different individuals)
  - d. Were you able to feel like a team?



## Reflection

1. Ask the children about their feeling working with different people.
2. Focus their attention on how they can be members of different teams.
3. Try also to draw their attention that they will always find something in common with different group members.



## Remarks

1. You can decide on the prompts depending on your knowledge of the children and their backgrounds. Make sure that the choices you give are equally popular among the children.
2. Make sure that the children really get to go to what they prefer and not group based on "buddy groups".



# Activity 8	Target Group	Time Needed
The Maze Trust Walk	Second Cycle Children	45min.



## Goal

To develop trust among children.



## Objectives

1. Children practice their communication skills.
2. Children build strong relations and strong interdependence among each other.



## Materials

1. Blindfolds
2. Obstacles
3. Chairs
4. Toys
5. Balls
6. Any other class objects which can be safely used to block one's way



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting up the Course or Path

1. This step needs to be done before the session. It can be on the playground or in class if there is enough space. Make sure you use safe objects to create the maze.

### Second Phase of the Activity: Starting the Activity

🕒 1st Round – 15min

1. Start by telling the students about the goal behind the activity and how important it is to trust each other to complete it successfully.
2. Divide the children into pairs. The pair will complete two rounds of the activity switching roles for the second round.

3. Tell the children that one of each pair will be blindfolded first, and then he/she will try to walk through the maze you prepared. To be able to do so, they have to follow the instructions of their partners and trust them. Inform the children that they can only use verbal instructions.
4. Ask each pair to decide who would start being the "blindfolded walker" and who will be "the guide".
5. Line up the pairs keeping a safe distance between them. Each pair starts once you give them the signal.
6. "The guide" walks closely by the side of the blindfolded and starts guiding him/her by giving clear instructions.
7. The pair has to walk through the maze till they reach the end without moving or hitting any of the objects on the way.

### Second Phase of the Activity: Starting the Activity

🕒 2nd Round - 15min

1. Partners switch roles and start the same process again.

### Third Phase of the Activity

🕒 10min.

1. Once the two rounds are over, ask the children to sit in a circle.
2. Ask the children these questions:
  - a. How did you feel when you were blindfolded?
  - b. Were the guide's instructions clear and helpful?
  - c. Did you want the guide to give you instructions in a different way? What is it?



### Reflection

1. Ask the children about what helped them trust their partner (or not trust).
2. Encourage children to think of the importance of trust among team members and how it helped them succeed.



## Remarks

1. Ensure the safety of the children during this activity by setting up a safe maze and closely supervising them throughout the process.
2. If the number of children is more than 20, create two maze courses and have another coach/teacher help you monitor the second group.
3. This activity can be done only after students have developed a certain level of trust toward each other.

# Activity 9	Target Group	Time Needed
Recyclable Bridge Challenge	Second Cycle Children	45min.



## Goal

Children will develop teambuilding and problem-solving skills.



## Objectives

1. Children work collaboratively to finalize the required task.
2. Children will be able to play different roles and work interdependently to achieve the goal together.



## Materials

1. Recyclable materials such as cardboard boxes, paper tubes, used papers, plastic bottles, tin cans, etc



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 10min.

1. Remind children of previous activities which required them to work in teams. Allow them to share what would make them succeed as a team.
2. Show children the materials and explain that they will create a bridge using these materials. Emphasize that they should work as a team to build a strong and tall bridge.
3. Divide children into teams of 4-5 and distribute the materials equally. Advise them to plan their designs first and agree on one.
4. Inform children that they have 20 minutes to build a bridge out of the provided materials. Tell them that you will check the length and the strength of the bridge. (The length will be measured by a ruler and the strength by checking how many coins it can hold).
5. Set the time, and announce the beginning of the activity.

## Second Phase of the Activity: Building the Bridge

 **20–25min.**

1. The children start working on building the bridge.
2. Move around and check how team members are communicating to find solutions.
3. Keep track of time and inform children of the time left (After 10 minutes first and then after 15 minutes).
4. When time is up, use an agreed on sign to stop the activity.
5. Ask the different teams to present their bridges and measure the length of each.
6. Put coins on each and count how many coins each bridge could hold.
7. Announce the winning team and congratulate the other teams for their efforts.

## Third Phase of the Activity: Debriefing

 **10–15min.**

1. Ask the children to sit in a circle with each team sitting close to each other.
2. Ask the children:
  - a. What helped you in building your bridge?
  - b. What challenges/difficulties did you face and how could you work around them?



## Reflection

1. Get the children to reflect on the activity by asking the following:
  - a. What discussions did you have before and during implementation?
  - b. Which skills did you use to work as a team?
  - c. What challenges/difficulties did you face?
  - d. How did you feel when your bridge was tested? What would you change if you had the chance to build it again?



## Remarks

1. If coins are not available, you can check the strength of the bridge by using any available light-weight object in the classroom.
2. You can display the students' work in the school or center hallway.

# Activity 10	 Target Group	 Time Needed
Scavenger Hunt	Second Cycle Children	30min.



## Goal

To promote teamwork and positive communication among children.



## Objectives

1. Children enhance their communication skills.
2. Children enhance their critical thinking.
3. Children enhance their collaboration together.



## Materials

1. 4–5 sets of somehow similar objects (depending on the number of groups). Each set is placed in a box

## Objects

- |               |                    |
|---------------|--------------------|
| 1. Scissors   | 6. Ruler           |
| 2. Eraser     | 7. Notebook        |
| 3. Small Ball | 8. Glue Stick      |
| 4. Pen        | 9. Colored Pencils |
| 5. Pencil     | 10. Stapler        |

## Clues

- |  |  |
|--|--|
| <b>1. Scissors</b><br>Clue: With two sharp edges, I can cut things apart.        | <b>6. Ruler</b><br>Clue: I make sure everything is straight and even.                  |
| <b>2. Eraser</b><br>Clue: When there's a mistake, I help it fade away.           | <b>7. Notebook</b><br>Clue: I keep your ideas safe on lined pages.                     |
| <b>3. Small Ball</b><br>Clue: I roll and bounce, bringing fun to any hand.       | <b>8. Glue Stick</b><br>Clue: I keep things in place without a trace of mess.          |
| <b>4. Pen</b><br>Clue: I leave a mark wherever I go, but never need sharpening.  | <b>9. Colored Pencils</b><br>Clue: I can bring any picture to life with bright shades. |
| <b>5. Pencil</b><br>Clue: I can draw or write, but only after you make me sharp. | <b>10. Stapler</b><br>Clue: "I hold papers together, one click at a time."             |



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 10min.

1. Show children a picture of a hunter and let them guess what the activity will be about.
2. Inform children that they are on a mission to hunt or look for objects that are listed on a sheet. Show them the list and inform them that each team has a unique list of things to find.
3. Explain to the children that to know what objects to look for, they have to solve certain riddles. As an example, you can say the riddle about scissors: You use me to cut things; you can find me in a box.
4. Divide children into 4-5 members and distribute the boxes they will use for collecting the objects. Encourage them to cooperate and think together to find all objects before time is up.
5. Inform them that they have 15 minutes and ask them to return to their starting point - the class - directly once the time is up.
6. Remind the children of the school rules and the need to keep their voices down as they move across the school not to disturb other classes.



## Second Phase of the Activity: Starting the Hunt

 15min.

1. Send the students out with their teams to start the hunt.
2. Set the timer and keep track of time.
3. Once the time is up, use a certain sound like that of a small bell and get all teams to come back.
4. Check and count each team's collected items. Ask a representative to write the list of collected items on the board.

## Third Phase of the Activity: Discussion

 10min.

1. Gather the children and start a discussion around how they felt during the activity before you move to the reflection questions.



## Reflection

1. To reflect on the activity, ask the children the following questions:
  - a. Would it have been easier to work on the activity alone or with a team? Why?
  - b. What did you do as a team to find these objects?
  - c. What went well? What would you change to make the activity work better?



## Remarks

1. You should hide the objects and prepare a different list of objects at least a day before implementing this activity.
2. The objects and riddles could be related to a certain theme: sports, weather, nature, etc.
3. It's preferable if you do it in large spaces. If it's not possible, make sure you create enough space in the class for children to move around.
4. If any team finishes before the end of time, check their items and make them write a list on the board before the others are back.
5. You need to choose a variety of items (not less than 10 items in total).

# Activity 11	Target Group	Time Needed
Collaborative Drawing	Second Cycle Children	50min.



## Goal

To encourage children to collaborate and set a unified goal.



## Objectives

1. Children develop collaboration skills.
2. Children develop non-verbal communication skills.



## Materials

1. Large piece of paper
2. Markers, colored pencils or crayons
3. Nylon bags/newspapers to protect the floor



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

⌚ 5-10min.

1. Gather children in a circle.
2. Show them the materials and explain the instructions. Insist that following rules helps them keep their class and work organized.
3. Lay out the large piece of paper on the newspapers or nylon bags.
4. Explain that they will be working together as a team to create an art piece. Allow them to brainstorm ideas and encourage them to focus on themes they all like or learned about.

### Second Phase of the Activity

⌚ 25-30min.

1. Start by having each child draw a shape or object on the paper with a marker or colored pencil. The shape or object should be large enough to be visible from a distance, but not take up the entire paper.

2. Once everyone has drawn their shape or object, ask the children to switch places and add details to each other's drawings. For example, if one child drew a square, another child could draw a triangle to make it into a house.
3. Allow children to color empty spaces.
4. Step back and admire the collaborative painting that the children have created together to represent teamwork.
5. Use the stop sign and display the painting in a prominent place in the classroom or school, so that the children can remember the experience of working together as a team.




## Reflection

1. Discuss the painting with the children. You can ask them the following questions:
  - a. How did you feel working together as a team drawing collaboratively?
  - b. What challenges/difficulties did you face? How did you overcome them?
  - c. How does the painting represent the importance of teamwork?



## Remarks

1. Encourage the children to think about how they can work together to create a cohesive art piece.
2. In case of large class size, divide children into two or more groups and increase the number of materials.

# Activity 12	 Target Group	 Time Needed
We Believe Crest	Second Cycle Children	40min.



## Goal

To promote value-loaded thinking.



## Objectives

1. Children define social values.
2. Children enhance their cooperation together and interaction with each other.
3. Children develop a sense of a common identity.



## Materials

1. Large piece of paper or poster board
2. Markers
3. Colored pencils or crayons
4. Scissors
5. Glue



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage



5-10min.

1. Gather children in a circle.
2. Show them the materials and explain the instructions. Insist that following rules helps them keep their class and work organized.
3. Explain the concept of this activity. Emphasize that together they will create a symbol that represents common values they all believe in.
4. Ask the children to brainstorm ideas of how they will represent their values. Ask them to think about what they stand for.
5. Advise them to draw a sketch of their crest design. Then, use the materials to create their crest.

## Second Phase of the Activity

 **15min.**

1. The children start working on their crests.
2. You can go around and make them think about deep values that apply to all of them and the school at large (For example: helping others, solidarity, respect, hospitality, etc.).
3. Provide them with the support they need.

## Third Phase of the Activity: Crest Sharing

 **10min.**

1. Get the different groups to share their crests and the values they believe in.
2. Encourage the teams to comment on each other's crests and to ask questions to understand in depth what each team believes in.



## Reflection

1. Reflect with the children by asking the following questions:
  - a. What are the values that this design represents?
  - b. Why did you choose these particular values?



## Remarks

1. You can add other children-friendly materials such as stickers, cut-out shapes, or collage material for decoration.

# Activity 13	Target Group	Time Needed
Diversity Day	Second Cycle Children	40min.

### Goal

To respect diversity, promote value-loaded thinking, and develop empathy.

### Objectives

1. Children identify the characteristics of sub-cultures.
2. Children develop empathy towards others.

### Materials

1. Pictures (representing different cultures)
2. Cardboards
3. Markers
4. Costumes (Lebanese culture/Levant/ Western)





## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 10min.

1. Gather children in a circle. Show them different pictures that represent different people from different countries, food, customs, etc. You can also play different songs.
2. Lead a discussion about the differences they saw. Ask children to reflect on the meaning of diversity: What does diversity mean? What makes us all different from each other? How do these differences make us special?
3. Divide children into groups of 4–5 members. Distribute 1 cardboard/group and the markers. Ask them to create a poster, in 15 minutes, representing the differences that make each member unique (this could be based on the city they come from, and/or traits that make them unique). Encourage them to discuss as a team what aspects they would like to highlight. It's up to the group if they would like to shed light on different cultures also.

### Second Phase of the Activity: Creating the Posters

🕒 15–20min.

1. Each group works collaboratively on their poster.

### Third Phase of the Activity: Poster Sharing

🕒 10min.

1. Ask each group to present their poster in 2–3 minutes.
2. Encourage children to comment on each other's posters and to ask any relevant questions. You can also ask questions that motivate the children to participate and set an example on how to ask questions.



## Reflection

1. Reflect on the activity by asking the following questions:
  - a. What did you learn about the cultures presented?
  - b. How can we show respect toward people from different cultures in our community?



## Remarks

1. If possible, allow children to use their smart devices to search for information about cultures.
2. You can agree with children, ahead of time, to get costumes available at their home or prepare some food/sweets that represent certain sub-cultures (with the help of their parents) and bring them to class. A day should be dedicated to celebrate diverse cultures.



# Activity 14	Target Group	Time Needed
Circle of Trust	Second Cycle Children	40min.



## Goal

To promote self-awareness.



## Objectives

1. Strengthening the rules of effective communication.
2. Children enhance their self-reflection ability (Self-awareness).



## Materials

1. Stress ball/Softball



## Procedure / Steps + Time for each Step

### First Phase of the Activity

⌚ 30min.

1. Arrange chairs in a circle and ask the children to sit. Explain the purpose of the activity and establish rules to have a smooth process. For example, ensure that all children must listen actively and respect each other without interrupting or judging the one who is speaking (Stereotyping).
2. Hold a stress ball/softball and pose an opening question: What is one thing that you are proud of the most and no one knows about?
3. Pass the ball to a child and inform children that only the one holding this ball is allowed to speak.
4. You can ask an additional question: What personality trait would you like to change or develop? Have another round and remind the children of the rules.



## Reflection

1. Reflect on the activity by asking the following question:
  - a. What did you learn about yourself or others in this activity?
2. Thank the children for sharing their thoughts and respecting the rules to maintain a safe space.



## Remarks

1. It's important that you explain the reason behind following the rules.
2. You need to make sure that the children have developed a high level of mutual trust before you implement this activity.



# Activity 15	 Target Group	 Time Needed
Be Kind	Second Cycle Children	40min.

### Goal

To develop value-loaded thinking.

### Objectives

1. Reinforcing specific values in children (For example: kindness, helping others, etc.).

### Materials

1. Paper / Pencils / Small cards or sticky notes

### Procedure / Steps + Time for each Step

#### First Phase of the Activity: Setting the Stage

 20min.

1. Begin by introducing the concept of random acts of kindness to the students. Explain that these are small, intentional acts of kindness that are done without expecting anything in return. Give a few examples like helping someone cross the street or offering free lunch.
2. Ask students in groups of 3-4 to brainstorm a list of possible random acts of kindness that they could perform for others. They can either brainstorm orally or write them down. Once the students are done, collect different ideas from the different groups and write them down on a large flipchart sheet.
3. Give each student a small piece of paper and a pencil. Ask them to write down three random acts of kindness from the list they see or any additional ideas that they could still think of. Tell the students that the acts they will write would be acts that they would want to perform in the next week.
4. Collect all the papers and redistribute them randomly among the students, so that each student has someone else's list of random acts of kindness.
5. Tell students that they have to read the three acts on the paper they received and choose at least one to do in class to a few of their peers.

6. Give each student a stack of small cards or sticky notes. Tell students that they have to perform one or more than one of the acts of kindness depending on the number of cards or sticky notes they have. Remind them that the number of students they should do the act of kindness to should be equivalent to the number of cards received.
7. Tell students that after performing the act of kindness, they should leave the card or sticky note with the recipient of the act, along with a small message or smiley face. For example, if a student performs a random act of kindness by giving a compliment to a classmate, they could write a message on the card or sticky note such as “You are an awesome person” or draw a smiley face. This will help the recipient feel the positive impact of the random act of kindness beyond the moment it was performed.

### **Second Phase of the Activity: Performing the Acts of Kindness**

 **20min.**

1. Students are given 15 minutes to go around and perform the acts of kindness they have planned.

### **Third Phase of the Activity: Sharing the Acts of Kindness**

 **10min.**

1. After students come back together, ask them to share their experiences with the class.



### **Reflection**

1. Reflect with the students by asking them the following questions:
  - a. How did you feel when you did the act of kindness?
  - b. How did you feel when you received an act of kindness?
  - c. What other acts of kindness you still would like to do?



### **Remarks**

1. The students can perform their acts of kindness within the school outside their classrooms.

2. As an extension of the activity, you can ask students to create a gratitude journal where they can record the acts of kindness they perform or receive every day over a period of a week/ month (the time can be flexible)
3. Encourage students to keep doing the random acts of kindness beyond the initial period and revisit the idea often.

# Activity 16	 Target Group	 Time Needed
Under The Spotlight	Second Cycle Children	10 Minutes Everyday



## Goal

To build self-confidence and self-awareness, and encourage positive self-talk.



## Objectives

1. Children develop a positive attitude towards each other.



## Materials

1. Music player, flashlight or a yellow cardboard circle



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage



**10min.**

On a daily basis

1. Gather the children in a circle. Remind them of their special traits/identities by referring to the posters they have developed earlier. Then, ask 2-3 children to talk about a positive quality they love about themselves, talent, or favorite hobby. You can also motivate them to show their talents (sing, perform a dance, act, etc.).
2. Use the flashlight or put the yellow circle that represents the spotlight in the center of the classroom and have the child speak under the spotlight. You can turn on cheerful music to motivate the speaker. The other children will be the audience and will cheer and clap for each speaker. Let them know that they will have the chance to participate on a different day.
3. When the child finishes, ask the other children to give him/her at least one positive comment highlighting one thing they liked about what he/she said.



## Reflection

1. Reflect with the children on this activity by:
  - a. Asking the speakers about their feelings while talking about themselves under the spotlight.
  - b. Encouraging the audience to use positive language when commenting on their friends' speech.



## Remarks

1. You can repeat this activity on daily or weekly basis. Choose a different child on each day you do the activity. It's preferable not to push shy children to do this activity, instead, you can praise them on daily basis for participating and improving in a certain skill until they feel ready to talk about themselves.

# Activity 17	 Target Group	 Time Needed
Our Garden	Second Cycle Children	4-6 hours divided over several days



## Goal

To promote participatory work.



## Objectives

1. Children plan for and implement a garden project.
2. Children collaborate with each other to complete the project.



## Materials

1. None



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Planning Stage

1. Start by telling the children about how important it is to be part of the community. Ask them what are kinds of things they would like to do for their school or community at large.
2. Elicit different ideas from them. Then suggest that together you will work on building a garden.
3. Brainstorm different locations where this garden can be built. It can be within the school or outside the school. Remind the children that the garden should be accessible to the biggest number of children and community members.
4. Look at the list of brainstormed ideas and select top locations that you can work with the children on.

### Second Phase of the Activity: Getting Ready

1. Encourage the children to research for ideas of what can be planted.
2. Let the children share their collected ideas and reach an agreement on what needs to be planted in the garden.

3. Come up with the children with a list of stakeholders in the community that need to be contacted.
4. Make the needed visits with the children and get the needed approvals.

### **Third Phase of the Activity: Getting Started**

1. Let the children start planning in groups how they want the garden to be.
2. Ask the different groups to share their plans and agree on the feasible one.
3. Get all what is needed – seeds – planting kit – etc.

### **Fourth Phase of the Activity: Planting the Garden**

1. Plant the garden with seeds or small plants.
2. Encourage the children to create garden art, such as painted rocks.

### **Fifth Phase of the Activity: Maintaining the Garden**

1. Assign different teams the role of watering and taking care of the garden on weekly basis.



### **Reflection**

1. Reflect on the activity by asking the children the following questions:
  - a. What was your favorite part of planning and planting the garden? Why?
  - b. What did you learn about the process of gardening?
  - c. How did it feel to work together on planting the garden as a big team?
  - d. What other ideas would you like to implement in teams to improve the school environment or reality?

# Activity 18	 Target Group	 Time Needed
Student Council	Second Cycle Children	Throughout the term



## Goal

To build leadership and communication skills.



## Objectives

1. Children establish their own council with active roles for members.
2. Children plan for community projects and work on their implementation.



## Materials

1. None



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Starting the Council

1. Clarify the purpose of the student council and the goals behind it. Make sure that the children understand the expectations behind it.
2. Hold elections in the school. Make sure that the children are able to experience the full democratic process of electing the council through having nominations and elections.
3. Create the council positions: Brainstorm with the children the needed positions and get the children to elect different members for the different positions.

### Second Phase of the Activity: Starting the Work of the Council

1. Establish a meeting schedule and set weekly meetings (especially during early stages).
2. Monitor the meetings to make sure that the children are exercising their different roles.
3. Provide support and guidance whenever needed.

### Third Phase of the Activity: Activating the Role of the Council

1. Brainstorm projects that the council can do at the level of the school first and the level of the community later.
2. Provide the support needed in implementing those projects.






### Reflection

1. Get the elected children to reflect on the activity by answering these questions:
  - a. What inspired you to run for the student council? What do you hope to achieve as a member?
  - b. How did you feel when you were elected to the student council? How do you feel about your responsibilities now?
  - c. What accomplishments would you like to achieve? How can you achieve them?
  - d. What ideas do you have for your school and community?




## Third Cycle

### "Get to Know You" Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
1	<b>Line Up Challenge</b>	<ol style="list-style-type: none"> <li>1. Knowing Each other</li> <li>2. Building Relationships</li> <li>3. Self-awareness</li> </ol>	<b>30min.</b>
2	<b>Identity Bracelets</b>	<ol style="list-style-type: none"> <li>1. Building a sense of identity</li> <li>2. Identifying each other's unique features</li> <li>3. Building relationships</li> </ol>	<b>30min.</b>
3	<b>A-Z Personal Trivia</b>	<ol style="list-style-type: none"> <li>1. Knowing each other's special traits</li> <li>2. Building relationships</li> <li>3. Building self-awareness</li> </ol>	<b>30min.</b>
4	<b>My Life's Soundtrack</b>	<ol style="list-style-type: none"> <li>1. Knowing each other at a deeper level</li> <li>2. Building empathy with others</li> <li>3. Feeling connected</li> </ol>	<b>30min.</b>
5	<b>Backward Design of Dreams</b>	<ol style="list-style-type: none"> <li>1. Identifying own dreams and goals</li> <li>2. Supporting each other</li> </ol>	<b>40min.</b>
6	<b>Going on an Emotional Expedition</b>	<ol style="list-style-type: none"> <li>1. Identifying own feelings</li> <li>2. Identifying the feelings of others</li> <li>3. Developing collective responsibility towards each other</li> </ol>	<b>40min.</b>




## Third Cycle



### "Team Building " Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
7	<b>Take a Spot</b>	<ol style="list-style-type: none"> <li>1. Building connections between different groups of students</li> <li>2. Building communication skills</li> </ol>	<b>40min.</b>
8	<b>Give and Take</b>	<ol style="list-style-type: none"> <li>1. Building team spirit</li> <li>2. Realizing the importance of participation</li> <li>3. Adding joy to the atmosphere</li> </ol>	<b>40min.</b>
9	<b>Build that Square</b>	<ol style="list-style-type: none"> <li>1. Building team Interdependence</li> <li>2. Building communication skills</li> <li>3. Developing problem solving skills</li> </ol>	<b>40min.</b>
10	<b>Driver's Seat</b>	<ol style="list-style-type: none"> <li>1. Building team positive interdependence</li> <li>2. Developing trust among different team members</li> </ol>	<b>30min.</b>
11	<b>Dynamic Duos</b>	<ol style="list-style-type: none"> <li>1. Working towards achieving a unified goal</li> <li>2. Developing communication skills</li> <li>3. Developing skills related to critical thinking</li> </ol>	<b>45min.</b>
12	<b>Doodling Together</b>	<ol style="list-style-type: none"> <li>1. Promoting social values</li> <li>2. Developing a sense of belonging</li> </ol>	<b>40min.</b>

## Third Cycle

### "Agency and Influence " Activities

# Activity Number	 Activity Name	 Activity Aim	 Time Needed (Min)
13	<b>The Compliment Game</b>	<ol style="list-style-type: none"> <li>1. Showing appreciation of each other</li> <li>2. Developing a positive attitude towards each other</li> <li>3. Developing self-esteem</li> </ol>	<b>40min.</b> <b>Can be repeated frequently</b>
14	<b>Peace Circle</b>	<ol style="list-style-type: none"> <li>1. Building trust</li> <li>2. Developing communication skills</li> <li>3. Developing empathy and mutual understanding of others' needs</li> </ol>	<b>30min.</b>
15	<b>Youth Mentorship Program</b>	<ol style="list-style-type: none"> <li>1. Developing awareness of the needs of others</li> <li>2. Developing leadership skills</li> <li>3. Developing a sense of belonging to the community</li> <li>4. Developing responsibility</li> </ol>	<b>A few hours to set up and then continuous</b>
16	<b>Debate Club</b>	<ol style="list-style-type: none"> <li>1. Promoting critical thinking</li> <li>2. Developing awareness of critical topics in their community</li> <li>3. Developing common sense</li> </ol>	<b>6 hours of planning and having the debate</b>
17	<b>Creating a Community Mural</b>	<ol style="list-style-type: none"> <li>1. Developing leadership skills</li> <li>2. Children collaborating together</li> <li>3. Developing a sense of responsibility towards their community</li> </ol>	<b>4-6 hours Divided over several days</b>
18	<b>Student Council</b>	<ol style="list-style-type: none"> <li>1. Developing leadership skills</li> <li>2. Developing agency and voice</li> <li>3. Developing communication skills</li> </ol>	<b>Throughout the term</b>

# Activity 1	 Target Group	 Time Needed
Line Up Challenge	Third Cycle Children	30 Minutes

## Goal

To promote non-verbal communication and interaction among the children.

## Objectives

1. Children identify each other's names and main traits.
2. Children find some common traits and some distinctive features with other group members.

## Materials

1. A list of instructions you will be using
2. Timer

## Procedure / Steps + Time for each Step

### First Phase of the Activity: Starting the Game

 5-7min.

1. Gather the children in a circle. Then introduce the aim of the activity.
2. Inform them of the rules of the game:
  - a. Each team will work in complete silence. They can use body language, but they cannot speak at all (not even whisper).
  - b. They need to line up according to the instructions of each round. The team that lines up in the shortest amount of time and with the least errors would win each round.
  - c. They need to listen to the instructions for each round and form the line according to the instructions.
3. Divide the group into teams (from 7 - 10 members depending on the size of the group). Assign each team a space in the room adjacent to the other team but with enough space that allows for movement.
4. Check for clarity of instructions before you start the game. You can ask the students questions like:
  - a. Can you talk?
  - b. What can you do?
  - c. Who wins? etc.

## Second Phase of the Activity: Running the Game

🕒 12–15min.

1. Start by giving your instructions for the first round. Ask the children to arrange themselves according to the first letters of their first names from A to Z with A in the front of the room and Z towards the back and the other letters in-between in the correct order of the alphabet.
2. As soon as the teams start, set your timer and monitor them closely to make sure they are following the rules of the game.
3. Once the first team finishes, record the time they took.
4. When the teams finish lining up, quickly check their order and if there are errors, note how many per team.
5. Make sure that as you are making the quick check, the children are listening to make sure they are learning about each other.
6. Give the team that was quicker + the least errors the point.
7. Repeat the same steps with different instructions. Here are some instructions:
  - a. Arrange yourselves in order of birth month, from January to December with January in the front and December in the back.
  - b. Arrange yourselves in order of the time when you woke up, with the earliest in the front and the latest in the back.
  - c. Arrange yourselves in the order of the distance you traveled to the school/training center, with the closest in the front and the furthest in the back.
  - d. Arrange yourselves in terms of the number of siblings you have, with the smallest number in the front and the biggest in the back.
  - e. Arrange yourselves in terms of the number of years/months you've been at this school/center, with the smallest number in the front and the biggest number in the back.

## Third Phase of the Activity: Discussion

🕒 7–10min.

1. Have a discussion post the activity. Check the reflection questions below. Encourage all children to participate in the discussion.



## Reflection

1. To help the children reflect on the activity, ask the following questions:
  - a. How do you feel about the activity? What have you learned about others in your group?
  - b. Do you feel more connected to your friends now that you learned special things about them?
  - c. Why is it important to learn about each other? What else would you like to learn about your friends?



## Remarks

1. This activity works well on the very first days of a term or year.
2. It would be ideal if you can do the activity in a big empty space.
3. If you have a big group, you can split it into two smaller groups. Make sure they are not more than 8-10 per group. Make sure you can monitor all groups at the same time.
4. You can change the instructions depending on your knowledge of the group and how well they know each other.
5. If the two or more teams perform almost equally, you can grant more than one team the point.

# Activity 2	Target Group	Time Needed
Identity Bracelets	Third Cycle Children	30 Minutes



## Goal

To develop self-awareness.



## Objectives

1. Children get to know each other's special traits.
2. Children state special things about themselves and their friends.



## Materials

1. Permanent marker
2. Colorful beads or ribbons



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage



7-10min.

1. Start by asking the children:
  - a. Is it enough to know each other's names?
  - b. To know each other well, what do we need to learn about each other?
2. Elicit some responses from the students and write them up on the board.
3. Mention that each person has special traits. As an example, share some of your special traits. Try to think of traits that are not visible to others (For example: Sociable, ambitious, diligent and determined, etc.).
4. Ask any volunteer to mention a special trait about him/her. Guide children to think about what makes them unique. Get more volunteers to share at least one trait with the group.
5. Inform children that they will create a special bracelet that reflects who they truly are. Tell them that they will use colorful beads to make their bracelets. They will write each of the letters of their names on a different colorful bead first. Then, they will add around their names different colorful beads that show their different traits. Encourage them to add as many as possible.
6. They can write on each of these additional beads the first letter related to the trait they want to share OR they can draw something that represents that trait.

## Second Phase of the Activity: Making the Bracelets

 10–15min.

1. The children start making their bracelets. You can go around to check their work and provide them with the support they need. Once done, you can help them tie it and wear it.

## Third Phase of the Activity: Sharing Identity Bracelets

 10min.

1. Gather the children in a circle and invite them to show their bracelets to the whole group. Encourage them to tell what trait each extra bead represents.
2. Encourage children to ask each other questions about these traits and how they really show them.



## Reflection

1. Help the children reflect on the activity by asking the following questions:
  - a. Why did you choose this trait?
  - b. What did you learn about yourself or others? Were you surprised by any of these traits?
  - c. Did you discover any special traits about your friends that you were not aware of? (Encourage children to share what they have in common as a big group)
  - d. How would you help your community with these special traits?



## Remarks

1. You can use colorful ribbons instead of beads in making this activity. In this case, the children write each letter of their names on a different ribbon. Then they add other ribbons with different colors around the letters of their names. Encourage them to use as many extra ribbons as possible to represent their different traits. They can write on each of these additional ribbons the first letter related to the trait they want to share OR they can draw something that represents that trait.
2. If children seem to be lost in expressing themselves and identifying their special traits, you can ask them:
  - a. What are your strengths?
  - b. What are the qualities you like about yourself?
3. Always remind children to clean up and maintain class rules.

# Activity 3	Target Group	Time Needed
A – Z Personal Trivia	Third Cycle Children	30 Minutes



### Goal

To get students to know each other at a deeper level, and develop self-awareness.



### Objectives

1. Children identify various special traits about each other.
2. Children build stronger connections among each other.



### Materials

1. A sheet to keep the scores
2. A timer



### Procedure / Steps + Time for each Step

#### First Phase of the Activity: Setting the Stage

⌚ 5min.

1. Gather the children in a circle and explain the purpose behind the activity.
2. Explain to the group the rules of the game. Each person will take turns sharing something personal about themselves that starts with the next letter of the alphabet. For example, the first student needs to start with the letter A saying something like A is for my favorite artist who is ..... . Student B continues by saying B is for my biggest fear, which is being alone in the dark, and so on. Each student would have 30 seconds to say his/her letter and personal fact during the first round, and then 20 seconds during the second round, and 10 seconds for the third round. Remind students that they have to remember as many facts as possible about each other.

## Second Phase of the Activity: Playing the Game

🕒 10–15min.

1. Start with the first round and hold the timer for 30 seconds for each student. Try to get the students excited and move quickly from one student to the next.
2. Once the first round ends, start with the second round with the second student starting with the fact related to the letter A. This time, set the timer at 20 seconds for each student. Follow the same procedure.
3. With the third round, start with the third student and set the timer at 10 seconds for each student.
4. If time allows, you can continue with the same pattern (but fix the time at 10 seconds for each student), until you feel the students have said enough.

## Third Phase of the Activity: Discussion around Special Facts

🕒 10min.

1. Start another challenge around how many facts the children would be able to remember about each other.
2. Ask for volunteers who can share what they have learned about as many other children as possible. Make a tally of how many each mentions.
3. Announce a winner at the end – the one who could remember the most facts about his/her friends.



## Reflection

1. You can get the children to reflect by having a discussion around the following questions:
  - a. Were you surprised by any information or trait that you learned about your friends?
  - b. Did you notice some common traits with others? (even when they were not all said) What do you think this means?
  - c. How important is it to have our own special traits and some other common ones with others? (Probe them to think of how special each of us is and how similar we can be too. It is important to be aware of all these special traits and what makes each of us special.)



## Remarks

1. Encourage the children to share interesting and unique personal facts about themselves that will spark a conversation and help them get to know each other at a deeper level.
2. You can gamify the activity further by announcing (a) winner(s) - someone who was able to say the most facts within the time given.
3. Encourage the children to continue exploring and expressing their special traits and identities.



# Activity 4	Target Group	Time Needed
My Life's Soundtrack	Third Cycle Children	30 Minutes



## Goal

To develop communication among each other and foster empathy towards others.



## Objectives

1. Children develop self-awareness.
2. Children connect with others at a deep human level.
3. Developing an artistic musical sense.



## Materials

1. Worksheet



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

⌚ 7-10min.

1. Start by asking the children about how often they listen to songs. Then, ask them why they prefer some songs over others. (Try to check whether they usually think of the meaning behind the song.)
2. Introduce a list of five songs. Children need to include these songs under the different categories given. The categories can be: "Lebanon", "Friendship", "Family", "Ambition", "Success", "Happy Moments", "Sad Moments", etc. They should justify why did they choose to put a specific song under a specific category.

### Second Phase of the Activity: Forming Own Soundtrack

⌚ 15-20min.

1. Give the children the worksheet, and ask them to brainstorm as many songs as they can for each category mentioned in the first phase of the activity, and to add any other categories that come to their mind.

2. Once the children have their lists ready, ask them to select their top five songs that make them feel happy. Make sure that the children would choose their songs from the different categories. If possible, they can create a playlist using any music streaming service like Anghami or Spotify.
3. After creating their own playlist or making their top-five choices, each child would share his/her playlist with the group and explain why they chose each of the songs. Encourage children to look at their peers' playlists and choose a song they liked and add it to theirs.
4. Make sure that you monitor the time and give all the children the chance to share their playlists.

### Third Phase of the Activity: Discussion

 10min.

1. Ask the children if they notice any differences or common themes across their playlists.
2. Ask them about their favorite songs from the collective playlist that they would love to listen to frequently. (You can use the suggested playlist throughout the term during group activities or during individualized seated work.)





### Reflection

1. Get children to reflect on the activity by asking the following questions:
  - a. How did each person's playlist help you learn more about them?
  - b. What are new things that you have learned about each other that you didn't know before?
  - c. Why is it important to know each other's personal stories? How does that help the group grow together?



### Remarks

1. This activity requires a higher level of trust than the ones before it, so it is important that you have worked on other "Get-to-Know" activities and on building a safe environment before you do it.
2. You can modify the categories and customize them to your group. Depending on your knowledge of the children, you can get them to come up with the categories themselves before they start brainstorming the lists of songs.

# Activity 5	 Target Group	 Time Needed
Backward Design of Dreams	Third Cycle Children	40 Minutes

### Goal

To help children develop self-awareness and confidence and awareness of others too, and foster a positive outlook towards the future.

### Objectives

1. Children identify their own dreams and goals.
2. Children support each other.

### Materials

1. Papers
2. Pens or pencils

### Procedure / Steps + Time for each Step

#### First Phase of the Activity: Setting the Stage

 5min.

1. Start by introducing the activity to the children and explaining its goal. Inform the children that this activity is their chance to think about their future and set big goals for themselves.
2. Provide the children with a paper and pencil each.

#### Second Phase of the Activity: Dreaming Own Dreams

 15-20min.

1. Ask the children to start thinking of their own dreams. Encourage them to think big and not put any limits on what they might think of. Remind the children that all big achievements were dreams one day. Remind the children that this can be the beginning for them and that they have to come up with as many dreams as possible.
2. Once they have a list of dreams and aspirations, ask them to choose three of their dreams and draw a circle around them.

3. Give the children three papers each. Ask them to use one paper for each dream. Then ask them to break down each dream into smaller achievable steps. For example, if one has a goal of becoming a doctor, the smaller steps could include studying hard in school and trying to maintain a good average, doing some volunteer work at a hospital, searching for medical schools and their requirements, etc.
4. After they have their dreams broken down into smaller achievable steps, ask them to create a visual representation of these goals and steps. It can be by drawing a vision map or a mind map, developing a timeline, choosing pictures that represent the steps they need to follow, or any other choice they have.

### Third Phase of the Activity: Dream Sharing

 10min.

1. Put children into groups of three. Ask them to share their dreams with their groups. Encourage them to ask each other questions and give each other advice on how they can further achieve those dreams.
2. Go around the room and make sure that all children are interacting positively.



### Reflection

1. Ask the children to reflect on what they learned by asking the following questions:
  - a. What do you think of each other's dreams? Are there some that are easier to achieve than others? What needs to be done to achieve all these dreams? (Make sure that you probe the students to think that nothing is impossible).
  - b. How important is it to feel supported in trying to achieve your dreams?
  - c. What can you do to support others in achieving their dreams? (Prompt the students to think that a good start can be by listening to each other and providing some advice).



### Remarks

1. This activity requires a certain level of trust among the children, so it is important to create that environment by working on the earlier stage activities.
2. You might need to teach the children some statements of encouragement that they can use in the last stage of the activity.

# Activity 6	Target Group	Time Needed
Going on an Emotional Expedition	Third Cycle Children	40 Minutes

## Goal

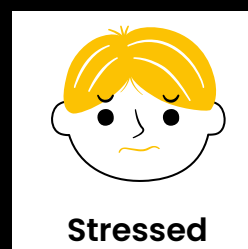
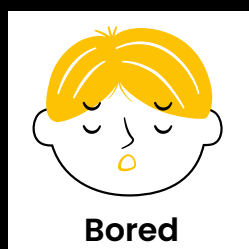
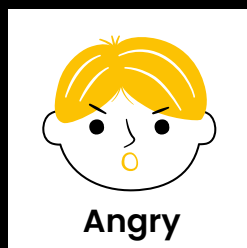
To get children to develop emotional awareness, an awareness of their feelings and the feelings of others.

## Objectives

1. Children identify emotions.
2. Children discuss reasons behind emotions.
3. Children develop empathy toward others.

## Materials

1. Feelings chart - One copy/pair of children





## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 10min.

1. Start by asking the children about the major feelings they usually experience and what might cause these feelings. Make a list of all the feelings the children mention on the board.
2. Show children the image and ask them to compare the emotions identified in it to the list they came up with. Then ask the children: What would make people feel nervous, angry, or disgusted? Focus on the variety of feelings you think children of this age group might experience like feeling frustrated, disappointed, etc.
3. Pair the children up. Give each pair a sheet with the emojis. Encourage the children to add any other emotions that they think should be on the sheet, but were not mentioned.
4. Inform children that they will walk together as a pair (either inside the class or within the school or center grounds) and try to observe the ones around them. Explain that the activity would require silent observation of others at first. As they observe the faces of others, they have to circle the emojis that each of the faces they look at represents.

### Second Phase of the Activity: Going on the Emotional Expedition

🕒 10–15min.

depending on the group size & the space where the activity is done

1. Give the children around 10 – 15 minutes to come back, and encourage them to try to find as many people with different emotions as possible.
2. Inform them that after they circle the different emojis for the different faces, they can take a few minutes to discuss their choices and why they chose them.

### Third Phase of the Activity: Sharing the Emotions Identified

🕒 15–20min.

depending on the group size

1. After the children come back, ask each pair to choose one person/emoji to talk about. Get them first to act out the emotion as they saw it on that person's face. Let the others guess what emotions they are talking about.
2. After they present the emotion, they try to explain why they chose it for that particular person. Probe them to talk about what made them think the person was feeling that way.



**Note:** Encourage children to speak and share their responses and elaborate on them during this stage.



## Reflection

1. Encourage the children to reflect on the activity by asking the following questions:
  - a. Why do you think that person might be feeling that way?
  - b. When have you yourself/yourselves felt that way?
  - c. Is there anything you or others can do to help that person? (applies to both positive and negative emotions)



## Remarks

1. This activity can be done within the class, school, or even in an open public space as long as it is a safe one.
2. For the success of this activity, it is important that the students are already familiar with each other a bit and they are comfortable talking about emotions.
3. The first step needs to be based on careful observation.
4. Remind the children not to mention any names when they are talking about the emotions of others.

# Activity 7	Target Group	Time Needed
Take a Spot	Third Cycle Children	40 Minutes

## Goal

To strengthen bonds among children and start building team spirit among all class members.

## Objectives

1. Children practice strategies for effective communication.
2. Children discover common traits with different members in the class.
3. Children work with different teams at each corner.

## Materials

1. 4 sheets labeled as "A", "B", "C" or "D", each to be put up in one of the corners
2. If the group is more than 20 children, you can have "E" and "F" too
3. Overhead projector if available

## Procedure / Steps + Time for each Step

### First Phase of the Activity

 **5-10min.**  
For Introduction and demonstration

1. Inform children that they will be presented with different choices, and they have to go to the corner that represents their favorite choice.
2. Present children with the first choice:  
What is your favorite type of food, if traditional food, go to corner A, if fast food, go to corner B, if fancy food, go to corner C, and if you like to try different types of food, go to D. (You can show choices over the overhead projector with each letter and the type of food next to it).
3. After the children group at their favorite corner, ask them to speak one at a time saying at least one thing they really favor among that category.
4. Ask one member from each group to summarize what the group discussed.

## Second Phase of the Activity



**15min.**  
3 Rounds/5min. per round.

1. Repeat the same steps 3 times with the following options:

### 1st Round:

Which is your favorite music genre?

- ☐ **Arabic music**   ☐ **Turkish music**   ☐ **French music**   ☐ **Hard Rock**   ☐ **Other**

### 2nd Round:

What is your dream travel destination?

- ☐ **Europe**   ☐ **Africa**   ☐ **Australia**   ☐ **America**   ☐ **Canada**
- ☐ **Arab Countries**

### 3rd Round:

What is the nature of your favorite hobby?

- ☐ **Playing sports**   ☐ **Arts**   ☐ **Video Games**   ☐ **Other**

## Third Phase of the Activity



**10min.**

1. Ask the children:
  - a. What did you learn about your friends from this activity?
  - b. Did you learn new things about your friends that you didn't know before? Why or why not?
  - c. Did you get the same people with you all the time? What does that show? (We have something in common with different individuals)
  - d. Were you able to feel like a team?



## Reflection

1. Ask the children about their feeling regarding working with different people.
2. Focus their attention on how they can be members of different teams.
3. Try also to draw their attention that they will always find something in common with different group members.



## Remarks

1. You can vary the prompts depending on your knowledge of the children and their backgrounds.
2. Make sure that the children really get to go to what they prefer and not group based on “buddy groups”.

# Activity 8	Target Group	Time Needed
Give and Take	Third Cycle Children	40 Minutes

## Goal

To develop team spirit among the children.

## Objectives

1. Children recognize their own gifts and/or strengths.
2. Children recognize the others' gifts and strengths.
3. Children realize the importance of sharing.

## Materials

1. Papers
2. Pens
3. Flipchart sheet and markers

## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 5-7min.

1. Start by explaining the goal behind the activity. Inform the children that they will first work individually, then in pairs, and finally in bigger groups of 4.
2. Encourage the children to think carefully about what they can really give to the group, and what they would like to take.
3. Provide each child with a piece of paper and a pen.

### Second Phase of the Activity: Forming Gives and Takes Lists

 10-20min.

1. Ask each child to divide the paper into two halves: one for "Give" and one for "Take".
2. Ask them to come up with as many ideas as they can under each - What they have to offer or what they can give to the whole group and what they would like to take or what they would like the other group members to offer.

3. Emphasize that many of the “Gives” and “Takes” do not need to be concrete things. They might be feelings, attitudes, values, knowledge, etc. (For example: time, care, affection, helping someone in their studies, helping parents, helping with volunteer work in the neighborhood, a bouquet of flowers, a gift the other needs such as clothes or stationery, etc.)
4. Give the children time to form their own lists (around 5 minutes and more if needed).
5. Assign each child a partner and ask them to share their lists and ask each other any clarification questions.
6. Ask each pair to come up with a list of five common “Gives” and “Takes” that they would agree on.
7. Once the pairs finish, join every two pairs together and ask them to compare their lists and ask each other any clarification questions again.
8. Ask each pair to form a unified list again of five common “Gives” and “Takes”.
9. Once the groups agree on their lists, ask them to write them on a flipchart sheets using a marker and then put them up on the wall.
10. After all groups are done, the children move in a “Gallery Walk” style around the room checking each other’s “Gives” and “Takes”.

### Third Phase of the Activity: Discussion

 10min.

1. Get children to answer these questions after the activity is over:
  - a. How are you going to commit to all the “Gives”?
  - b. What will happen if we all commit to all our “Gives”?
2. Elicit different responses from the different children and get them to realize the importance of “Rights” and “Duties” towards the big group.



### Reflection

1. Get the children to reflect on the main purpose behind the activity by answering these questions:
  - a. What did you learn from this activity?
  - b. What is your action plan after this activity?
  - c. What can you do individually, and what can you do collectively?
  - d. What is the impact of this activity on the school environment and society?



## Remarks

1. If time permits, you may repeat the process with a larger group size.
2. Try to emphasize the important values that all the children need to display towards each other, such as respect, appreciation, empathy, etc.



# Activity 9	Target Group	Time Needed
Build that Square	Third Cycle Children	40 Minutes



## Goal

Children will develop teambuilding and problem-solving skills.



## Objectives

1. Children work collaboratively to finalize the task.
2. Children will be able to come up with creative solutions to achieve the goal behind the activity.



## Materials

1. Four wooden sticks of equal length per team (one will be broken into two pieces)
2. A piece of string or rope per team
3. Timer



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

⌚ 5-7min.

1. Start by informing the children about the aim behind the activity. Then explain the rules of the game.
2. Inform the children that they will be working in teams of 4. Each team will be working at a certain table. Together they have to work with their wooden pieces to create a square using only the materials they have. They won't be able to use glue or tape. The team that finishes building the square first would win the game.

### Second Phase of the Activity: Building the Square

⌚ 20-25min.

1. Inform the children that they can start working on building their squares. Remind them that they would have only 20 minutes.

2. Set the timer and monitor the work of the groups as they try to build their squares.
3. If any group finishes before the others, have them explain their strategy to you. If none finishes within the allotted time, check how much progress each made and who are closer to achieving the final goal.

### Third Phase of the Activity: Sharing Time

 10min.

1. Have each group share their built squares (or what they have come up with even if not complete) and explain the strategy they used.
2. Encourage each group to talk about which strategies worked and which ones didn't work.



### Reflection

1. Get the children to reflect on the activity by asking the following:
  - a. What discussions did you have before and during implementation?
  - b. Which skills did you use to work as a team?
  - c. What challenges/difficulties did you face?
  - d. What did you learn about teamwork and problem-solving?



### Remarks

1. You can make the activity more challenging by having more unequal in size pieces of wood for the children to use in building their squares.
2. Remind the children that the process is more important than the product and they have to enjoy it.

# Activity 10	Target Group	Time Needed
Driver's Seat	Third Cycle Children	40 Minutes



## Goal

To develop team spirit and trust.



## Objectives

1. Children build trust among each other.
2. Children show positive team interdependence.



## Materials

1. Blind folds



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 5-7min.

1. Start by explaining the goal behind the activity and how the children will have to work collaboratively throughout the activity.
2. Inform the children of the rules of the game. They will be paired up (Partner A and Partner B). One will be the Driver and the other will be the Vehicle. The "Vehicles" will be blindfolded. The "Drivers" stand behind their vehicles at the start line and put their hands on their shoulders. The "Drivers" navigate them around the room and every time they notice another approaching "Vehicles", they press the shoulder of their "Vehicle" who then produces a horn sound. Those who avoid any collisions while getting to the end line are the ones that pass the Driver's Test.
3. Blindfold the "Vehicles", and have the "Drivers" stand behind them.

### Second Phase of the Activity: Starting the Game

🕒 10min.

1. At the signal, all the pairs start moving together.

2. Monitor the game, and check which pairs are moving swiftly avoiding any collision.
3. Once the pairs reach the end line, they get ready for the second round and exchange roles.

### Third Phase of the Activity: Discussion

 10min.

1. Gather the children and start a discussion around how they felt during the activity before you move to the reflection questions.



### Reflection

1. To reflect on the activity, ask the children the following questions:
  - a. How did you feel when you were blindfolded?
  - b. How did your partner help support you?
  - c. Would it be easier to move blindfolded alone or with the support of your partner?




**Note:** Emphasize throughout the discussion the importance of trust among team members and how we can all work on it together.



### Remarks

1. It would be better to have this activity done in a large space.
2. Make sure that the children are enjoying the light atmosphere and are having some fun while playing it.
3. Pair boys with boys and girls with girls if that might create cultural sensitivities.

# Activity 11	 Target Group	 Time Needed
Dynamic Duos	Third Cycle Children	40 Minutes

### Goal

To help children create a team identity, enhance verbal and non-verbal communication, and promote social values.

### Objectives

1. Children develop communication skills.
2. Developing skills associated with the development of critical thinking.

### Materials

1. Small bags with the “Dynamic Duos” (one bag/team) – At least 20 Duos/bag

- |   |   |
|---|---|
| 1. <b>Batman and Robin</b>              | 11. <b>Toothbrush and Toothpaste</b>      |
| 2. <b>Fairuz and the Rahbanis</b>       | 12. <b>Phone and Charger</b>              |
| 3. <b>Kunafa and Fragrant Syrup</b>     | 13. <b>Pen and Paper</b>                  |
| 4. <b>Sherwal and Tarboush or “Fez”</b> | 14. <b>Brush and Paint</b>                |
| 5. <b>Tom and Jerry</b>                 | 15. <b>Notebook and Pen</b>               |
| 6. <b>Salt and Pepper</b>               | 16. <b>Thyme and Oil</b>                  |
| 7. <b>Keys and Locks</b>                | 17. <b>Plant and Pot</b>                  |
| 8. <b>Scissors and Tape</b>             | 18. <b>Food and Drink</b>                 |
| 9. <b>Knife and Cutting Board</b>       | 19. <b>Backpack and Water Bottle</b>      |
| 10. <b>Fork and Knife</b>               | 20. <b>Flashlight and Batteries, etc.</b> |



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

🕒 5-7min.

1. Start by explaining the aim behind the game.
2. Inform the children of the rules of the game. Each team will be made up of four members. The teams will get a bag full of "Dynamic Duos" which are famous duos or objects that always go together. The team will choose one who will be the "Clue Giver" and the rest will try to guess the clue. The "Clue Giver" needs to give clues - the clue is a characteristic of the object chosen that is related to size, color, role, and can be visual or audible, etc. - and the rest of the team members have to guess the "Duo". For each guessed "Duo", the team gets a point. After two minutes, you give the teams a signal to assign a new "Clue Giver".

### Second Phase of the Activity

🕒 10-15min.

1. The team starts by assigning the "Clue Giver", who takes one "Duo" out of the bag and tries to give clues related to the Duo. Remind the teams that they cannot say any part of the two rhyming words or show the paper. The rest of the team members try to guess. If they get it right, they score a point.
2. Every two minutes give a signal for the teams to change their "Clue Giver", so that all would have the opportunity to play both roles.
3. Every time a team finishes, record the time they took and how many points they collected.
4. Announce different winners - being the quickest - most points - quieter group - cleaning up without prompt group, etc.



## Reflection

1. After the end of the activity, ask the children the following questions:
  - a. How did you feel working together as a team?
  - b. How did each help the team?
  - c. How does the activity relate to the importance of teamwork?



## Remarks

1. You can modify the list of Dynamic Duos to fit the context you are working in.
2. Such an activity would not work if the children have not developed some trust among each other, so make sure it is presented after trust-building activities.



# Activity 12	Target Group	Time Needed
Doodling Together	Third Cycle Children	40 Minutes

## Goal

To help children create a team identity, enhance verbal and non-verbal communication, and promote social values.

## Objectives

1. Children develop a sense of belonging.
2. Children practice collaboration skills.

## Materials

1. Large piece of paper or poster board (2 – 3 Meters long)
2. Markers
3. Colored pencils or crayons
4. Timer

## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 5-7min.

1. Start by explaining the goal behind the activity, and how important it is for all the children to be working in synchronization through it.
2. Explain to the children what they will be doing. They will first choose a marker or colored pencil of their choice (color and thickness). Then, they all will have to gather around the poster at a safe distance from each other. At the agreed-on signal, each one of them should simply start doodling on the poster (the space in front of them) anything, a scribble, an icon, an inspirational image, etc. At the next signal (almost in four minutes), they have to move two places to their right and start doodling on and around what they see in front of them. They continue with the same pattern until the surface is covered (around 3 - 4 moves).

## Second Phase of the Activity: Doodling Together

 10–15min.

1. Start the activity, and set the timer at 4 minutes first. Once the four minutes are over, give the signal to the children to move their two places. Decrease the time for the next round to 3 minutes, and then 2 minutes for each round.
2. Encourage children with every round to vary their doodling (big and small doodles, changing colors).
3. As they move further, encourage them to make connections between the doodles and cover any extended white spaces.

## Third Phase of the Activity: Looking Deep into the Doodle

 10min.

1. Once the doodling is over, ask the children to stand back and look at the doodle.
2. Ask the children, what does it represent to them? What meaning could they extract from it?





## Reflection

1. Reflect with the children by asking the following questions:
  - a. What are the values that this design represents? (Emphasize collaborative effort and respect of each other's work)
  - b. Why did you choose these particular values?
  - c. What's the importance of believing in these values? (forming a mosaic)?



## Remarks

1. You can display the poster in a visible place either in the class or at the school/center.

# Activity 13	 Target Group	 Time Needed
The Compliment Game	Third Cycle Children	40 Minutes

### Goal

To create a positive and supportive environment for all.

### Objectives

1. Children identify their own unique identity.
2. Children show appreciation towards each other.

### Materials

1. None

### Procedure / Steps + Time for each Step

#### First Phase of the Activity: Setting the Stage

 10min.

1. Start by informing the children of the aim behind the activity.
2. Inform children that they will be working in pairs and that they will be changing their partners more than once.
3. Pair the children up and have them seated facing each other. Make sure that there is enough distance between the different pairs so that they can speak comfortably. Remind them that they will be using their indoor voices, and to do that it is good that they come close to each other.
4. Explain that each pair will take turns giving each other genuine compliments that are not only focused on physical appearance or superficial aspects. Remind them that they can compliment their partner's personality, actions, special talents, or skills (Example: a nice person, a helpful person, a sociable person, etc.).
5. You can give examples of certain compliments that you can share with different members, such as, "I love how XXXX smiles at all his/her friends". "I really appreciate how XXXX makes sure that he/she throws everything in the garbage bin", etc.
6. Remind them to thank each other after listening to the compliments given.

## Second Phase of the Activity: Sharing Compliments



**10–15min.**  
depending on the size of  
the group

1. Have each pair sit in their assigned space.
2. Set the timer for 1 minute, and encourage the first speaker to say as many compliments as they can within the minute.
3. Once the timer goes off, ask them to switch roles for another minute.
4. Repeat the same process four times with new partners. To avoid chaos, ask the partners on one side of the room to move one seat. This way, they will all be paired with new partners.

## Third Phase of the Activity: Sharing One Special Compliment



**10min.**

1. Bring the children back together and ask volunteers to share one special compliment that stood out for them. Encourage them to explain why that compliment, in particular, stood out.
2. Encourage several volunteers to share their favorite compliments.





## Reflection

1. Reflect on the activity by asking the following questions:
  - a. How did you feel after hearing the compliments that your friends liked and that gave comfort to the group?
  - b. Did anyone compliment you for something that you were not aware of?
  - c. What did you learn from this activity?



## Remarks

1. Encourage the group to continue giving compliments to each other outside the classroom and practice being positive with each other.
2. You can repeat this activity every now and then to make children continue developing their positive attitude toward each other.

# Activity 14	 Target Group	 Time Needed
Peace Circle	Third Cycle Children	40 Minutes

## Goal

To create a safe space for children to share their feelings and thoughts and develop awareness of feelings and emotions.

## Objectives

1. Children identify their own unique identity.
2. Children show appreciation towards each other.

## Materials

1. Softball/Stress ball for the children to hold in order to feel more comfortable while speaking

## Procedure / Steps + Time for each Step

### First Phase of the Activity: Setting the Stage

 7-10min.

1. Arrange the chairs in a circle. Make sure that you have a chair for each one including you.
2. Inform the children that they will be participating in a peace circle, where everyone will have a chance to share their thoughts and feelings in a safe and respectful environment.
3. Make sure that you establish the ground rules of the activity:
  - a. Each will get the chance to speak once. If they are not comfortable speaking at first, they can pass their turn and continue listening and participating in responding to their peers.
  - b. All need to show active listening without interrupting each other.
  - c. Keeping what is heard in the room in the room and not taking it out.
4. The person speaking will share something personal that he/she is struggling with. He/she would use "I" statements to express his/her thoughts and feelings.
5. After the speaker finishes, the listeners should respond first by thanking him/her for sharing and for being honest. Then, they might share how they relate to what he/she said or say anything that might help them feel better or approach the problem in a different way.

## Second Phase of the Activity: Going Around the Peace Circle Stage



**15-20min.**  
depending on the size of  
the group

1. Different children take turns speaking. Make sure that only those who are comfortable at first would start.
2. Go around the circle to give everyone a chance to speak if they want to.
3. Once everyone has had the chance to speak, discuss with the group how they can continue to support each other.
4. End the activity by having the children join hands and say one positive affirming message to the whole group.





### Reflection

1. Reflect on the activity by asking the following questions:
  - a. How were you feeling before the activity?
  - b. How did your feelings change?
  - c. What did you learn from this activity?



### Remarks

1. It's important that you explain the reason behind following the rules.
2. This activity would work only after the children have developed a high level of trust toward each other, so it is important that it is done after having completed most of the activities above and after the children have gotten the chance to spend some time together.
3. This activity can be repeated frequently. With time, more children will start opening up to each other.

# Activity 15	 Target Group	 Time Needed
Youth Mentorship Program	Third Cycle Children	A few hours to set up and then continuous

## Goal

To develop awareness of the needs of others and a sense of belonging to the community.

## Objectives

1. Children develop leadership skills.
2. Children show a sense of commitment toward other members of their community.

## Materials

1. None

## Procedure / Steps + Time for each Step

### First Phase of the Activity: Announcing the Mentorship Program

1. Start by identifying the purpose behind the mentorship program. It can be related to providing support in academics or any additional skills that you feel are needed in your context.
2. Announce the Mentorship Program in the center or school and ask for enthusiastic volunteers who would like to be part of it.

### Second Phase of the Activity: Assigning Mentors and Trainees

1. **Verifying the Suitability of Volunteers for the Role of Mentors:**
  - a. **Preparing a List of Required Criteria:**  
The facilitator should create a clear list of the qualities and skills mentors should possess.  
**These criteria include:**
    - **Leadership:** The ability to guide others and make appropriate decisions.
    - **Empathy:** Understanding the needs of others and responding respectfully and supportively.

- **Effective Communication:** The ability to explain ideas clearly and interact positively with trainees.
- **Commitment:** Willingness to take long-term responsibility in the program and ensure continuous support.

b. **Interviews or Evaluation Questionnaires:**

The facilitator conducts interviews with volunteers or asks them to fill out a questionnaire to assess their alignment with the established criteria. **Possible questions include:**

- What motivates you to participate in the mentoring program?
- How would you describe your experience in helping others?
- Have you previously assumed a leadership or mentoring role? How was that experience?
- How do you handle challenges or conflicts?

c. **Evaluating Past Experience:**

The facilitator may review the previous experiences of volunteers in similar roles, such as volunteering or community or academic support, to determine their readiness for mentoring.

d. **Group Review:**

If there is a large number of volunteers, a group evaluation session can be organized where volunteers participate in practical activities to assess their leadership and collaborative qualities.

2. **Providing Mentors with Training and Resources:**

- Engaging Specialized Trainers:** The facilitator can enlist the help of external trainers specializing in areas such as volunteer work or academic or community assistance. This helps determine how ready they are for mentorship.
- Effective Communication and Conflict Resolution:** to deliver training on how to build positive relationships between mentors and trainees and address any challenges.
- Academic or Social Guidance:** if specialized skills are required, such as academic support or psychosocial support, experts in these areas can be engaged.
- Comprehensive Training Sessions:** The facilitator or specialized trainers conduct workshops covering basic mentoring skills and guidance on how to effectively utilize available resources.
- Additional Resources:** Mentors can be provided with guides or reference materials on mentoring, including problem-solving models, strategies for motivating trainees, and tools to assess progress.

3. **Identifying Trainees:**

- Coordinating with Teachers:** The facilitator works with teachers to identify trainees who would benefit most from the program based on their academic performance or social needs.
- Introducing Trainees to the Program:** The program's objectives should be explained to trainees to ensure their understanding and readiness to participate actively.

### Third Phase of the Activity: Matching Mentors with Mentees

1. Make sure that you assign each mentor a mentee. Try to have them match in terms of interests and personality.
2. Clearly define the expectations for both mentors and mentees.

### Fourth Phase of the Activity: Evaluating the Program

1. Try to regularly monitor the program and evaluate its effectiveness.
2. Try to support the teams with whatever is needed.





### Reflection

1. Have regular reflection sessions with both mentors and mentees around:
  - a. What is working well in the program for them?
  - b. What extra support they might need?
  - c. How is the program helping both of them? Etc.



### Remarks

1. Such a program would require close monitoring and sustainability.

# Activity 16	 Target Group	 Time Needed
Debate Club	Third Cycle Children	Around 6 hours of planning and having a debate every time



## Goal

To develop awareness of critical topics in the community and common sense.



## Objectives

1. Children develop their critical thinking skills.



## Materials

1. To be decided



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Establishing the Club

1. Start by announcing the club within the classes and the school or center at large. You can use flyers to make the idea more appealing to the children.
2. Recruit club members.
3. Set a first meeting to explain the idea and check the availability of members after school. Agree on a regular meeting time and space.

### Second Phase of the Activity: Planning for the Debate

1. Select a topic that would be of interest to your group. It needs to be a controversial and relevant topic related to current events around them. Make sure that the topic is interesting and engaging for the members. You can involve the members in selecting the topic.
2. Give the students some time to research the topic. Encourage them to look at different perspectives. Remind the children that they have to prepare their strong arguments for the day of the debate.
3. Announce the date of the debate.



**Remark:** It is necessary to consider the sensitivity of certain topics and avoid them according to the scope of work.

## Third Phase of the Activity: Starting the Debate

### 1. Defining Roles and Responsibilities:

#### a. There should be two teams:

- one supporting and one opposing the chosen topic, with each team comprising 3–5 speakers depending on the club's size.
- Each speaker has a defined role, such as:
  - **Opening Speaker:** Provides a general background on the topic and presents the thesis the team supports.
  - **Middle Speakers:** Present the main arguments, supporting the thesis with evidence and examples.
  - **Closing Speaker:** Concludes the team's arguments and refutes the opposing team's points.

b. **Debate Moderator:** Responsible for managing the discussion and ensuring the debate proceeds in an organized manner. Ensures each speaker has their turn and adherence to rules.

c. **Timekeeper:** Ensures each speaker adheres to their allotted time using a timer or time-tracking device. For instance, each speaker may have 3 minutes to present arguments and 2 minutes to refute the opposing team's points.

### 2. Setting Debate Rules:

#### a. Debate Duration:

- The debate should follow a clear schedule, including:
  - **Opening:** Each team presents its opening statement (3–5 minutes per team).
  - **Main Round:** Each team presents its main arguments with evidence and rebuttal (5 minutes per speaker).
  - **Closing Round:** Each team gives a final statement summarizing arguments and refuting the opposing team (3 minutes per closing speaker).
  - **Q&A Time:** A short period can be allocated for the audience (or other members) to ask the teams questions after the official statements conclude (5–10 minutes).

#### b. Conduct and Respect:

The facilitator must ensure all speakers follow respectful conduct guidelines, such as not interrupting other speakers, speaking calmly and respectfully, and avoiding personal attacks.

#### c. Consequences:

Clear consequences should be established for non-compliance with rules, such as an initial warning, then point deductions, or disregarding the speaker's contribution if rule are continuously ignored.

### 3. Managing the Debate:

a. **Opening the Debate:** The debate moderator introduces the topic, participating teams, and rules, ensuring all details are clear before beginning.

b. **Conducting the Debate:**

The moderator gives each speaker their turn according to the sequence and ensures each person speaks within their designated turn.

c. **Interventions:**

The moderator can intervene if there are violations, such as interrupting other speakers or exceeding time limits.

d. **Real-Time Evaluation:**

The timekeeper announces when each speaker's time is up to ensure adherence to timing.

e. **Audience Interaction:**

Q&A: After the official rounds, the audience or other members may discuss the topic with the teams by asking questions, which helps broaden the dialogue and analyze the topic from multiple perspectives.

### Fourth Phase of the Activity: Evaluating the Program

1. Reflect on what went well during the debate and what might still need improvement.
2. Encourage all team members to give their feedback and set some action plans for the following debate.

### Fifth Phase of the Activity: Evaluating the Program

1. Plan the following activity. It would be good to start them spaced out (around 4 - 6 weeks between the two activities).
2. Consider different formats, topics, and roles for the different members.



### Reflection


1. This needs to be after each debate event.



## Remarks

1. Establishing the club and making it run would require a high level of organization and planning at first.
2. This activity would also require a sustainability plan and having a mentor.



# Activity 17	 Target Group	 Time Needed
Community Mural	Third Cycle Children	4-6 hours divided over several days



## Goal

To develop agency and leadership skills, and foster team spirit.



## Objectives

1. Children contribute to their community by planning for and implementing a community mural.
2. Children collaborate with each other and with their community members to complete the project.



## Materials

1. None



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Planning Stage

1. Start by telling the children about how important it is to give back to the community. Ask them what kinds of things they would like to do for their school or community at large.
2. Elicit different ideas from them. Then suggest that together you will work on creating a community mural.
3. Brainstorm different locations where the mural can be created. Remind the children that it needs to be in a place visible to the community.
4. Announcing the idea to the bigger community.

### Second Phase of the Activity: Forming a Planning Committee

1. The committee can be formed of the children and any community members that can help in contributing to the idea.

2. The committee will decide on a theme for the mural that reflects the history, values, and culture of that community.
3. Choose the artists who can be part of it, if available. It would be great if the artists are chosen from the same community. Make sure that the selected artists are ones who have experience working with community members and who would engage with the children.
4. Work with all stakeholders (children and artists) on choosing the design that would help in reflecting the chosen theme.

### **Third Phase of the Activity: Painting the Mural**

1. Prepare the wall with the help of the children by cleaning it up and removing any old paint or debris. Repair any damage in it and have the children apply the base coat. If paint is not available, the children can draw on paper.
2. The children would start the painting of the wall alongside the artists, if available.

### **Fourth Phase of the Activity: Celebrating the Completion of the Project**

1. Plan for a public celebration and invite community stakeholders.
2. Make sure that the children get to organize the event under your supervision.
3. Celebrate the achievement of everyone.

### **Fifth Phase of the Activity: Maintaining the Mural**

1. Develop a plan for ongoing maintenance by assigning different teams the role of regular cleaning and/or touch-ups as needed.





### **Reflection**

1. Reflect on the activity once the project is over by asking the children the following questions:

- a. What was your favorite part of the project? Why?
- b. What did you learn throughout the process of creating and celebrating the mural?
- c. How did it feel to work together on this project as a big team?
- d. What impact do you think the project will have on the whole community?
- e. What other ideas do you have to help your community?



# Activity 18	 Target Group	 Time Needed
Student Council	Third Cycle Children	Throughout the term



## Goal

To build leadership and communication skills.



## Objectives

1. Children establish their own council with active roles for members.
2. Children plan for community projects and work on their implementation.



## Materials

1. None



## Procedure / Steps + Time for each Step

### First Phase of the Activity: Starting the Council

1. Clarify the purpose of the student council and the goals behind it. Make sure that the children understand the expectations behind it.
2. Hold elections in the school. Make sure that the children are able to experience the full democratic process of electing the council through having nominations and elections.
3. Create the council positions: Brainstorm with the children the needed positions and get the children to elect different members to the different positions.

### Second Phase of the Activity: Starting the Work of the Council

1. Establish a meeting schedule and set weekly meetings (especially during early stages).
2. Monitor the meetings to make sure that the children are exercising their different roles.
3. Provide support and guidance whenever needed.

### Third Phase of the Activity: Activating the Role of the Council

1. Brainstorm projects that the council can do at the level of the school first and the level of the community later.
2. Provide the support needed in implementing those projects.



### Reflection

1. Get the elected children to reflect on the activity by answering these questions:
  - a. What inspired you to run for the student council? What do you hope to achieve as a member?
  - b. How did you feel when you were elected to the student council? How do you feel about your responsibilities now?
  - c. What accomplishments would you like to achieve? How can you achieve them?
  - d. What ideas do you have for your school and community?



# Involving Children in Designing a Social Cohesion Plan

Creating an environment that fosters social cohesion among students is a shared responsibility that extends beyond the teachers and administrators of a school. Involving students directly in the creation and implementation of initiatives designed to promote social cohesion is a crucial step towards cultivating an atmosphere of mutual respect, empathy, and understanding within the school community.

This highly student-centered activity serves to complement the strategies and activities conducted by school staff, creating a unified approach towards building a cohesive and inclusive school culture.

The activity encourages students to take ownership of their social environment by involving them directly in the design of a social cohesion plan for their school. It also encourages empathy and open communication among the student body which are key factors that contribute to a supportive and inclusive school community.

The **“Student-led Social Cohesion Plan” activity** complements the previous sets of activities by reinforcing the school-wide commitment to fostering social cohesion. Just as staff meetings, roundtable discussions, and professional development workshops aim to strengthen professional relationships among the school staff, this activity provides an opportunity for students to engage in a similar process, allowing them to develop a deep understanding of social cohesion and the vital role they play in it.

By aligning the activities for both students and staff, we not only ensure a consistent approach to fostering social

cohesion, but also establish an environment where everyone – staff and students alike – are active participants in building a supportive, inclusive, and respectful school culture.

- **Goal:** Encourage students to take ownership in creating a socially cohesive environment within their school.

## Phase I: Brainstorming a Cohesion Plan

In this phase, sit in a circle with the students and initiate a brainstorming session. Ask the students to envision what a socially cohesive school looks like to them. You can ask these specific questions:

1. How does a cohesive school feel?
2. How do the students interact with each other?
3. What kinds of activities are held?

Encourage the students to think about the bigger picture and reflect on how their actions contribute to a cohesive school environment.

## Phase II: Proposing Activities for Social Cohesion

Now that the students have a general vision of social cohesion, guide them to break it down into smaller, actionable activities. Ask the students to propose at least three activities that could bring them closer to each other and promote social cohesion in their school. These activities could be anything from sports tournaments to art workshops, study groups, or community service projects. Try to make sure that at least some of these activities get to be implemented.

# Community Level Activities

## Activities Targeting Parents

Parents play a pivotal role in shaping the social dynamics of a school community. Their active involvement can help create an environment of respect, understanding, and acceptance. By actively collaborating with parents, schools and organizations can bridge cultural, linguistic, and socioeconomic divides, creating a welcoming, inclusive, and positive learning environment for all students. Some of the activities schools and organizations can do with parents are the following:

### Parent-Teacher Collaboration Forums

- **Goal:** Foster open dialogue and collaboration between parents and teachers, including those from different backgrounds and nationalities.
- **Implementation:** To foster inclusivity and uphold principles of social cohesion, it is important to establish a platform where all parents, regardless of their nationality or legal status, can engage with teachers and contribute to the school community. If legal restrictions prevent certain groups, such as Syrian parents, from participating in official parent-teacher committees, alternative structures can be developed.

For instance, “Parent-Teacher Collaboration Forums” could be organized. These forums can serve as regular, informal meetings where all parents and teachers come together to discuss school issues, plan activities, and voice their concerns or suggestions. The aim is to ensure that every parent, irrespective of their nationality or status, has a meaningful voice in the school community. These forums can also serve to foster mutual understanding and respect between parents of different

backgrounds and the school staff, which is a fundamental aspect of promoting social cohesion.

By providing such a platform, schools not only demonstrate their commitment to inclusivity and diversity, but also empower all parents to contribute to and engage with their children’s education. This, in turn, reinforces a sense of belonging and enhances social cohesion within the school community.

### Parental Workshops

- **Goal:** Equip parents with the necessary skills to foster diversity and inclusivity at home.
- **Implementation:** Organize a series of workshops addressing various topics, such as cultural sensitivity, conflict resolution, and promoting empathy. Use interactive teaching methods and seek continuous feedback for improvement.

### Community Volunteering

- **Goal:** Foster shared responsibility and community spirit.
- **Implementation:** Identify local community projects and organize volunteering days. Mix teams of parents and students from different backgrounds to encourage interaction.

### Joint Parent-Child Projects

- **Goal:** Encourage collaboration on a meaningful project.

- **Implementation:** Identify a long-term project like a community garden or a mural. (Check Children's Activities) Assign collaborative tasks and hold regular progress meetings. Celebrate the achievement upon completion.

## Parent-Teacher Groups

- **Goal:** Foster open dialogue and collaboration between parents and teachers.
- **Implementation:** Establish a diverse parent-teacher group that meets regularly to discuss school issues, plan activities, and provide parents with a platform to voice their concerns or suggestions.

## Mentorship Programs

- **Goal:** Break down barriers and foster understanding and empathy.
- **Implementation:** Set up a program where parents mentor children from different cultural backgrounds. Make sure that the selected parents are able to provide the needed mentoring. Provide support and guidance to the mentors as they build relationships with their mentees.

## Literacy or Language Classes

- **Goal:** Overcome language barriers and promote better communication.
- **Implementation:** Offer literacy or language classes for parents who speak a different variety of the language or who are illiterate. This could help them feel more included and able to participate in school activities.

## Parent-Led Classroom Activities

- **Goal:** Involve parents directly in the education process.

- **Implementation:** Invite parents to lead activities or presentations about their background. They can also make presentations on simple tasks that they do well, such as a certain handicraft. This can make them feel more involved and valued in the school community.

## Sport and Recreational Events

- **Goal:** Foster team and community spirit.
- **Implementation:** Organize sport and recreational events where parents and children can participate together. This can help build relationships and create a sense of belonging.

In all these activities, it's essential to create an inclusive and welcoming environment, ensuring all parents can participate fully, regardless of their background. Building social cohesion takes time, but with patience, understanding, and active participation, we can create a harmonious and diverse school community.

# Activities Targeting the Larger Community

Creating social cohesion at a community level requires the involvement of various stakeholders. This includes not just parents, teachers, and students, but also local community members, businesses, and organizations. Here are some activities that could involve all these groups:

## Community Festivals or Fairs

- **Goal:** Celebrate diversity and foster a sense of community spirit.
- **Implementation:** Organize a festival or fair where schools and local community groups can set up stalls, perform cultural performances, and share food. This can be an excellent opportunity to invite local businesses to sponsor or participate in the event.

## Joint School-Community Projects

- **Goal:** Encourage collaboration on projects that benefit the entire community.
- **Implementation:** Identify a project such as a community garden, a mural, or a playground that school members and community members can work on together. This fosters a sense of shared responsibility and achievement.

## Community Dialogues

- **Goal:** Provide a platform for open discussion about community issues, fostering a sense of shared ownership and engagement in the community.
- **Implementation:** Arrange regular

community dialogues or town-hall meetings where school and community members can discuss relevant issues, brainstorm solutions, and share ideas. This can help to foster a sense of shared ownership and engagement in the community.

These dialogues can be more effective if they are led or facilitated by peacebuilding actors who are familiar with dialogue group activities. This can include trained mediators, community leaders, or professionals from organizations focused on community development and peacebuilding.

Involving experienced peacebuilding actors can help ensure that these dialogues are structured effectively, that different perspectives are respectfully heard and understood, and that the discussions foster empathy, mutual understanding, and collaboration among diverse community members. In addition, these experts can help to guide the discussions towards constructive outcomes and ensure that any conflicts or disagreements that arise are managed effectively.

In essence, these community dialogues serve as a platform to bridge gaps, dispel stereotypes, and build stronger connections within the community. By providing a forum for open, respectful, and inclusive conversations, they foster a culture of shared ownership and social cohesion. It is about strengthening the community's capacity to work together towards common goals and resolve issues collaboratively, which is fundamental to promoting social cohesion.

## Local Business Partnerships

- **Goal:** Foster relationships between the school and local businesses.
- **Implementation:** Partner with local businesses for internships, job shadowing, or career talks. This can provide students with real-world experiences and create a stronger link between the school and the wider community.

## Mentorship Programs with Community Members

- **Goal:** Encourage intergenerational relationships and knowledge sharing, bridge generational gaps, and foster mutual understanding, respect, and social cohesion.
- **Implementation:** Set up a mentorship program where volunteers from the community — including professionals, retirees, artisans, and others with valuable life and professional experiences — can mentor students. The program can be designed to cover a wide range of areas depending on the interests and needs of the students and the expertise of the mentors. These may include academic support, career guidance, life skills, local traditions and crafts, and many other areas.

### The process for establishing the program may include the following steps:

- **Recruitment:** Start with identifying and recruiting potential mentors from the community. This can involve reaching out to local associations, NGOs, businesses, retirement communities, and other networks. It's important to ensure that mentors are committed, reliable, and able to create a safe and supportive environment for the students.

- **Matching:** Match the mentors with students based on shared interests, needs, and goals. This can be facilitated through a "meet and greet" event where potential mentors and mentees can get to know each other.
- **Training:** Provide orientation and training to mentors to ensure they are well-prepared for their role. This may cover communication skills, understanding the needs and experiences of today's youth, child protection policies, and other relevant topics.
- **Regular Meetings:** Set up regular meetings between the mentors and mentees. These can take place at the school, in community centers, or in other suitable venues, and they can be structured or unstructured depending on the nature of the mentorship.
- **Monitoring and Support:** Monitor the progress of the mentorship relationships, provide ongoing support to the mentors and mentees, and address any issues or challenges that arise.
- **Feedback and Recognition:** Collect feedback from both mentors and mentees to understand the impacts of the program and areas for improvement. Recognize and appreciate the contributions of the mentors to motivate them and show appreciation.

Through such a mentorship program, students can gain new insights, skills, and perspectives, broaden their horizons, and develop supportive relationships with adults from their community. It can also help community members to better understand and connect with the younger generation, thereby fostering social cohesion.

## Community Volunteering or Service Learning

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- **Goal:** Foster a sense of shared responsibility and community.
- **Implementation:** Organize volunteering activities or service learning projects where students, school staff, and community members work together on local initiatives, such as cleaning a local public space, helping in preparing meals for the needy or organizing a charity event.

## Local History and Culture Projects

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- **Goal:** Foster appreciation and understanding of the local community's history and culture.
- **Implementation:** Students, guided by teachers, parents, and community members, can undertake projects exploring the local area's history, culture, and landmarks. This could culminate in a presentation or exhibition showcasing their findings.

## Sports and Recreational Events

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- **Goal:** Encourage team spirit and community spirit.
- **Implementation:** Organize community-wide sports events or tournaments, recreational activities, or fun runs that involve school members and community members. This can create a sense of community spirit.

The aim of these activities is to build relationships, foster understanding and respect, and create a strong sense of community among all stakeholders. By involving everyone in the process, you ensure a more inclusive and cohesive community.



# Conclusion

This toolkit was created to promote an inclusive and peaceful socially cohesive school environment where all feel valued and understood. Achieving that goal can be challenging, but the benefits of fostering mutual respect and unity are considerable.

The toolkit offers a variety of resources for teachers, administrators, and staff at first. These resources are in reality opportunities for all school members to work together, to learn from each other, and to build a shared vision. It is an ongoing effort, not a quick fix, and it requires commitment from everyone involved.

The second major section of the toolkit addressed the children. The children's activities were designed to meet the needs of different age groups. Collectively, the children's activities aim to promote connectivity, teamwork, and personal growth. These activities are intended to be integrated into the daily curriculum, and they hold the potential to influence young minds towards empathy, cooperation, and mutual respect.

As it is not enough to work on activities that target the teachers and students, the toolkit included various activities that target parents and the wider community. Most of the activities under this section recommend forming parent-teacher groups, facilitating community dialogues, and setting up mentorship programs. These activities aim to strengthen communication, foster shared responsibility for community issues, and build a bridge between the school and the community.

All the activities presented in the toolkit are interconnected, each contributing to a larger plan for social cohesion. The journey towards this goal is a collective one, involving every stakeholder from school staff to students, parents, and community members.

In conclusion, while this toolkit offers guidance, the path towards social cohesion will be shaped by each unique school and community context. We hope this toolkit proves to be a useful resource in every institution's effort to create a harmonious learning

environment. As we conclude this guide, we encourage each educational institution to carry forward the spirit of social cohesion in their actions and discussions.

Building a sense of community and unity is not a one-time job but an ongoing process. Schools and academic institutions should use this toolkit as a starting point. They should be patient and keep working to create an environment where everyone feels that they truly belong. The challenges are real, but the rewards of a cohesive and harmonious community are invaluable.

Finally, we all have a role to play in promoting social cohesion. As educators, students, parents, and community members, we each have a responsibility to create a future where everyone feels seen, heard, and valued. Let's continue to cultivate unity and respect in our schools, fostering a culture that resonates far beyond the school walls.

## **How can we continue the discussion with educators using the toolkit?**

Feedback from users of the toolkit is welcome. The toolkit was the fruit of long discussions, thorough reflections, and careful revision.

## **We welcome your feedback on the following QR Code:**



## **For additional information, please use the following QR Code:**



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**The Ties That Bind: Building Social Cohesion in Divided Communities. Catholic Relief Services Research and Publications. 2017.**

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# Appendix A

## Students' Assessment Tool

After using the “Student Assessment Tool”, you can calculate the “Social Cohesion” score using the following table.

Choose the answer that applies to you.

Student ( Optional ): _____	Sex <input type="checkbox"/> Female <input type="checkbox"/> Male
Grade: _____	Nationality <input type="checkbox"/> Lebanese <input type="checkbox"/> Palestinian <input type="checkbox"/> Syrian <input type="checkbox"/> Other



**Choose the answer that applies to you.**

## 1. Relationships

1. I have many friends.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

2. All my friends are from my neighborhood.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

3. My friends are the same ones inside and outside school.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

4. I play with other kids at school.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

5. I play with the same friends inside and outside school.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

6. I know my teachers well.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

7. I can talk to all my teachers in a friendly way.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

8. My teachers do different activities with us.

**3** 👍 Strongly Agree

**2** 👍 Not sure

**1** 👎 Strongly Disagree

**Total: ...../ 24**



## 2. Trust

9. I can tell my teacher(s) about my problems.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

10. I can tell the principal about my problems.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

11. I can share my personal stories with many people at my school.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

12. I feel very close to the students in my class.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

13. My friends at school are my secret keepers.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

14. I can talk about myself easily with those who are not my best friends.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

15. I sometimes get afraid that some students will make fun of me.

**1** 👍 Strongly Agree      **2** 👍 Not sure      **3** 👎 Strongly Disagree

16. Some teachers allow students to make fun of each other.

**1** 👍 Strongly Agree      **2** 👍 Not sure      **3** 👎 Strongly Disagree

**Total: ...../ 24**



### 3. Resources

17. I get everything I need from the school.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

18. The school takes care of us and our well-being.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

19. The place my family and I live in is good enough for living.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

20. My family and I get all what we need from groups and organizations around us.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

21. The area my family and I live in is safe.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

22. My family and I know the people in the town we live in.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

23. My family and I know where to go for what we need, if we ever need help.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

24. My family and I can go to public places in my area.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

**Total: ...../ 24**



## 4. Belonging

25. In my family, we all spend good times together.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

26. My family can come to the school any time they like.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

27. In our school, we are one big family.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

28. I want to stay in this school till I finish my education.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

29. In the town where we live, all people help each other.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

30. I know that if my family and I face a problem, there will be someone outside my family who will help us.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

31. I want to stay in this town with my family.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

**Total: ...../ 21**



## 5. Identity

32. My friends and I have a lot in common.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

33. This school is my second home.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

34. All the students at our school think of how they can help each other.

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

35. When I work in a group with other students, I usually think of myself first.

**1** 👍 Strongly Agree      **2** 👍 Not sure      **3** 👎 Strongly Disagree

36. I always name the town I am living in when they ask me, "Where are you from?"

**3** 👍 Strongly Agree      **2** 👍 Not sure      **1** 👎 Strongly Disagree

37. I think the place my family and I are living in is a temporary place.

**1** 👍 Strongly Agree      **2** 👍 Not sure      **3** 👎 Strongly Disagree

38. I would like to go to the original place where my parents came from.




**1** 👍 Strongly Agree      **2** 👍 Not sure      **3** 👎 Strongly Disagree

**Total: ...../ 21**






## 6. Sense of Safety




39. I feel safe when I'm on my way to school.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree




40. I feel safe at school.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree




41. All students respect each other at my school.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree




42. All students respect each other in my class.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree




43. Other students at the school often make fun of me.

**1**  Strongly Agree      **2**  Not sure      **3**  Strongly Disagree




44. I don't like to go to school every day because some students bully me and my friends.

**1**  Strongly Agree      **2**  Not sure      **3**  Strongly Disagree




45. If other students bully me, I can ask for help at school.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree




46. If I face a problem with other students at school, there is one teacher/staff member that I can talk to.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree

47. There is a system at school that allows us to report problems.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree

48. My parents come to the school every time I have a problem with other kids.

**3**  Strongly Agree      **2**  Not sure      **1**  Strongly Disagree

**Total: ...../ 30**

**Total Score: ...../144**

1. 115 and above: Excellent level of social cohesion
2. 86 – 114: A very good level of social cohesion
3. 70 – 85: A satisfactory level of social cohesion
4. 45 – 69: A poor level of social cohesion
5. Less than 45: The level of social cohesion is alarming

<b>Factor</b>	<b>Total</b>	<b>Great</b>	<b>Very Good</b>	<b>Good</b>	<b>Not Bad</b>	<b>Weak</b>
<b>Relationships</b>	24	22-24	18-21	15-17	11-14	0-10
<b>Trust</b>	24	22-24	18-21	15-17	11-14	0-10
<b>Resources</b>	24	22-24	18-21	15-17	11-14	0-10
<b>Belonging</b>	21	19-21	16-18	13-15	10-12	0-9
<b>Identity</b>	21	19-21	16-18	13-15	10-12	0-9
<b>Sense of Safety</b>	30	27-30	22-26	18-21	13-17	0-12
<b>Total</b>	144	131-144	108-130	87-107	63-86	0-12
<b>Percent %</b>	100	100	91-100	75-90	60-74	0-44

# Appendix B

In case the organization or academic institution decided to use this toolkit (especially the activities designed for the children) during a shorter time frame, they can substitute the full toolkit with a mini one that encompasses the activities in the table below. It is imperative that the activities are implemented in the order they appear in. For the full details on how to implement each of the activities, refer back to the corresponding section of this toolkit.

Type of Activity	Cycle I Activities	Cycle II Activities	Cycle III Activities
<b>Get-to-Know You Activities</b>	<ol style="list-style-type: none"> <li>1. Name Association Game</li> <li>2. Actions Introductions</li> <li>3. Two Truths and One Lie</li> <li>4. Feelings Scavenger Hunt</li> </ol>	<ol style="list-style-type: none"> <li>1. The Story of my Name</li> <li>2. Identity Bracelets</li> <li>3. Treasures of the Heart</li> <li>4. Emotions Expedition</li> </ol>	<ol style="list-style-type: none"> <li>1. Line-Up Challenge</li> <li>2. A-Z Personal Trivia</li> <li>3. My Life's Soundtrack</li> <li>4. Backward Design of Dreams</li> </ol>
<b>Team-Building Activities</b>	<ol style="list-style-type: none"> <li>1. Corners</li> <li>2. Recyclable Tower Challenge</li> <li>3. Mission Accomplished</li> <li>4. Art Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. Corners</li> <li>2. Recyclable Bridge Challenge</li> <li>3. Scavenger Hunt</li> <li>4. Collaborative Drawing</li> </ol>	<ol style="list-style-type: none"> <li>1. Take a Spot</li> <li>2. Give and Take</li> <li>3. Build that Square</li> <li>4. Doodling Together</li> </ol>
<b>Agency and Influence Activities</b>	<ol style="list-style-type: none"> <li>1. Empathy Chains</li> <li>2. Be Kind</li> <li>3. Under the Spotlight</li> </ol>	<ol style="list-style-type: none"> <li>1. Circle of Trust</li> <li>2. Be Kind</li> <li>3. Under the Spotlight</li> <li>4. Our Garden</li> </ol>	<ol style="list-style-type: none"> <li>1. The Compliment Game</li> <li>2. Peace Circle</li> <li>3. Debate Club</li> </ol>



An illustration on a black background featuring several white hands reaching out from the edges. One hand holds a large yellow heart, another holds a yellow flower, and others are open. There are also small yellow stars and circles scattered around.

# Fostering Social Cohesion in Schools & Beyond

This toolkit was produced within the framework of “Nataf3al” project, which aims to increase school access and promote social cohesion in Lebanon. The project emphasizes social cohesion by promoting the community school model that emphasizes the importance of creating a safe and welcoming school environment, the importance of establishing a shared sense of belonging to the school community, and the importance of taking effective measures to prevent violence. The project was funded by the French Development Agency (AFD) and implemented by the Norwegian Refugee Council, Ana Aqra, Amel Foundation and International Alert.